

Guide to Rating Critical & Integrative Thinking

Washington State University, Fall 2006

For each of the seven criteria below, assess the work by:

- a) circling specific phrases that describe the work, and writing comments
- b) circling a numeric score

Note: A score of 4 represents competency for a student graduating from WSU.

1. Identifies, summarizes (and appropriately reformulates) the **problem, question, or issue.**

| <i>Emerging</i> | | <i>Developing</i> | | <i>Mastering</i> | |
|--|---|---|---|--|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Does not attempt to or fails to identify and summarize accurately. | | Summarizes issue, though some aspects are incorrect or confused. Nuances and key details are missing or glossed over. | | Clearly identifies the challenge and subsidiary, embedded, or implicit aspects of the issue. Identifies integral relationships essential to analyzing the issue. | |
| Comments: | | | | | |

2. Identifies and considers the influence of **context * and **assumptions.****

| <i>Emerging</i> | | <i>Developing</i> | | <i>Mastering</i> | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Approach to the issue is in egocentric or socio-centric terms. Does not relate issue to other contexts (cultural, political, historical, etc.). | | Presents and explores relevant contexts and assumptions regarding the issue, although in a limited way. | | Analyzes the issue with a clear sense of scope and context, including an assessment of audience. Considers other integral contexts. | |
| Analysis is grounded in absolutes, with little acknowledgment of own biases. | | Analysis includes some outside verification, but primarily relies on established authorities. | | Analysis acknowledges complexity and bias of vantage and values, although may elect to hold to bias in context. | |
| Does not recognize context or surface assumptions and underlying ethical implications, or does so superficially. | | Provides some recognition of context and consideration of assumptions and their implications. | | Identifies influence of context and questions assumptions, addressing ethical dimensions underlying the issue. | |
| Comments: | | | | | |

Contexts may include:

| | |
|--|---|
| <p>Cultural/social Group, national, ethnic behavior/attitude</p> <p>Educational Schooling, formal training</p> <p>Technological Applied science, engineering</p> <p>Political Organizational or governmental</p> | <p>Scientific Conceptual, basic science, scientific method</p> <p>Economic Trade, business concerns costs</p> <p>Ethical Values</p> <p>Personal Experience Personal observation, informal character</p> |
|--|---|

3. Develops, presents, and communicates OWN perspective, hypothesis or position.

| Emerging | | Developing | | Mastering | |
|---|---|--|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Position or hypothesis is clearly inherited or adopted with little original consideration. | | Position includes some original thinking that acknowledges, refutes, synthesizes or extends other assertions, although some aspects may have been adopted. | | Position demonstrates ownership for constructing knowledge or framing original questions, integrating objective analysis and intuition. | |
| Addresses a single source or view of the argument, failing to clarify the established position relative to one's own. | | Presents own position or hypothesis, though inconsistently. | | Appropriately identifies own position on the issue, drawing support from experience, and information not available from assigned sources. | |
| Fails to present and justify own opinion or forward hypothesis. | | Presents and justifies own position without addressing other views, or does so superficially. | | Clearly presents and justifies own view or hypothesis while qualifying or integrating contrary views or interpretations. | |
| Position or hypothesis is unclear or simplistic. | | Position or hypothesis is generally clear, although gaps may exist. | | Position or hypothesis demonstrates sophisticated, integrative thought and is developed clearly throughout. | |
| Comments: | | | | | |

4. Presents, assesses, and analyzes appropriate supporting data/evidence.

| Emerging | | Developing | | Mastering | |
|---|---|---|---|--|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| No evidence of search, selection or source evaluation skills. | | Demonstrates adequate skill in searching, selecting, and evaluating sources to meet the information need. | | Evidence of search, selection, and source evaluation skills; notable identification of uniquely salient resources. | |
| Repeats information provided without question or dismisses evidence without adequate justification. | | Use of evidence is qualified and selective. | | Examines evidence and its source; questions its accuracy, relevance, and completeness. | |
| Does not distinguish among fact, opinion, and value judgments. | | Discerns fact from opinion and may recognize bias in evidence, although attribution is inappropriate. | | Demonstrates understanding of how facts shape but may not confirm opinion. Recognizes bias, including selection bias. | |
| Conflates cause and correlation; presents evidence and ideas out of sequence. | | Distinguishes causality from correlation, though presentation may be flawed. | | Correlations are distinct from causal relationships between and among ideas. Sequence of presentation reflects clear organization of ideas, subordinating for importance and impact. | |
| Data/evidence or sources are simplistic, inappropriate, or not related to topic. | | Appropriate data/evidence or sources provided, although exploration appears to have been routine. | | Information need is clearly defined and integrated to meet and exceed assignment, course or personal interests. | |
| Comments: | | | | | |

