**Critical Thinking Rubric Jigsaw**

**Part 2: Rubric Jigsaw**

**GOAL:**

* Understand the durable skills associated with the North Carolina Portrait of a Graduate Critical Thinking rubric.

**INSTRUCTIONS:**

1. **[2 Minutes]** Form a team of 4. Assign each person in your team to one of the following Critical Thinking criteria:
   1. Information, Discovery, and Research
   2. Reasoning, Analysis, and Interpretation
   3. Solution Finding (When Problem Solving)
   4. Justification
2. **[10 Minutes]** Individually, review your assigned Critical Thinking criteria. Be prepared to share the following information with your team:
   1. *This critical thinking criterion focuses on…*
   2. *An example of the way in which the performance expectations change as grade levels increase is…*
   3. *In my opinion, students featured in the video (did/did not) have an opportunity to demonstrate this critical thinking skill because…*
3. **[12 Minutes]** Using the sentence stems provided in step #2, take turns introducing your assigned performance area to your teammates. Allocate 2 minutes per person.

**VERTICAL ARTICULATION OF CRITICAL THINKING SKILLS**

**1 - Information, Discovery, and Research**

| **K-2** | 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?”) |
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| **3-5** | 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?)  Creates clear questions relevant to the specific topic of investigation.  Effectively refines and improves questions and identifies a key question or set of questions to investigate.  Gathers specific information about the topic of investigation. Includes information directly related to questions.  Examines whether a source contains information that matches the topic of investigation and addresses questions. |
| **6-8** | Clearly defines the problem, investigation, or challenge. (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?)  Creates a set of questions closely related to the problem, investigation, or challenge. Revises questions and identifies a prioritized set that is most important or helpful to address the problem, investigation, or challenge.  Questions provide a foundation for investigation.  Conducts research and gathers relevant, sufficient information from multiple sources related to investigation/ research questions.  Examines whether the information found in a source matches the topic of investigation, addresses questions, and is credible, accurate, and reliable. |
| **9-12** | Clearly defines the problem, investigation, or challenge. (For example: What is the actual problem or issue? Where is the problem or issue appearing? Who is impacted? What will happen if we do not address this problem or issue? How will we know if we are successful?) Continuously seeks clarity and understanding.  Identifies inquiry questions clearly and precisely; engages in an open- ended thinking process to develop an initial set of questions related to the problem, investigation,or challenge; refines the initial set of questions; and identifies a key question or prioritized set of questions on which to focus. Questions provide a solid foundation for investigation.  Conducts research and gathers relevant information from multiple authoritative sources (books, articles, websites, cases, interviews, surveys, etc...) related to the topic and questions.  Examines whether the information found in sources matches the topic of investigation, addresses questions, and is reliable. (For example: Does it answer my questions? Is it credible, accurate, and reliable? Is the viewpoint objective or biased? How is the source supported by evidence? Does it agree or disagree with other sources?)  Compares information across sources and clearly justifies which sources will provide the most useful information. |

**2 - Reasoning, Analysis, and Interpretation**

| **K-2** | Makes meaning of information to form conclusions with moderate assistance. |
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| **3-5** | Clearly documents learning. Organizes information (Sorts notes into provided categories, etc.). Uses information to make inferences.  Shares clear and logical conclusions made from a review of information/notes. |
| **6-8** | Clearly documents learning. Organizes and prioritizes notes/ data and identifies similarities, differences, and/or patterns.  Forms valid inferences from information.  Formulates and clearly articulates logical conclusions from researched information, observations, and inferences.  Clearly explains how different perspectives or accounts were considered. |
| **9-12** | Organizes notes/data and identifies similarities, differences, and/or patterns.  Formulates logical, valid inferences from information.  Clearly explains logical conclusions drawn from researched information, observations, and inferences.  Clearly cites specific details upon which the conclusions were drawn. Clearly explains any shifts in thinking about the problem/ issue. |

**3 - Solution Finding (When Problem Solving)**

| **K-2** | Creates initial solution ideas that connect to the specific problem.  Selects a solution. Explains why it makes sense. |
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| **3-5** | Creates solution ideas that are clearly connected to the specific problem. Explains why each idea makes sense.  Evaluates ideas using provided criteria. Selects a solution that meets criteria. Clearly explains why the solution makes sense. |
| **6-8** | Identifies a sufficient number of solution ideas. Uses provided criteria to select an effective solution to test that is directly related to the problem and feasible to implement.  Effectively tests a solution using a provided process and criteria. (For example: Presents an overview or a storyboard of a solution idea to a small group impacted by the problem and invites participants to submit a survey.) Collects clear information.  Analyzes the effectiveness of proposed solutions. Uses the evaluation to determine the need for further work on the problem. Clearly describes the outcome. |
| **9-12** | Creates relevant and appropriate criteria to analyze solutions. Identifies a sufficient number of solution ideas that are feasible to implement. Evaluates solutions and selects an effective solution to test that meets all criteria.  Designs and implements a process to effectively test a solution and collect clear information. (For example: Presents an overview or a storyboard of a solution idea to a small group impacted by the problem and invites participants to submit a survey.)  Analyzes, with precision and accuracy, the relative effectiveness of proposed  solutions. Uses the evaluation to determine the need for further work on the problem. Clearly describes the outcome. |

**4 - Justification**

| **K-2** | States an opinion about the problem or issue.  Supplies reasons that support the opinion. |
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| **3-5** | States an opinion about the problem or issue.  Provides opinion with reasons that are supported by relevant facts and details. |
| **6-8** | Provides a clear, knowledgeable claim about the problem or issue.  Supports claim with logical reasoning and relevant evidence. |
| **9-12** | Provides a clear, knowledgeable claim about the problem or issue. Distinguishes it from opposing claims.  Thoroughly supports claim with logical reasoning and relevant evidence. Clearly and convincingly addresses counter arguments. |