



**EdLeader 21**



# Passion Project Critical Thinking Rubric

Critical Thinking involves creating a clear set of questions that open the door to investigate an issue/problem, selecting relevant information, and building understanding about the various perspectives that exist about the issue/problem. In problem-solving investigations, critical thinking involves identifying, evaluating, and selecting solutions that are effective and plausible. In investigations that involve taking an argumentative stance about an issue, critical thinking involves developing a claim, identifying relevant evidence, and addressing counterclaims.

### Badge Requirements:

Create a final project at work, in an internship, or in any content area that uses the skills below:

1. **Create** a prioritized set of inquiry questions on which to focus.
2. **Select and evaluate** relevant information to build understanding.
3. If problem-solving, **present** conclusions about how to best solve the problem, citing evidence.
4. If taking an argumentative stance about an issue, **develop** a claim, identify relevant evidence, and address counterclaims.
5. **Reflect** accurately about your critical thinking skills.

You can submit an application to earn a Critical Thinking badge for any project that you have completed that meets these requirements. On the application you'll need to:

- Demonstrate and provide evidence for how you demonstrated proficiency during and at the end of the project using the Critical Thinking Rubric.
- Reflect about your areas of strength and growth with the targeted 21st century skills by critically analyzing your work with others.
- Describe what you learned about yourself and your interests in the process.
- Think about how you will use your skills in other areas and set goals.

	<b>Novice</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Create a prioritized set of inquiry questions on which to focus.</b>	<p>Shows an inability to grasp the problem, investigation, or challenge; rarely seeks clarity and understanding.</p> <p>Formulates questions that are unclear and/or easily answered and do not provide a foundation for inquiry.</p>	<p>Defines the problem, investigation, or challenge, but explanation lacks clarity. Seeks clarity and understanding at times, but sometimes moves forward without sufficient understanding.</p> <p>Is beginning to formulate clear inquiry questions, but questions are limited and provide a framework for limited inquiry.</p>	<p>Clearly defines the problem, investigation, or challenge; continuously seeks clarity and understanding.</p> <p>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 inquiry.</p>	<p>Shows an impressive level of depth of understanding of the problem, investigation, or challenge. Shows an impressive level of depth of understanding of the audience for the solution to the problem, including expectations for and constraints on the solution.</p> <p>Generates thought-provoking inquiry questions. Carefully phrases questions in an effort to influence the depth, quality, and value of the information they will obtain through investigation. The quality of questions allows for in-depth inquiry.</p>
<b>Select and evaluate relevant information to build understanding.</b>	<p>Attempts to select information to answer inquiry questions, but is unable to find the right information.</p>	<p>Is beginning to select information, but needs assistance to find information that is sufficient to answer the scope of inquiry questions.</p>	<p>Selects information that is sufficient in terms of its quantity, diversity, and relevance to inquiry questions.</p>	<p>Selects a large quantity of highly diverse and relevant information to investigate inquiry questions.</p>

