

# PORTRAIT of a GRADUATE



## CRITICAL THINKING RUBRIC

Fostering the North Carolina Portrait of a Graduate Durable Skills – Adaptability, Collaboration, Communication, Critical Thinking, Empathy, Learner’s Mindset, and Personal Responsibility – is imperative for student success.

The North Carolina Durable Skills rubrics are tools that help educators teach the durable skills throughout their systems of teaching and learning and assess them, when appropriate. The master set of North Carolina Durable Skills rubrics addresses grade bands K-2, 3-5, 6-8, and 9-12 in each of the North Carolina Portrait of a Graduate Durable Skills.

These rubrics are designed with formative assessment of student work in mind, but they can be used in many ways. The rubrics are designed to:

- Define the criteria associated with each of the North Carolina Durable Skills.
- Define important skills and dispositions associated with each of the North Carolina Durable Skills.
- Support the design of learning experiences in which students practice and apply targeted North Carolina Durable Skills.
- Illustrate a continuum of performance, including exemplary performance that exceeds expectations, for each criterion.
- Provide a common vocabulary for stakeholders regarding the North Carolina Durable Skills.

All North Carolina Durable Skills rubrics can be used to support student self-assessment and teacher assessment for the purpose of planning and providing feedback. The Critical Thinking rubric can also be used to support:

- Peer assessment of the durable skill.
- Teacher assessment for the purpose of demonstrating progress within a performance task.

## How does this rubric define Critical Thinking?

### North Carolina Graduates...

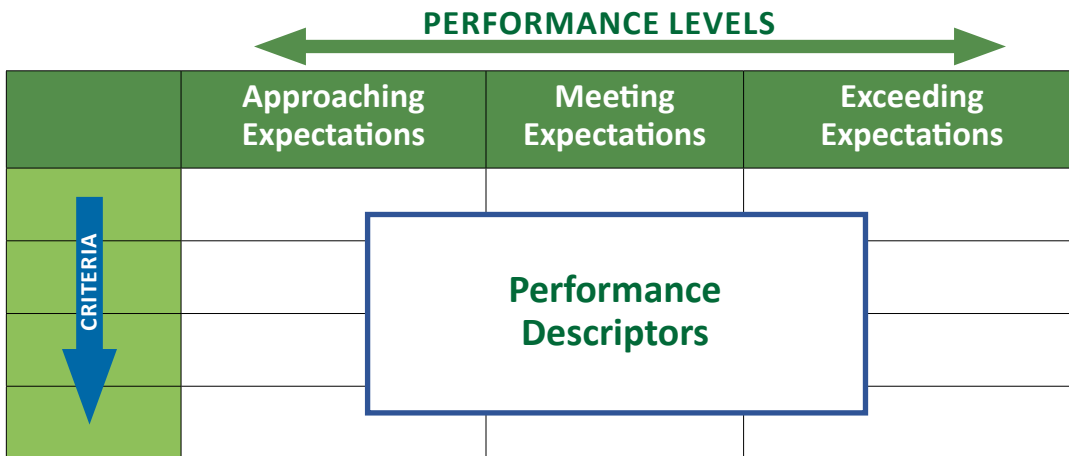
- Analyze, assess, and reconstruct personal thought processes.
- Apply thinking that is clear, rational, and evidence based.
- Evaluate and prioritize solutions to difficult or complex problems.
- Employ creative improvements to systems, processes, and organizations.

## What do the performance levels mean in the rubric?

The North Carolina Durable Skills rubrics are intended to support student progress with the durable skill. We offer the following descriptions of each performance level:

- **Approaching Expectations:** Describes student performance that is approaching proficiency.
- **Meeting Expectations:** Describes a “proficient” level of student performance.
- **Exceeding Expectations:** Describes student performance that is exemplary and exceeds proficiency.

## Rubric Terminology and Structure



**CRITICAL THINKING RUBRIC: GRADES 3-5**

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Information, Discovery, and Research	<p>Defines the problem, investigation, or challenge. The explanation is somewhat clear.</p> <p>Creates questions that are somewhat clear and can be followed but lack specificity or a strong connection to the topic.</p> <p>Gathers some background information about the topic of investigation but lacks sufficient information to answer questions.</p> <p>Examines whether the information found in a source matches the topic of investigation.</p> <p>Proceeds with research without consistently evaluating sources based on all provided criteria.</p>	<p>Clearly explains the problem, investigation, or challenge. (For example: What is the actual problem or issue? Who is impacted? What goals are we striving to meet?)</p> <p>Creates clear questions relevant to the specific topic of investigation.</p> <p>Effectively refines and improves questions and identifies a key question or set of questions to investigate.</p> <p>Gathers specific information about the topic of investigation. Includes information directly related to questions.</p> <p>Examines whether a source contains information that matches the topic of investigation and addresses questions.</p>	<p>Clearly explains topic and purpose for investigation, including details about the context and goals. (For example: What is the actual problem or issue? Where is the problem or issue appearing? Who is impacted? How will we know if we are successful?)</p> <p>Creates a set of questions closely related to the problem, investigation, or challenge.</p> <p>Revises questions and identifies a prioritized set that are most important or helpful to address the problem, investigation, or challenge. Questions lay a foundation for ambitious investigation/research.</p> <p>Conducts research and gathers relevant information related to questions from multiple sources.</p> <p>Examines whether the information found in a source matches the topic of investigation, addresses questions, and is reliable.</p>
Reasoning, Analysis, and Interpretation	<p>Documents learning, but the information recorded (notes, observations, etc.) is somewhat unclear.</p> <p>Formulates conclusions based on a quick (non-thorough) analysis of information/notes. Conclusions are somewhat unclear.</p>	<p>Clearly documents learning. Organizes information. (For example: Sorts notes into provided categories, etc.) Uses information to make inferences.</p> <p>Shares clear and logical conclusions made from a review of information/notes.</p>	<p>Clearly documents learning. Organizes and prioritizes notes/data and identifies similarities, differences, and/or patterns to look deeply into the problem or issue. Uses information to form valid inferences.</p> <p>Shares clear and logical conclusions made from a careful and detailed review of information/notes.</p> <p>Clearly explains how new information/learning has shifted their thinking or helped them better understand the problem/issue.</p>

**CRITICAL THINKING RUBRIC: GRADES 3-5**

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Solution Finding (When Problem Solving)	<p>Creates solution ideas, but the explanations lack clarity.</p> <p>Evaluates ideas using some of the provided criteria. Selects a solution that meets some criteria. Provides an explanation that is somewhat clear.</p>	<p>Creates solution ideas that are clearly connected to the specific problem. Explains why each idea makes sense.</p> <p>Evaluates ideas using provided criteria. Selects a solution that meets criteria. Clearly explains why the solution makes sense.</p>	<p>Clearly explains initial solution ideas. Ideas are directly related to the problem and are feasible to implement.</p> <p>Carefully and accurately evaluates ideas using provided criteria. Selects a solution that meets criteria.</p> <p>Clearly describes strengths and weaknesses of ideas considered and why the selected solution is the best.</p>
Justification	<p>States a somewhat clear opinion about the problem or issue.</p> <p>Provides partial or uneven support for opinion. Includes insufficient reasons, facts, and details.</p>	<p>States an opinion about the problem or issue.</p> <p>Provides opinion with reasons that are supported by relevant facts and details.</p>	<p>Clearly states opinion about the topic of investigation or issue.</p> <p>Provides thorough and convincing reasons and evidence for opinion.</p>