

## APPENDIX H

# PORTLAND STATE UNIVERSITY STUDIES PROGRAM RUBRIC: HOLISTIC CRITICAL THINKING

### Inquiry and Critical Thinking Rubric

Students will learn various modes of inquiry through interdisciplinary curricula—problem posing, investigating, conceptualizing—in order to become active, self-motivated, and empowered learners.

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#### 6 (Highest)—Consistently does all or almost all of the following:

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- Accurately interprets evidence, statements, graphics, questions, etc.
- Identifies the salient arguments (reasons and claims) pro and con.
- Thoughtfully analyzes and evaluates major alternative points of view.
- Generates alternative explanations of phenomena or event.
- Justifies key results and procedures, explains assumptions and reasons.
- Fair-mindedly follows where evidence and reasons lead.
- Makes ethical judgments.

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#### 5—Does most of the following:

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- Accurately interprets evidence, statements, graphics, questions, etc.
- Thinks through issues by identifying relevant arguments (reasons and claims) pro and con.
- Offers analysis and evaluation of obvious alternative points of view.
- Generates alternative explanations of phenomena or event.
- Justifies (by using) some results or procedures, explains reasons.
- Fair-mindedly follows where evidence and reasons leads.

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#### 4—Does most of the following:

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- Describes events, people, and places with some supporting details from the source.
- Make connections to sources, either personal or analytic.
- Demonstrates a basic ability to analyze, interpret, and formulate inferences.
- States or briefly includes more than one perspective in discussing literature, experiences, and points of view of others.
- Takes some risks by occasionally questioning sources or by stating interpretations and predictions.
- Demonstrates little evidence of rethinking or refinement of one's own perspective.

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**3—Does most or many of the following:**

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- Responds by retelling or graphically showing events or facts.
  - Makes personal connections or identifies connections within or between sources in a limited way. Is beginning to use appropriate evidence to back ideas.
  - Discusses literature, experiences, and points of view of others in terms of own experience.
  - Responds to sources at factual or literal level.
  - Includes little or no evidence of refinement of initial response or shift in dualistic thinking.
  - Demonstrates difficulty with organization and thinking is uneven.
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**2—Does most or many of the following:**

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- Misinterprets evidence, statements, graphics, questions, etc.
  - Fails to identify strong, relevant counter arguments.
  - Draws unwarranted or fallacious conclusions.
  - Justifies few results or procedures, seldom explains reasons.
  - Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.
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**1 (lowest)—Consistently does all or almost all of the following:**

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- Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others.
  - Fails to identify or hastily dismisses strong, relevant counterarguments.
  - Ignores or superficially evaluates obvious alternative points of view. Argues using fallacious or irrelevant reasons and unwarranted claims.
  - Does not justify results or procedures, nor explains reasons.
  - Exhibits close-mindedness or hostility to reason.
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X—No basis for scoring (Use only for missing or malfunctioning portfolios.)

(2)