5. Integrates issue using OTHER (disciplinary) **perspectives and positions.**

| <i>Emerging</i> | | <i>Developing</i> | | <i>Mastering</i> | |
|--|---|--|---|--|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| <p>Deals with a single perspective and fails to discuss others' perspectives.</p> <p>Adopts a single idea or limited ideas with little question. If more than one idea is presented, alternatives are not integrated.</p> <p>Engages ideas that are obvious or agreeable. Avoids challenging or discomforting ideas.</p> <p>Treats other positions superficially or misrepresents them.</p> <p>Little integration of perspectives and little or no evidence of attending to others' views. No evidence of reflection or self-assessment.</p> | | <p>Begins to relate alternative views to qualify analysis.</p> <p>Rough integration of multiple viewpoints and comparison of ideas or perspectives. Ideas are investigated and integrated, but in a limited way.</p> <p>Engages challenging ideas tentatively or in ways that overstate the conflict. May dismiss alternative views hastily.</p> <p>Analysis of other positions is thoughtful and mostly accurate.</p> <p>Acknowledges and integrates different ways of knowing. Some evidence of reflection and/or self-assessment.</p> | | <p>Addresses others' perspectives and additional diverse perspectives drawn from outside information to qualify analysis.</p> <p>Fully integrated perspectives from variety of sources; any analogies are used effectively.</p> <p>Integrates own and others' ideas in a complex process of judgment and justification. Clearly justifies own view while respecting views of others.</p> <p>Analysis of other positions is accurate, nuanced, and respectful.</p> <p>Integrates different disciplinary and epistemological ways of knowing. Connects to career and civic responsibilities. Evidence of reflection and self-assessment.</p> | |
| <p>Comments:</p> | | | | | |

6. Identifies and assesses **conclusions, implications, and consequences.**

| <i>Emerging</i> | | <i>Developing</i> | | <i>Mastering</i> | |
|--|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| <p>Fails to identify conclusions, implications, and consequences, or conclusion is a simplistic summary.</p> <p>Conclusions presented as absolute, and may attribute conclusion to external authority.</p> | | <p>Conclusions consider or provide evidence of consequences extending beyond a single discipline or issue. Presents implications that may impact other people or issues.</p> <p>Presents conclusions as relative and only loosely related to consequences. Implications may include vague reference to conclusions.</p> | | <p>Identifies, discusses, and extends conclusions, implications, and consequences. Considers context, assumptions, data, and evidence. Qualifies own assertions with balance.</p> <p>Conclusions are qualified as the best available evidence within the context. Consequences are considered and integrated. Implications are clearly developed, and consider ambiguities.</p> | |
| <p>Comments:</p> | | | | | |

7. Communicates effectively.

| Emerging | | Developing | | Mastering | |
|--|---|--|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| <p>In many places, language obscures meaning.</p> <p>Grammar, syntax, or other errors are distracting or repeated. Little evidence of proofreading. Style is inconsistent or inappropriate.</p> <p>Work is unfocused and poorly organized; lacks logical connection of ideas. Format is absent, inconsistent or distracting.</p> <p>Few sources are cited or used correctly.</p> | | <p>In general, language does not interfere with communication.</p> <p>Errors are not distracting or frequent, although there may be some problems with more difficult aspects of style and voice.</p> <p>Basic organization is apparent; transitions connect ideas, although they may be mechanical. Format is appropriate although at times inconsistent.</p> <p>Most sources are cited and used correctly.</p> | | <p>Language clearly and effectively communicates ideas. May at times be nuanced and eloquent.</p> <p>Errors are minimal. Style is appropriate for audience.</p> <p>Organization is clear; transitions between ideas enhance presentation. Consistent use of appropriate format. Few problems with other components of presentation.</p> <p>All sources are cited and used correctly, demonstrating understanding of economic, legal and social issues involved with the use of information.</p> | |
| <p>Comments:</p> | | | | | |

Overall Rating

| | Criteria | Score |
|------------------|---------------------------------------|-------|
| 1. | Identify problem, question, or issue | |
| 2. | Consider context and assumptions | |
| 3. | Develop own position or hypothesis | |
| 4. | Present and analyze supporting data | |
| 5. | Integrate other perspectives | |
| 6. | Identify conclusions and implications | |
| 7. | Communicate effectively | |
| <p>Comments:</p> | | |