<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>Tier 1</th>
<th>2</th>
<th>3</th>
<th>Tier 2</th>
<th>4</th>
<th>5</th>
<th>Tier 3</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question</strong> - Students will be able to identify a problem or conflict, determine the related factors and outline the necessary steps for a solution.</td>
<td>• Fails to identify alternatives</td>
<td>• Fails to acknowledge uncertainties</td>
<td>• Fails to identify a working hypothesis</td>
<td>• Identifies possible problem or conflict</td>
<td>• Identifies factors that may be related to problem or conflict</td>
<td>• Identifies potential steps to a solution</td>
<td>• Defines the fundamental problem or conflict</td>
<td>• Determines related factors</td>
<td>• Outlines necessary steps to a solution</td>
</tr>
<tr>
<td><strong>Analyze</strong> - Students will be able to analyze primary data or sources to determine their structure, validity and usefulness.</td>
<td>• Fails to distinguish between relevant/irrelevant data</td>
<td>• Fails to identify the purpose and tone</td>
<td>• Fails to distinguish between fact and opinion</td>
<td>• Fails to identify bias</td>
<td>• Fails to draw reasonable inferences</td>
<td>• Fails to identify reasons to support the thesis</td>
<td>• Fails to recognize cause/effect relationships</td>
<td>• Fails to compare or contrast analogous data</td>
<td>• Identifies data that may be relevant</td>
</tr>
<tr>
<td><strong>Discuss</strong> - Students will be able to engage in productive verbal communication of ideas in a classroom setting, working toward a solution or conclusion.</td>
<td>• Fails to acknowledge opposing viewpoints</td>
<td>• Fails to modify thesis if required</td>
<td>• Fails to enunciate ideas clearly</td>
<td>• Fails to distinguish between relevant/irrelevant data</td>
<td>• Arguments are fallacious</td>
<td>• Acknowledges opposing viewpoints</td>
<td>• Shows flexibility in modifying thesis</td>
<td>• Enunciates basic ideas clearly</td>
<td>• Identifies relevance of data</td>
</tr>
</tbody>
</table>
### East Georgia State College
### Holistic Critical Thinking Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 Tier 1</th>
<th>2 Tier 2</th>
<th>3 Tier 3</th>
<th>4 Tier 4</th>
<th>5 Tier 5</th>
<th>6 Tier 6</th>
</tr>
</thead>
</table>
| **Debate** - Students will be able to use facts and viewpoints to present a persuasive argument in a forum of competing perspectives to achieve rational conclusions and effective compromises. | • Fails to provide adequate support for thesis  
• Fails to distinguish between emotional and rational responses  
• Fails to recognize possible counter arguments  
• Fails to provide rebuttals for counter arguments | • Provides adequate support for thesis  
• Distinguishes between emotional and rational responses  
• Recognizes counter arguments  
• Provides rebuttals for counter arguments | • Provides persuasive support for thesis  
• Effectively guides debate back from an emotional response to rational arguments  
• Distinguishes between the weak and strong points made in counter arguments  
• Uses strong points of counter arguments to forge effective compromises | | | |
| **Critique** - Students will be able to research opposing arguments in a controversial issue and evaluate the strength of the arguments to determine the student's stance. | • Fails to assess the quality of evidence presented  
• Fails to assess the sufficiency of the evidence  
• Fails to develop reasonable conclusions  
• Fails to confirm the adequacy of the hypothesis | • Assesses the quality of evidence presented  
• Assesses the sufficiency of evidence presented  
• Develops reasonable conclusions  
• States testable hypothesis | • Presents a persuasive assessment of the quality of evidence presented  
• Presents a persuasive assessment of the sufficiency of evidence presented  
• Develops persuasive conclusions  
• Subjects hypothesis to test that can be replicated | | | |