CSCU GENERAL EDUCATION ASSESSMENT RUBRIC
COMPETENCY AREA: Critical Analysis and Logical Thinking

Critical Analysis and Logical Thinking Goal: Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.

Scale / Outcomes	4 — Highly Competent	3 — Competent	2 — Minimally Competent	1 — Not Competent
1. Identifying Arguments: Identify issues, evidence and reasoning processes; distinguish facts from opinion; recognize various types of arguments.	Identifies and describes and explains issues, evidence, and reasoning processes in arguments; identifies argument type and component elements.	Adequately identifies, describes and explains most issues, evidence and reasoning processes in arguments; is able to identify most arguments by type and name the component elements.	Is aware of main issues, evidence and reasoning processes in arguments; is able to identify the presence of arguments.	Is unable to identify or describe issues, evidence and/or reasoning processes in arguments; fails to identify arguments by type, cannot name component elements.
2. Formulating arguments: Formulating good arguments, including a significant focus on inductive reasoning.	Formulates persuasive arguments leading to reasonable conclusions; uses inductive reasoning to reach persuasive and credible conclusions.	Formulates effective arguments leading to reasonable conclusions; frequently uses inductive reasoning to reach credible conclusions.	Formulates arguments leading to reasonable conclusions; at times uses inductive reasoning to reach conclusions.	Students cannot formulate arguments that lead to warranted conclusions; does not use inductive reasoning.
3. Analysis: Break subject matter into components, and identify their interrelations to ascertain the defining features of the work and their contributions to the whole.	Effectively separates subject matter into its component parts; identifies interrelationships among the elements; recognizes and insightfully describes the contributions of each to the whole.	Adequately separates subject matter into its component parts; identifies most interrelationships among the elements; recognizes and accurately describes most of the contributions of each to the whole.	Distinguishes component parts; identifies some interrelationships among the elements; occasionally recognizes and describes the contributions of each to the whole.	Student is unable to separate subject matter into its component parts; fails to identify interrelationships among the elements; does not recognize and/or accurately describe the contributions of each to the whole.
4. Evaluation: Identify assumptions, assessing the quality and reliability of sources of evidence, and demonstrating knowledge of the criteria for evaluating the success of each kind of inference.	Accurately identifies and can summarize all assumptions in an argument; is able to assess the quality and reliability of sources of evidence; understands and applies criteria for evaluating the success of various types of inference	Adequately identifies and can summarize assumptions in most arguments; is able to assess the quality and reliability of most sources of evidence; understands and applies criteria for evaluating the success of most types of inference	Identifies and can summarize assumptions in some arguments; is able to assess the quality and reliability of some sources of evidence; understands and applies criteria for evaluating the success of some types of inference	Cannot identify and/or summarize assumptions in arguments; is unable to assess the quality and reliability of sources of evidence; fails to apply criteria for evaluating inferences

5. **Synthesis:** Draw together disparate claims into a coherent whole in order to arrive at well-reasoned and well-supported inferences that can be justified as a conclusion.	Incorporates the results of his/her analysis into a coherent personal conclusion that is well reasoned, based on well supported inferences, and that recognizes and responds to disparate claims and points of view while remaining aware of the influence of personal or confirmation (my- side) bias where appropriate.	Incorporates the results of his/her analysis into a coherent personal conclusion that is adequately reasoned, based on reasonably well supported inferences, and that recognizes and responds to most disparate claims and points of view while for the most part avoiding personal or confirmation (my-side) bias where appropriate.	Attempts to incorporate the results of his/her analysis and arrive at a reasonable conclusion, but one that lacks support; student nominally recognizes disparate claims and points of view; personal or confirmation bias (my-side) may be evident.	Is unable to incorporate the results of his/her analysis into a coherent personal conclusion; his/her conclusion is not based on sound reasoning or well supported inferences; student fails to recognize and/or respond to disparate claims and points of view; does not avoid personal or confirmation (my-side) bias.