

# CRITICAL THINKING RUBRIC- PSYCHOLOGY (RESEARCH FOCUS)

**Definition: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion**

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

|   | Capstone 4  | Milestone 3  | Milestone 2  | Benchmark 1  |
|---|---|--|--|--|
| <b>Explanation of issues</b>  | Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.  | Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.   | Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.  | Issue/problem to be considered critically is stated without clarification or description.  |
| <b>QUALUES</b>  | All of the relevant Issues are explained, with necessary background detail; ideas are logically connected throughout. E.g. The affect of factors on a cognitive/ social or behavioral condition leading to a particular outcome, and why that outcome may differ in an alternate context.   | The most important issues are explained, and some of the background is provided. E.g. How cognitive processes are affected by particular conditions, or social/ behavioral norms and exceptions.   | Some issues are explained. E.g. Changes in behavior/ thinking, social/ developmental expectations.   | Some issues introduced, but are simplistic in nature. E.g. Positive/ negative affects identified.  |
| <b>E.g.</b>   | <i>"Societies exist based on the regulation of their members through adherence to a mutual code of conduct. People exhibiting psychosis may communicate abnormally or behave in a manner that goes against social convention, resulting in the perception by others that they are dangerous and threats to social harmony. While it is important to recognize that the origins of this prejudice may be instinctual or adaptive in nature, it is equally important not to confuse this recognition with the affirmation of their fairness".</i> | <i>Specific E.g. "Adverse childhood experiences are risk factors towards the development of psychopathologies in later life, such as major depressive and anxiety disorders and vulnerability to drug addiction."</i>  | <i>Specific E.g. "In today's society, teens are faced with extreme pressure to "fit-in"; the need for an active social life often leads teens to behave in risk-taking behavior in the hope of attracting more friends."</i>   | <i>Specific E.g. "For many centuries drinking has been a part of our culture. It is one of the only legal drinks that causes euphoria, and has been known to prevent inhibitions leading to misjudgment and mistakes."</i> |
| <b>Evidence</b><br>Selecting and using information to investigate a point of view or conclusion | Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.  | Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.   | Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.  | Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.  |
| <b>QUALUES</b>  | Views/ results/ findings of experts are logically and coherently debated to develop a position or argument.   | Multiple sources of evidence leveraged to develop a viewpoint or argument.   | Source of evidence integrated into a view or argument.   | Explicitly refers to an outside source, but doesn't use the reference to support a view.   |
| <b>E.g.</b>   | <i>Specific E.g. "...it remains unclear what these findings imply. One interpretation is that IPS in mid-adolescence increases stress resilience. However, this interpretation is unlikely because mid-adolescent stress either failed to alter or actually increased other anxiety- and depression-like behaviors in adulthood (Appropriate, relevant and recent citations provided)".</i>   | <i>Specific E.g. "Human studies in this field are typically correlational and as such do not speak to causation. Animal models can provide the means to establish causal inferences through observation of the effects of the administration of stressors to rats across adolescence (Relevant citations provided)".</i>   | <i>Specific E.g. "Kelly's theory on social behaviors... People desire to be consistent, in this case they go to parties every week because they like to. Distinction could be emphasized in the people that don't want to follow societal norms and avoid alcohol and have normal beverages. Consensus could be highlighted in the people that group towards the people drinking, perceiving it as "cool".</i> | <i>Specific E.g. "The design of this study will be slightly based off of Asch's famous experiment where he studied conformity by using lines measurement".</i>   |
| <b>Influence of context and assumptions</b>   | Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.   | Identifies own and others' assumptions and several relevant contexts when presenting a position.   | Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).  | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.  |
| <b>QUALUES</b>  | Evaluates the relative significance of historical, ethical, social, environmental, or developmental conditions that influence an outcome. E.g. Analyses contradictions between research findings  | Explains the significance of historical, ethical, social, environmental, or developmental conditions that influence an outcome. E.g. Explains multiple contextual factors and how they might influence an outcome.   | Considers historical, ethical, social, environmental, or developmental conditions that influence an outcome. E.g. Identifies possible confounding factors.   | Ideas, conditions, or beliefs are taken for granted, stated simplistically, or implied.  |
| <b>E.g.</b>   | <i>Specific E.g. "The relationship between response conflict executive functioning skills and theory of mind is well established, but the underlying reason for this is still the focus of much debate... clear evidence for the underlying understanding that mental representations and reality are distinct, and that people act in the world based upon their own idiosyncratic beliefs... There is a causal link between parental mental state talk and children's theory of mind development".</i>  | <i>Specific E.g. "Driving can become an automatic behavior once learned, so it can be difficult to judge one's own sleepiness. Common countermeasures to sleepiness, such as opening the windows, or drinking caffeinated beverages are only effective for relatively short periods of time... A number of factors can influence sleepiness including time awake, sleep disorders such as sleep apnea, or monotony... auditory and visual feedback improved driving performance, but not significantly".</i> | <i>Specific E.g. "...regardless of gender/sexuality. This is where some confounds come up, however; different people react to alcohol differently, whether due to experience or physiological factors, and men of women of varying body weights can handle varying amounts of alcohol."</i>  | <i>Specific E.g. "an individual's decision making is influenced by alcohol... we are more concerned with short-term goals than long-term goals".</i>   |

