

## Critical Thinking

	<b>Substantially Developed</b>	<b>Mostly Developed</b>	<b>Somewhat Developed</b>	<b>Undeveloped</b>
<b>Topic</b>	Clearly identifies the main topic and subsidiary, embedded, or implicit aspects of the topic	Identifies the main topic and more than one subsidiary, embedded, or implicit aspects of the topic	Identifies the main topic and demonstrates a basic understanding of the topic	Does not identify and summarize the main topic; identifies an inappropriate topic; represents topic inaccurately
<b>Connection</b>	Identifies a pattern among subsidiary, embedded, or implicit aspects of the topic and addresses their relationship to one another; makes original and meaningful connections between topic and larger issues	Identifies a pattern pertaining to the topic; addresses relationships in the pattern; makes connections between topic and larger issues	Identifies a pattern pertaining to the topic; makes a connection between topic and a larger issue	Fails to identify a pattern pertaining to the topic; fails to connect topic to larger issue/s.
<b>Perspective</b>	Presents own perspective as it is important to the analysis; addresses perspectives of others as discussed in class and portrayed in the readings; eliminates language that creates distinctions between US and THEM	Presents own perspective and perspectives of others as discussed in class and portrayed in the readings; avoids language that creates distinctions between US and THEM	Presents perspective of others as discussed in class and portrayed in the readings	Deals with only a single perspective and fails to discuss other possible perspectives salient to the topic; uses language that creates distinctions between US and THEM

<b>Evidence</b>	Chooses quotations and examples from the text that are integral to the argument; questions information represented in literary text as fact; avoids generalizing from examples; demonstrates interconnections between the evidence and the topic	Chooses examples and quotations that support the thesis; avoids generalizing from examples	Provides a sufficient number of examples but lacks detail; occasionally generalizes from examples	Merely repeats information provided, taking it as truth, or denies evidence without adequate justification; generalizes examples from the texts .
<b>Conclusions</b>	Identifies and discusses conclusions, implications, and consequences considering context, assumptions, and evidence; objectively reflects on own assertions	Identifies and discusses conclusions, implications, and consequences considering context, assumptions, and evidence	Identifies and discuss conclusions, implications, and consequences of the topic	Fails to identify conclusions, implications, and consequences of the topic; fails to identify relationships among other elements of the topic (such as context, implications, or evidence); restates the thesis and restates the main points of the analysis