Critical & Integrative Thinking Rubric: Short Form / Scoring Sheet
University of Idaho

Work No._____	Rater Initials _____	Average Score ___

For each of the seven criteria below
   a) **identify specific phrases on the accompanying longer form** which describe the work, and
   b) **circle a numeric score** on the short form for each criteria. Notes:
   - A score of 4 represents competency for a student graduating from WSU
   - Assess by *what is appropriate to the specific context/task*. Not all criteria / descriptors apply to every communication mode or assignment.
   c) **average all the scores** and entering that number above, with your initials and paper no.

1. Issue Identification and Focus

1 - Absent	2 - Emerging	3 -Developing	4 –Competent	5 - Effective	6 - Mastering
This dimension focuses on identifying, focusing on and thoroughly exploring the issue and significant underlying or implicit issues, aspects, or relationships integral to effective analysis.					

2. Context and Assumptions

1 - Absent	2 - Emerging	3 -Developing	4 –Competent	5 - Effective	6 - Mastering
This dimension focuses on the context, scope and assumptions connected to the issue, considering other integral contexts, background information, and the challenges regarding complexity and bias. Work demonstrates understanding of social, political, and ethical implications.					

3. Sources and Evidence

1 - Absent	2 - Emerging	3 -Developing	4 –Competent	5 - Effective	6 - Mastering
This dimension focuses on search, selection, and source evaluation skills—including accuracy, relevance, and completeness. High scores effectively analyze and integrate multiple appropriate pieces of evidence, acknowledge biases, and distinguish correlations from causal relationships.					

4. Diverse Perspectives

1 - Absent	2 - Emerging	3 -Developing	4 –Competent	5 - Effective	6 - Mastering
This dimension focuses on identifying and integrating diverse relevant perspectives, including contrary views and evidence.					

5. Own Perspective

1 - Absent	2 - Emerging	3 -Developing	4 –Competent	5 - Effective	6 - Mastering
This dimension focuses on ownership of an issue, indicated by the justification and advancement of an original view or hypothesis, recognition of own bias, and skill at integrating multiple perspectives or interpretations.					

6. Conclusion

1 - Absent	2 - Emerging	3 -Developing	4 –Competent	5 - Effective	6 - Mastering
This dimension focuses on integrating previous dimensions and identifying conclusions or consequences / pulling the work together, as a professional, ethical, and socially-responsible citizen. May provide future action, outcome, significance, issue summary or essence, overarching question.					

7. Communication

1 - Absent	2 - Emerging	3 -Developing	4 –Competent	5 - Effective	6 - Mastering
This overarching meta-dimension focuses on intentional and purposeful strategies to communicate an identified purpose and message while managing relationships and affect with intended audiences, with particular resources and constraints. May include delivery/mode, media, activities, interactions, rhetorical moves, tone, style, language, and conventions.					

Comments:

Instructions: *For each of the seven criteria below:*
  *a) **circle specific phrases** which describe the work, and writing comments*
  *b) **circle a numeric score** for each criteria (or indicate a half point increment)*

Notes
- *A score of 4 represents competency for a student graduating from WSU.*
- *Assess by **what is appropriate to the context / task**; as needed / as appropriate are implicit in all descriptors. Similarly, not all criteria apply to every assignment or mode.*

1. Identifies and focuses (and appropriately reformulates) the issue, problem, question.

1 - Absent	2 - Emerging	3 -Developing	4 –Competent	5 - Effective	6 - Mastering
Does not attempt to or fails to identify and focus on the issue(s); or does so superficially.		Identifies and focuses on the issue(s), though minor aspects may be inaccurate, confused, inappropriately weighted, or extraneous. Partially identifies related subsidiary issue(s).		Identifies, focuses and thoroughly explores the issue and significant underlying issues, aspects, or relationships.	
Scope may be overly narrow or overbroad; or some basic aspects are inaccurate, incomplete or confused.		Some details or nuances are missing or glossed over.		Captures the multi-faceted and dynamic nature, scope and elements of complex issue(s).	
Comments:					

2. Identifies and considers the influence of context* and assumptions, including acknowledge-ment of biases.

1 - Absent	2 - Emerging	3 -Developing	4 –Competent	5 - Effective	6 - Mastering
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.. Considers other integral contexts and background information.	
Little acknowledgment of own biases.		Acknowledges personal biases; may have some difficulty accepting other vantage points as legitimate.		Contextualizes multiple biases and values, giving each full weight and consideration, but may elect to choose one vantage while acknowledging complexity of issue.	
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. Demonstrates understanding of social, political, and ethical implications.	
Comments:					

Context may include:

Cultural / Historical: Group, national, ethnic, cross-cultural or other	Ethical: Values, impact on society, citizenry and democracy; equity, quality of life	Political /Economic: Organizational or governmental, trade, labor, business, power relations
Educational / Experience: School, training, personal experience	Sustainable / Global: ability to meet longterm future needs; change and flexibity; resource allocation; worldwide implications	Scientific / Technical : Conceptual, science, scientific method; applied science, engineering, medicine
Disciplinary / Multi-Disciplinary: theories, critiques, developments		