|  | Capstone 4  | Milestone 3  | Milestone 2  | Benchmark 1   |
|--|---|--|--|---|
| <b>Student's position</b><br>(perspective, thesis/hypothesis)              | <b>V</b> Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged.   | <b>V</b> Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue.   | <b>V</b> Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.  | <b>V</b> Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.   |
|  | <b>A</b> Others' points of view are synthesized within position (perspective, thesis/hypothesis).   | <b>A</b> Others' points of view are acknowledged within position (perspective, thesis/hypothesis).   | <b>A</b> Position is objective, but one-dimensional. E.g. Research design states predictable factors.  | <b>A</b> Position is subjective or one-dimensional E.g. Limited critical perspective in research design   |
| <b>Conclusions and related outcomes</b><br>(implications and consequences) | <b>Q</b> Position creatively leverages previous research. E.g. Hypothesis acknowledges multiple relevant factors.   | <b>Q</b> Position is objective and multi-dimensional. E.g. Hypothesis acknowledges multiple relevant factors.  | <b>Q</b> Position is objective, but one-dimensional. E.g. Research design states predictable factors.  | <b>Q</b> Position is subjective or one-dimensional E.g. Limited critical perspective in research design   |
|  | <b>U</b> Specific E.g. In terms of other differences between lineups and show-ups, while both are tests of recognition memory, the structural differences between the two procedures elicit different decision-making strategies... Clothing bias is particularly relevant... Co-offending was more common among youths... if information is encoded in the same context as it is retrieved, memory for that information will be improved... My study differentiates itself not only by investigating eyewitness decision-making in a multiple perpetrator context using show-ups rather than lineups, but also by considering additional factors that have not been assessed in the existing   | <b>U</b> Specific E.g. "Explicit regulation requires effort on behalf of the individual and implicit regulation happens automatically and without insight... Based on the positive association between parent-child relationship quality and the ability to control one's emotions, I predicted a positive correlation between the relationship quality of the mother-daughter dyad and the amount of co-regulation shown during the negative discussion". | <b>U</b> Specific E.g. "There is however a problem with having an experimental group of people drinking alcohol because people react differently to different amounts of alcohol. Therefore, in order to make this a more effective study it is important that we consider the amount and type of alcohol each individual in the experimental group consumes." | <b>U</b> Specific E.g. "By having a group set up to conform and a group that is not, we can examine how alcohol may either foster peer pressure or foster groupthink"   |
| <b>Conclusions and related outcomes</b><br>(implications and consequences) | <b>E</b> Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.   | <b>E</b> Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.   | <b>E</b> Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.  | <b>E</b> Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.   |
|  | <b>S</b> Extends on current research through connecting and synthesizing to form a compelling conclusion  | <b>S</b> Applies understanding of research (own and others) appropriately to support a conclusion  | <b>S</b> Uses information logically, and appropriately to support a simple conclusion  | <b>S</b> Jumps to conclusions (logical, but possibly incorrect), without appropriate or adequate information  |
| <b>Conclusions and related outcomes</b><br>(implications and consequences) | <b>E</b> Specific E.g. "Within this study undergraduate students demonstrated low levels of critical thinking in general. High school academic achievement and Type I and Type II thinking dispositions do account for variance, this variance was relatively low, suggesting there are other factors such as IQ, knowledge of subject matter, and motivation that could be explored. While we continue to look for predictors of critical thinking, we can start by using what we currently know to improve the critical thinking. Perhaps we need to educate incoming university students on different types of study approaches, aim to increase their need for cognition and metacognitive awareness, while trying to promote epistemological beliefs that allow for more flexibility regarding knowledge". | <b>E</b> Specific E.g. "Response biases are always of concern in stigma research, as people are often hesitant to admit stigmatizing attitudes (citations provided). There is the possibility that the implicit and explicit measures did assess stigma differently, and that the participants may have adjusted their responses on the explicit measures in order to represent what they deemed socially appropriate".                                    | <b>E</b> Specific E.g. "We would expect the results to be similar in order for the test to be reliable, and if other tests exist on peers and alcohol influencing conformity we would expect them to have similar results."  | <b>E</b> Specific E.g. "If this study were to be undergone in a population of people aged 19-25 in reality, the results of susceptibility to peer pressure would be undoubtedly useful and could help the researcher to potentially come up with theories". |
|  | <b>G</b>  | <b>G</b>   | <b>G</b>   | <b>G</b>  |