**VANDERBILT DIETETIC INTERNSHIP: CRITICAL THINKING RUBRIC\* for State School Nutrition**

**Critical Thinking Definition:** A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, evidence based research and events before accepting or formulating an opinion or conclusion. \*Adapted from the Critical Thinking Rubric for PBL (Buck Institute for Education) and from Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics (Association of American Colleges and Universities)

**Your preceptor will consider the work submitted for the Healthier US Challenge and use this tool to evaluate the depth of your critical thinking on this project.**

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| **LEVELS/CRITERIA** | **UNSATISFACTORY PERFORMANCE.** *Does not fulfill required activities; needs constant supervision; has great difficulty in achieving pre-determined objectives.****40 points*** | **NEEDS MUCH IMPROVEMENT.** *Needs assistance on many projects; requires guidance to achieve pre-determined objectives.****60 points*** | **ENTRY LEVEL.** *Performs all activities correctly; works with minimum assistance once guidelines are established; meets pre-determined objectives.****80 points*** | **BEYOND ENTRY LEVEL.** *Performs all activities with great accuracy; works independently once guidelines are established; exceeds pre-determined objectives****100 points*** | **ACTUAL****SCORE** | **EXAMPLE****SCORING** |
| **Identify and Explain Issue** | Issue/problem to be considered critically is stated without clarification or description | 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, described and clarified so that understanding is not seriously impeded by omissions | Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding |  | 100 |
| **Collect information** | Information taken from source(s) is insufficient to develop any analysis (details) and synthesis (big picture) | Information taken from source(s) is insufficient to develop coherent analysis and synthesis | Information taken from source(s) is sufficient to develop a coherent analysis and synthesis | Information taken is sufficient to develop a comprehensive analysis and synthesis |  | 80 |
| **Recognition of context (circumstances, environment, etc) and assumptions** | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts before presenting a point of view. | Questions some assumptions. May be more aware of others’ assumptions than one’s own (or vice versa). Identifies several relevant contexts before presenting a point of view. | Identifies own and others’ assumptions and several relevant contexts before presenting a point of view | Thoroughly (systematically and methodically) analyzes own and others’ assumptions and carefully evaluates the relevance of contexts before presenting a point of view |  | 60 |
| **Evaluation and synthesis of information (the big picture)** | The evaluation of information is simplistic, obvious, or has limited relevance | The evaluation of information is incomplete, not taking into account the complexities of an issue | The evaluation of information is sufficient, taking into account some complexities of an issue, while acknowledging some limits and synthesizing other points of view | The evaluation of information is through, taking into account the complexities of an issue, while acknowledging limits and synthesizing other points of view |  | 80 |
| **Conclusions and related outcomes (implications and consequences)** | Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified | Conclusion is logically tied to information some related outcomes (consequences and implications) are identified clearly | Conclusion is logically tied to a range of information; including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. | Conclusions and related outcomes are logical and reflect informed evaluation and ability to place evidence and perspectives discussed in priority order. |  | 40 |
| **COMMENTS** |  |  |  |  | **Average** | **Average****72** |

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