Habits of Mind
Rubric for Student Self-Assessment

Critical Thinking

F. I am accurate in my work.

4  I pay close attention to details. I check every useful source to make sure my work is completely accurate. When I find errors, I quickly correct the errors in a way that improves the value of the entire project.

3  I pay attention to details when I work. I check other sources to make sure my work is accurate. I find and correct major errors.

2  I try to pay attention to details in my work, but miss some important ideas. I check some sources to see if my work is accurate, but miss important places I should check. I miss important errors and fail to correct others.

1  I don't check to make sure my information is accurate. I make little effort to find and correct errors.

G. I am clear in my work.

4  My work has no confusing parts.

3  The most important parts of my work are free of any confusion.

2  My work has some confusing parts that affect the whole.

1  My work has many confusing parts.

H. I am open-minded.

4  I try to find ideas that are different from mine and evaluate them to decide if they make sense—even when the ideas are unusual.

3  When I come across ideas that are different from mine, I try to understand them.

2  I understand that other people have ideas different from mine, but I don't pay attention to these different ideas.

1  I believe my ideas are the only ideas worth listening to and I don't listen to people who have different ideas.
I. I avoid acting without thinking.

4  I evaluate a situation carefully and seek advice from other sources to decide whether I need more information before I act. When I decide more information is needed, I look for sources that might help and study them to find important information.

3  I evaluate a situation to decide if I need more information before I act. When I decide more information is needed, I look for that information.

2  I do only a quick evaluation of a situation to decide whether I need more information before I act. When I decide more information is needed, I look for some additional information only when it is easy to obtain.

1  I do not evaluate the situation to decide whether I need more information before I act.

J. I state my ideas or opinion if the issue or situation warrants it.

4  I state my ideas or opinion about an issue or situation when I believe I can shed light on the issue or situation. I give important information and provide a valuable and new way of looking at the issue or situation. I explain the important information that supports my ideas or opinions.

3  I state my ideas or opinion about an issue or situation when I believe I can give important support to a way of looking at the issue or situation. I explain the reasons for my ideas or opinion.

2  I state my ideas or opinion about an issue when comments are not really needed. My comments may simply repeat what has already been said or I may not clearly explain the reasons for my ideas or opinion.

1  I state my ideas or opinion in a way that is harmful to the situation. I cannot support my ideas or opinion.

K. I am sensitive to the feelings, knowledge, and abilities of others.

4  I evaluate situations to make sure I understand the feelings, knowledge, and abilities of others. I use this understanding when I communicate, and I encourage people to show respect for the different feelings, knowledge, and abilities of others.

3  I communicate well with people who have different feelings, knowledge, and abilities. I encourage people to show respect for the feelings, knowledge, and abilities of others.

2  I try but don't really understand the different feelings, knowledge, and abilities of others well enough to communicate effectively with them. I do little to encourage others to show respect for these differences.

1  I don't communicate well with people who have different feelings, knowledge, and abilities. In fact, I communicate that I don't care about their differences.

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