# Critical thinking – Option 4 assessment task – combined rubric



**CT5-4** undertakes research and reflects throughout the critical thinking process

**CT5-5** communicates arguments logically in a range of modes

**CT5-6** analyses the key attributes of critical thinking in a variety of contexts or scenarios to develop ideas, solutions, or further questions

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| Holistic marking | Grade | Evaluating: CT5-4 | Reflecting: CT5-4 | Synthesising: CT5-6 | Forming arguments, validity: CT5-6 | Forming arguments, structure: CT5-5 |
| Determines the relevance and reliability of information and significant points of view. Connects multiple pieces of analysed information to form strong logical arguments for the claim. | **A** | Determines the relevance and reliability of information used to support the argument extensively. | evaluates relevant significant points of view. For example, consideration of counterarguments has been made. | Connects multiple pieces of information to draw a conclusion or make a claim.  | Demonstrates logical reasoning by justifying their reasons for selecting their criteria with evidence of refined thinking. | Information is complimentary, logically connected in the structure of the piece and supports the argument. |
| Outlines the relevance and/or reliability of information and significant points of view used to support the argument. Draws a conclusion from these multiple pieces of information and gives reasons for stating the claim. | **B** | Outlines the relevance and/or reliability of information used to support the argument. | Identifies relevant significant points of view. For example, consideration of counterarguments has been made/ | Connects multiple pieces of information to draw a conclusion or make a claim.  | Justifies their reasons for selecting their criteria. Makes a claim and includes reasoning and how information has been used to support a claim.  | Information is logically connected in the structure of the piece and supports the argument. |
| Makes a reasoned judgement about the claim by using several pieces of evidence and making connections between | **C** | Uses research to make arguments. | Makes reasoned judgements about findings. | Makes a connection between research and their claim. | Supports claim with multiple pieces of evidence. | Information has paragraph structure that supports the argument being made. |
| Makes a claim about who is the GOAT in a particular sport and gives a reason from one piece of research. | **D** | Includes one piece of research. | Gives a reason for their claim as to who is the GOAT in a particular sport. | Makes a claim about who is the GOAT in a particular sport  | Supports claim with one piece of evidence. | Text (written or spoken) structure has paragraphs or breaks. |
| Makes a claim about who is the GOAT in a particular sport using opinion rather than research. | **E** | Uses opinion rather than research | Makes a claim about who is the GOAT in a particular sport. | Makes a claim about who is the GOAT in a particular sport. | Makes an unsupported claim. | Text (written or spoken) is structured as a single block. |

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