

# GRASPS TASKS RUBRIC

(based on CTF's elements of thought, standards of thought, and habits of mind)

ELEMENT OF THOUGHT	EXCELLING	PROFICIENT	APPROACHING	BEGINNING
<b>Purpose</b>	precise understanding of the purpose(s) of the task	clear understanding of the purpose(s) of the task	general understanding of the purpose(s) of the task	unclear or inaccurate understanding of the purpose(s) of the task
<b>Key question, problem, or issue</b>	precise and deep understanding of the issue, or problem; appreciates what makes the problem significant and complex	clear and accurate understanding of the issue, or problem	basic, general understanding of the issue, or problem	limited understanding of the issue, or problem
<b>Information</b>	gathers / includes precise, accurate, significant, relevant information from reliable sources and multiple viewpoints, if appropriate	gathers / includes accurate, significant, relevant information from reliable sources and multiple viewpoints, if appropriate	gathers / includes some credible information, some data lacks relevance, and key evidence may be missing	relies on insufficient, irrelevant, or unreliable information
<b>Concepts</b>	recognizes the concepts most relevant to the subject / task and uses them with precision and insight	recognizes many of the key concepts and uses them accurately to develop thinking	recognizes some of the key concepts yet struggles to use them to develop understanding and insight	thinking does not include concepts essential to understanding this subject or problem
<b>Assumptions</b>	confidently identifies, articulates, and evaluates one's own and other's assumptions	can identify assumptions in one's own and others' reasoning	can sometimes identify big assumptions	struggles to identify assumptions or appreciate their significance
<b>Interpretations / Inferences</b>	follows where evidence and reason lead to form accurate, insightful conclusions	follows where evidence and reason lead to form accurate conclusions.	conclusions partly supported by evidence and reason.	conclusions at odds with the evidence available
<b>Implications / Consequences</b>	identifies significant primary, secondary, intended, and unintended consequences of taking this reasoning seriously and of failing to do so with reference to 2 or more points of view	identifies significant, varied consequences of taking this reasoning seriously for primary audience	identifies one or two specific, significant consequences	consideration of consequences is general or missing
<b>Point(s) of View chosen for GRASPS tasks</b>	student reasons perceptively and smoothly from/within and about chosen point(s) of view	student reasons accurately and consistently from/within chosen point(s) of view	point of view discernable in parts of the text	difficult to discern point of view chosen for GRASPS task
<b>Habits of Mind</b>	As the student progresses through the task, they demonstrate and can actively, insightfully reflect upon their own capacities for intellectual humility, perseverance, and courage.	student demonstrates 1 or more habits of mind and actively, accurately reflects upon the strengths, limitations, and impacts of their habit(s) of mind	student demonstrates 1 or more habits of mind and, when prompted and guided, can reflect on their own habits of mind and implications for self and others.	student struggles to practice habits of mind necessary to sustain their own and others' engagement in the task.

Adapted by S. Van Hesteren from Critical Thinking Grid @Foundation for Critical Thinking, [www.criticalthinking.org](http://www.criticalthinking.org)