A Rubric for Applying Critical Thinking to Reading Assignments

Addresses Critical Thinking Campus-wide Outcomes 2.2, 2.3, 2.4, and 2.5.

Level 4
- Demonstrates a thorough understanding of the complexity of the text by expressing sophisticated ideas, insights, and reflections. (2.5, 2.4)
- There are no major errors in text-based facts. (2.2)
- Evaluates the author’s perspective and purpose. (2.4)
- Makes strong connections to other experiences, texts, concepts, issues, and/or cultural settings. (2.4, 2.5)
- Integrates interpretation of the text with text-based support. (2.2, 2.3)
- Addresses all important aspects of the question(s). (2.2)

Level 3
- Demonstrates coherent, adequate understanding and interpretation of the text through some elaboration.
- There are very few errors in text-based facts.
- Identifies the author’s perspective and purpose.
- Makes connections to personal experiences, other texts, and/or background knowledge.
- Partially integrates interpretation of the text with text-based support.
- Address most important aspects of the question(s).

Level 2
- Demonstrates an incomplete, limited, and/or sketchy understanding and interpretation of the text; responses may be fragmented or unfocused.
- There are some errors in text-based facts.
- Incorrectly identifies the author’s perspective and purpose.
- Makes limited or no connections to personal experiences or other texts.
- Might use relevant copied text.
- Addresses some aspects of the question(s).

Level 1
- Demonstrates very little evidence of understanding of the text; responses are inaccurate and/or irrelevant.
- There are substantial errors in text-based facts.
- Does not attempt to identify author’s perspective and purpose.
- Does not make connections or makes irrelevant connections to personal experiences and other texts.
- Uses irrelevant copied text.
- Addresses only one or two aspects of the question(s).

Level 0
- Not turned in.
- Plagiarized/copied.
- Illegible.
- Does not address the question(s).