CRITICAL THINKING

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?
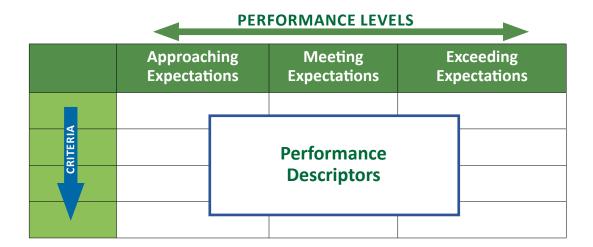
North Carolina Graduates...

• 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

PERFORMANCE LEVELS

CRITERIA	Approaching Expectations	Meeting Expectations	Exceeding Expectations
		Performance Descriptors	

CRITICAL THINKING RUBRIC: GRADES K-2

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Information, Discovery, and Research	With support, explains the topic of investigation. With support, asks general questions to learn information about the broad topic of investigation. Questions are somewhat vague/unclear.	Explains the topic and purpose for investigation. Asks clear questions about the broad topic of investigation. (For example: When learning about the life cycle of chickens, asks, "How does an egg hatch?")	Clearly explains topic and purpose for investigation, including additional details about the context. Asks clear questions that are relevant to the specific problem or issue. (For example: When presented with a challenge to make the playground more inviting for all, asks, "What do kids wish they could do on our playground?")
Reasoning, Analysis, and Interpretation	Makes meaning of information to form conclusions with significant guidance and support.	Makes meaning of information to form conclusions with moderate assistance.	Makes meaning of information to form conclusions with minimal assistance.
Solution Finding (When Problem Solving)	Creates solution ideas that are not clearly connected to the specific problem. Selects a solution but is not able to relate it to the specific problem.	Creates initial solution ideas that connect to the specific problem. Selects a solution. Explains why it makes sense.	Creates solution ideas that connect to the specific problem and are feasible to implement. Selects the most efficient approach to solve the problem using provided criteria.
Justification	States a somewhat clear opinion about the problem or issue. Is unable to supply reasons that support the opinion.	States an opinion about the problem or issue. Supplies reasons that support the opinion.	States an opinion and provides some context about the problem or issue. Supplies multiple reasons that support the opinion.