Rubric Examples

Critical Thinking

Criteria	Unsatisfactory Below performance standards	Proficient Acceptable criteria	Advanced Demonstrates exceptional performance
Appropriateness The student selects material, objects, and/or techniques that meet the needs, requirements, and rules of the time, place, and audience.	Material (photo, sound files, video clips, apparel, illustrations, etc.) is not appropriate for the audience and the situation. Language is not appropriate for the audience and the situation (as defined by school and district guideline). No evidence that students has selected an effective tool, technique, or paradigm to achieve the goal as defined in the project or course guideline. Humor doesn't enhance understanding and may offend audience.	Student selects material (photos, sound files, video clips, apparel, illustrations, etc.) that is appropriate for the audience and the situation. Student uses language appropriate for the audience and the situation. Student selects an effective tool, technique, or paradigm to achieve the desired goal as defined in the project or course guideline. Student uses humor that enhances understanding and doesn't offend audience.	*In addition to Proficient criteria:* Student shows a deep understanding of the audience and the situation by selecting material that enhances understanding. Student uses language that creates a strong, positive reaction in audience. Student creates tools, techniques, or paradigms that effectively achieve the desired goal.
Application The student uses this material, understanding, and/or skill in new situations.	Ability to apply theories, principles, and/or skills to new situations, settings, or problems not demonstrated. Student is not able to modify theories, products, behaviors, or skills to fit new or changed environment.	Student demonstrates an ability to apply theories, principles, and/or skills to new situations, settings, or problems.	*In addition to Proficient criteria:* Student actively seeks new environment and situations to apply theories, principles, and/or skills. Student provides multiple examples of how theory, principals, or skill can be applied.
Analysis The student breaks down this material and/or skill into its component parts so that its structure can be understood.	Student does not demonstrate a clear understanding of the rules, definitions, laws, concepts, theories, and principals of topic or skill under study. Analysis does not include diagrams, models, timelines, illustrations, or step-by-step progression of object/principal/problem under study.	Student demonstrates a clear understanding of the rules, definitions, laws, concepts, theories, and principals of topic or skill under study. Analysis includes diagrams, models, timelines, illustrations, or step-by-step progression of object/principal/problem under study. The student can identify relationships between ideas, data sets, and phenomena.	*In addition to Proficient criteria:* Student uses his/her analysis to teach the definitions, laws, concepts, theories, and principals under study. Student and/or audience is able to differentiate between similar definitions, laws, concepts, theories, and principals. The student can differentiate between correlation and cause and effect.

Evaluation The student judges the quality (based on both subjective and objective standards) of the material, object, or performance.	Student does not demonstrate understanding of the criteria used for evaluation. Student does not defend his/her evaluation (critique). Evaluation is not supported by reference to standards. Evaluation does not include comparison and contrast to other ideas/objects/materials.	Student demonstrates understanding of the criteria used for evaluations. Student is able to defend his/her evaluation (critique). Evaluation in supported by reference to standards. Evaluation includes comparison and contrast to other ideas/objects/materials.	*In addition to Proficient criteria:* Evaluation includes references (comparison/contrast) to three or more objects/ideas/materials. Student creates clearly defined criteria (e.g. rubric, standards, guidelines) for evaluation.
Synthesis The student combines more than one object or idea and forms a new, cohesive whole.	Synthesis does not successfully integrate ideas, images, and/or objects to form a cohesive whole. Student does not summarize his/her thinking during the process of synthesis. Combination of elements is not logical and/or verifiable.	Synthesis integrates ideas, images, and/or objects to form a cohesive whole. Student is able to summarize his/her thinking during the process of synthesis. Combination of elements is logical and justified.	*In addition to Proficient criteria:* Synthesis is unique. Synthesis shows careful planning and attention to how disparate elements fit together. Student is able to create new synthesis based on changing circumstances, input, or environment. Combination of elements is verified.

"Critical Thinking" is adapted from materials provided by Napa New Technology High School, Napa, California,, 2001-2002.