### Florida A & M University
**School of Business and Industry**
**Graduate Critical Thinking Rubric**

<table>
<thead>
<tr>
<th>Faculty Name</th>
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<tbody>
<tr>
<td>Course # /Name, Department</td>
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<tr>
<td>Semester/Year</td>
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<tr>
<td>Student</td>
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<tr>
<th>Applying</th>
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<tr>
<td><strong>Using data, principles, and theories learned to answer a question in a new environment; shows one can apply what is learned and understood.</strong></td>
<td><strong>Exceeds Expectations</strong></td>
<td><strong>Meets expectations</strong></td>
<td><strong>Does Not Meet Expectations</strong></td>
<td><strong>Unacceptable</strong></td>
</tr>
<tr>
<td><strong>A.</strong> Consistently and accurately manipulates all relevant learned content to create new information, a new product or make an argument.</td>
<td><strong>A.</strong> Correctly manipulates some of the learned content to create new information, a new product or make an argument.</td>
<td><strong>A.</strong> Rarely manipulates any of the learned content to create new information, a new product or make an argument.</td>
<td><strong>A.</strong> Never manipulates any of the learned content to create new information, a new product or make an argument.</td>
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<tr>
<td><strong>B.</strong> Always performs comprehensive tasks specific to learned course knowledge.</td>
<td><strong>B.</strong> At times performs comprehensive tasks specific to learned course knowledge.</td>
<td><strong>B.</strong> Rarely performs comprehensive tasks specific to learned course knowledge.</td>
<td><strong>B.</strong> Never performs comprehensive tasks specific to learned course knowledge.</td>
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<tr>
<td><strong>C.</strong> Employs all learned formulas, procedures, principles or themes accurately and appropriately in new contexts.</td>
<td><strong>C.</strong> Employs some learned formulas, procedures, principles or themes but not always appropriately in new contexts.</td>
<td><strong>C.</strong> Employs very few formulas, procedures, principles, or themes and not always appropriately in new contexts.</td>
<td><strong>C.</strong> Does not employ formulas, procedures, principles, or themes accurately and appropriately in new contexts.</td>
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<th>Analyzing</th>
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<td><strong>Breaks down material into its constituent parts so that its organizational structure may be understood.</strong></td>
<td><strong>A.</strong> Performs advanced analytical tasks such as interpretation of graphs, tables and/or the validity of arguments or reasoning.</td>
<td><strong>A.</strong> Performs basic analytical tasks such as categorizing information and distinguishing between relevant and irrelevant data or facts.</td>
<td><strong>A.</strong> Attempts to perform basic analytical tasks.</td>
<td><strong>A.</strong> Does not perform basic analytical tasks.</td>
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<tr>
<td><strong>B.</strong> Consistently classifies all information, concepts, principles and facts.</td>
<td><strong>B.</strong> Infrequently classifies information, concepts, principles and facts.</td>
<td><strong>B.</strong> Rarely classifies information, concepts, principles and facts.</td>
<td><strong>B.</strong> Never classifies information, concepts, principles and facts.</td>
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<tr>
<td><strong>C.</strong> Consistently compares and contrasts all facts presented.</td>
<td><strong>C.</strong> Infrequently compares and contrasts facts.</td>
<td><strong>C.</strong> Rarely compares and contrasts facts.</td>
<td><strong>C.</strong> Never compares and contrasts facts.</td>
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### Evaluating
Making judgments based on criteria through verifying and critiquing.

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<tr>
<th>A. Assesses unsupported claims using standards of credibility and documentation.</th>
<th>A. Attempts to assess unsupported claims.</th>
<th>A. Identifies unsupported claims but does not assess them.</th>
<th>A. Does not identify unsupported claims or assess them.</th>
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<tr>
<td>B. Neutralizes fallacious reasoning and rhetoric by drawing attention to its flaws.</td>
<td>B. Recognizes some fallacious reasoning and rhetoric and neutralizes some of it.</td>
<td>B. Recognizes some fallacious reasoning and rhetoric but is not able to neutralize it.</td>
<td>B. Does not recognize fallacious reasoning and rhetoric.</td>
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<tr>
<td>C. Persuasively and correctly judges an argument’s completeness and validity.</td>
<td>C. Somewhat correctly judges an argument’s completeness and validity but with missing facts or claims.</td>
<td>C. Attempts to judge an argument’s completeness and validity but with many missing claims and/or facts.</td>
<td>C. Fails to judge an argument’s completeness and/or validity.</td>
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### Creating
Shows ability to judge the value of material for a given purpose based on defined criteria and rationale; includes decision making and selection.

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<thead>
<tr>
<th>A. Combines content from many disciplines to develop solutions to unrelated problems and/or to create valid arguments.</th>
<th>A. Occasionally combines a limited amount of content from a few disciplines to develop solutions or make an argument.</th>
<th>A. Infrequently combines a limited amount of content from a few disciplines but does not effectively develop solutions to unrelated problems or create valid arguments.</th>
<th>A. Does not effectively develop solutions or create valid arguments.</th>
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<td>B. Derives tentative explanations by utilizing deductive and/or inductive reasoning skills.</td>
<td>B. At times derives tentative explanations by only utilizing inductive reasoning skills.</td>
<td>B. Rarely derives tentative explanations.</td>
<td>B. Can not derive tentative explanations.</td>
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<tr>
<td>C. Draws all possible conclusions, insightfully that account for contradictory evidence, facts, and ideas.</td>
<td>C. Draws some but not all conclusions after weighing evidence, facts and ideas.</td>
<td>C. Draws conclusions but they are not based on evidence, facts and ideas.</td>
<td>C. Does not present conclusions.</td>
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