

**Critical Inquiry & Analysis Rubric** (Updated Spring 2023)

**GELO 2: Critical thinking:** Demonstrate the ability to evaluate information and develop well-reasoned and evidence-based conclusions.

Inquiry: is a systematic process of exploring issues/objects/works through the collection and analysis of evidence that result in informed conclusions/judgments.

Analysis: is the process of breaking complex topics or issues into parts to gain a better understanding of them.

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<p><b>Knowledge &amp; assumptions</b></p> <p>Connecting the task to prior knowledge &amp; assumptions (including premises and/or axioms) held by self and others.</p>	<p>Student <b>methodically examines</b> prior knowledge and assumptions (their own and those of others) and <b>interprets</b> the relevance, context, and purpose for the task.</p>	<p>Student <b>synthesizes</b> prior knowledge and assumptions (their own and those of others) and <b>evaluates</b> their relevance, context, and purpose for the task.</p>	<p>Student <b>explains</b> existing knowledge and assumptions and/or views of others related to the topic and <b>develops connections</b> to the task.</p>	<p>Student <b>identifies</b> existing knowledge and assumptions related to the topic with <b>basic application</b> to the task.</p>
<p><b>Framework for inquiry and analysis</b></p> <p>Selecting, developing, and/or using a methodology or theoretical framework to answer questions, solve problems, or explore topics/issues.</p>	<p>Student <b>selects, develops, or synthesizes</b> one or more theoretical frameworks or methodologies, AND <b>justifies</b> why the selection/synthesis is well suited to and <b>promotes the goals</b> of the assignment.</p>	<p>Student <b>selects or develops</b> a theoretical framework or methodology after weighing its strengths and weaknesses.</p>	<p>Student demonstrates <b>mastery</b> of one or more different methodologies/ frameworks, and an <b>understanding</b> of how such framework(s) lead to conclusions or solutions.</p>	<p>Student <b>uses</b> a methodology or theoretical framework to better understand some issue or solve a problem.</p>

<p><b>Use of reasoning</b></p> <p>Evaluating and using valid and reliable sources of information or principles to understand and develop arguments and/or analyses.</p>	<p>Student <b>synthesizes</b> or constructs a <b>comprehensive</b> argument, interpretation, or analysis using multiple <b>thoroughly-examined</b> views, premises, or methods.</p>	<p>Student considers and evaluates <b>multiple</b> inputs, viewpoints, and/or alternative explanations, and produces a <b>multifaceted</b> argument, interpretation, or analysis.</p>	<p>Student builds a <b>straightforward argument or analysis</b> using at least one reliable source or method of reasoning.</p>	<p>Student <b>demonstrates an understanding</b> of how observations or premises can lead to inferences that inform arguments or analysis.</p>
<p><b>Conclusions &amp; Implications</b></p> <p>Tying together supporting ideas and suggesting how the findings are important to the topic, objects, or work.</p>	<p>Using their <b>conceptual or theoretical framework(s)</b>, student draws an informed conclusion that explains <b>relevant implications</b> while <b>acknowledging the limits</b> of their conclusion or perspective and <b>synthesizing</b> other points of view when appropriate.</p>	<p>Using their <b>conceptual or theoretical framework(s)</b>, student draws an informed conclusion that explains <b>relevant implications</b> of their conclusion or perspective and <b>includes diverging points of view</b> when appropriate.</p>	<p>Student draws an <b>informed</b> conclusion or forms a perspective including <b>diverging points of view</b> when appropriate, and discusses possible <b>implications</b>.</p>	<p>Student draws a conclusion or forms a perspective.</p>