**Critical Thinking Exemplar Rubric 10-12**

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| Critical Thinking  | Consistently (C) | Usually (U) | Sometimes (S) | Rarely (R)  |
|  Identify Issues(Ask Questions)  | I identify issues and question them while respecting the ideas (perspectives) of our entire community.   | I can identify issues and explain the different perspectives involved.   | I can identify issues, question them and explain my perspectives. | I can ask surface or basic questions and identify problems.    |
| Find Evidence  | I can research a topic and find a variety resources that represent different perspectives. I can analyze the information collected to narrow it down to the most important evidence. | I can research a topic and find many resources that include different perspectives. I can select the relevant information.  | I can research a topic and find resources. I may need support determining which information is most important.  | With support I can research a topic and find basic information to support my perspective.  |
| Reach Conclusions | I can use an analysis of the information involved to reach at least one conclusion. I may use calculations, graphs or data to support my conclusion. If evidence is limited, I can explain why this is the case.  | I can come to multiple conclusions using evidence and research and discuss them with others. | With support, I can come to conclusions using evidence and research. | I can make a list of the things I have found out and say which was most important. |
| Evaluate Evidence  | I can raise questions about sources of information that I feel may be more opinion than fact. I can discuss this and reshape my thoughts based on this understanding.  | I can raise questions about sources of information that I feel may be more opinion than fact. I can discuss whether the information is valid or invali d.  | I can evaluate a variety of information. I can evaluate and explain why it is valid or not. | With support I can evaluate a variety of information. At times, I can decide if it is valid or invalid.  |