<p><b>If problem-solving, present conclusions about how to best solve the problem, citing evidence.</b></p>	<p>Presents conclusions regarding how to solve the problem, meet the challenge, answer the question, etc., that illustrate serious misconceptions.</p> <p>Provides explanations for conclusions drawn that are unclear and impossible to follow; fails to provide evidence for conclusions drawn.</p>	<p>Presents conclusions regarding how to solve the problem, meet the challenge, answer the question, etc., that illustrate partial understanding.</p> <p>Provides explanations that lack clarity, citing partial evidence for conclusions drawn.</p>	<p>Presents logical conclusions regarding how to solve the problem, meet the challenge, answer the question, etc. that illustrate substantial understanding.</p> <p>Provides explanations that are generally clear, citing sufficient evidence for conclusions drawn.</p>	<p>Draws logical conclusions that are not immediately obvious; explains the rationale for conclusions through sophisticated and often original uses of inductive and/or deductive reasoning.</p>
<p><b>If taking an argumentative stance about an issue, develop a claim, identify relevant evidence, and address counterclaims.</b></p>	<p>Provides simplistic arguments with scant descriptions of claims to show reasoning.</p> <p>Arguments are based on evidence that is inadequate or unstated.</p> <p>Presents arguments with little or no explanation or justification for claims.</p>	<p>Provides a claim that may be stated unclearly; is beginning to explain the reasoning for claims. Descriptions are somewhat convincing, but lack clarity.</p> <p>Cites evidence to support argument, but provides an insufficient quantity to provide a strong justification.</p> <p>Provides a minimal treatment of some of the evidence related to the claim; acknowledgement of counter arguments is present, but not clear enough to support the claim.</p>	<p>Provides a claim that clearly articulates an opinion; clearly explains the reasoning for claims. Cites a sufficient quantity of relevant evidence to support most claims.</p> <p>Presents a clear and sufficient treatment of most available evidence relating to the argument; clearly and convincingly addresses counter arguments.</p>	<p>Through presentation of important details, facts, and concepts, clearly expresses results of one’s reasoning through cogent arguments that are well-supported by evidence.</p> <p>Considers what evidence is missing and how it should affect an evaluation of the claim.</p> <p>Provides careful and reasoned qualifications or restrictions for the claim in such a way that the argument provides a unique perspective on the claim.</p>

<p><b>Self-Regulation/ Reflection</b></p>	<p>Often identifies errors in the process, and how to fix them, incorrectly.</p> <p>Rarely analyzes and questions one's own thinking, reasoning, and critical thinking dispositions with accuracy. (Does the student openly explore alternative points of view? Show open-mindedness and flexibility? Continuously seek clarity and understanding? Use precision and thoroughness? Dedicate enough time and effort to thinking? Assess whether the quality of his/her thinking is improving over time? Reflect on the amount of support that he/she needs during the critical thinking process?)</p> <p>Displays significant biases that prevent an objective perspective.</p> <p>Rarely questions and/or evaluates one's own reasoning and cognitive skills; makes regular errors in reviewing performance.</p>	<p>Is beginning to show the ability to identify errors in the process, but needs support in correcting the problem or identifying a new course of action.</p> <p>Sometimes analyzes and questions one's own thinking, reasoning, and critical thinking dispositions with accuracy. (Does the student openly explore alternative points of view? Show open-mindedness and flexibility? Continuously seek clarity and understanding? Use precision and thoroughness? Dedicate enough time and effort to thinking? Assess whether the quality of his/her thinking is improving over time? Reflect on the amount of support that he/she needs during the critical thinking process?)</p> <p>Sometimes identifies factors that affect one's objectivity or rationality.</p> <p>Is beginning to review one's own performance, but review shows errors in self-reflection.</p>	<p>Frequently identifies and corrects errors in the process.</p> <p>Often analyzes and questions one's own thinking, reasoning, and critical thinking dispositions with accuracy. (Does the student openly explore alternative points of view? Show open-mindedness and flexibility? Continuously seek clarity and understanding? Use precision and thoroughness? Dedicate enough time and effort to thinking? Assess whether the quality of his/her thinking is improving over time? Reflect about the amount of support that he/she needs during the critical thinking process?)</p> <p>Often identifies factors that affect one's objectivity or rationality.</p> <p>Rarely makes significant errors in reviewing one's own performance.</p>	<p>Nearly always accurately identifies all errors in the information or process.</p> <p>Always analyzes and evaluates one's own cognitive skills with a view toward questioning and/or validating one's reasoning and results.</p> <p>Accurately judges the extent to which one's thinking is influenced by deficiencies in knowledge, stereotypes, prejudices, emotions, or any other factors that constrain one's objectivity or rationality. Work is always unbiased, fair-minded, thorough, and objective.</p> <p>Designs reasonable procedures to remedy or correct, if possible, any mistakes and their causes.</p>
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