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The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core common dial

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ide
formulating an opinion or conclusion.

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all discipl
share common attributes. Further, research suggests that successful critical thinkers from all discipl
habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions he
thinking can be demonstrated in assignments that require students to complete analyses of text
presentation mode might be especially useful in some fields. If insight into the process compone
were evaluated regardless of whether they were included in the product) is important, assignme
illuminating.

The definitions that follow were developed to clarify terms and conce

- Information that may be interpreted in more than one way.
- Ideas, conditions, or beliefs (often implicit or unstated) that are “taken fo
(Dictionary.com, 2009, para. 1; www.dictionary.reference.com/browse/assumptions).
- The historical, ethical, political, cultural, environmental, or circumstantial settin
consideration of any issues, ideas, artifacts, and events.
- Interpretation of information exactly as stated. For example, “she was
her skin was green.
- Info