3. Presents, assesses, and analyzes appropriate supporting data/evidence/sources.

1 - Absent	2 - Emerging	3 -Developing	4 –Competent	5 - Effective	6 - Mastering
Minimal 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; identifies uniquely salient resources.	
Does not diverge from traditional sources; or evidence or sources are simplistic, inappropriate, or not related to topic.		Appropriate evidence or sources provided, although exploration appears to have been routine; may include an innovative or nontraditional source or interpretation.		Information need is clearly defined and integrated to meet and exceed assignment. May explore and synthesize unconventional sources or interpretations.	
Repeats information provided without question; or may dismiss evidence without adequate justification.		Use of evidence, qualified selective, and appropriate.		Examines evidence and its source; questions its accuracy, relevance, and completeness.	
May consider knowledge as absolute, unassailable, confirmed by one or another authority.		Considers knowledge as relative collection of opinions and perspectives.		Views knowledge as the best available evidence within the given context, even in the face of uncertainty and ambiguity.	
Does not make essential distinctions among fact, opinion, and value judgments.		Discerns fact from opinion and may recognize some bias in evidence, although may be limited.		Demonstrates understanding of how facts shape but may not confirm opinion. Recognizes bias, including selection bias.	
Conflates cause and correlation; relationship between evidence and analysis may be unclear.		Distinguishes causality from correlation, though presentation may have minor flaws. Relationship between evidence and analysis is generally clear.		Correlations are distinct from causal relationships between and among ideas. Relationship between evidence and analysis is clear; subordination reflects, subordinated for importance and impact.	
Comments:					

4. Integrates diverse relevant perspectives.

1 - Absent	2 - Emerging	3 -Developing	4 –Competent	5 - Effective	6 - Mastering
Adopts a single perspective with little evidence that multiple views have been considered.		Begins to relate alternative views to qualify analysis. Multiple viewpoints are mentioned but not thoroughly discussed, explained or qualified.		Addresses other perspectives and additional diverse perspectives to qualify analysis. Multiple viewpoints are thoroughly discussed, explained and qualified.	
Adopts a single idea or limited ideas with little question. If more than one idea is presented, alternatives are not integrated.		Rough integration of multiple viewpoints and comparison of ideas or perspectives. Ideas are investigated and integrated, but in a limited way.		Fully integrated perspectives from variety of sources; any analogies are used effectively.	
Engages ideas that are obvious or agreeable. Avoids challenging or discomforting ideas.		Engages challenging ideas tentatively or in ways that inflate conflict. May dismiss alternative views hastily.		Seeks out, weighs and effectively integrates diverse, uncomfortable or contrary views.	
Treats other positions superficially or misrepresents them. May not consider that other viewpoints and expertise are necessary.		Analysis of other positions is thoughtful and mostly accurate. Acknowledges value of multiple perspectives.		Analysis of other positions is accurate, nuanced, and respectful.	
Little integration of perspectives and little or no attention to others' views.		Acknowledges and integrates different ways of knowing.		Integrates different disciplinary and epistemological ways of knowing.	
Comments:					

5. Develops, presents, and communicates <u>own</u> perspective, hypothesis or position.

1 - Absent	2 - Emerging	3 -Developing	4 —Competent	5 - Effective	6 - Mastering
Perspective or hypothesis is clearly inherited or adopted with little original consideration.		Perspective or hypothesis includes some original thinking that acknowledges, refutes, synthesizes or extends other assertions, although some aspects adopted or limited.		Perspective or hypothesis demonstrates ownership for constructing knowledge or framing original questions, integrating objective analysis and intuition.	
Own position or hypothesis is minimally identified and justified, or not at all. May not clarify the established position relative to own.		Presents and justifies own position or hypothesis. Relationship to established positions is clear.		Clearly presents and justifies own position or hypothesis while qualifying or integrating contrary views or interpretations. May draw support from experience and information not available from assigned sources.	
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.	
Little or no risk-taking, lacks exploration.		May remain within "safe" or predictable parameters.		May explore ideas that stretch con-ventional parameters; includes innovative thinking, questioning or risk-taking.	
Little evidence of reflection or self-assessment.		Some evidence of reflection and/or self-assessment.		Evidence of significant reflection and self-assessment.	
Comments:					

6. Identifies and assesses conclusions and consequences.

1 - Absent	2 - Emerging	3 -Developing	4 —Competent	5 - Effective	6 - Mastering
Lacks a conclusion or conclusion is a simplistic summary. Do not identify conclusions, consequences; or conclusion does not align with previous dimensions.		Presents conclusions, recommendations, and potential consequencs, which generally align with previous dimensions.		Identifies, discusses, and extends conclusions and/or consequences, integrating previous dimensions, as a professional, ethical, and socially-responsible citizen. May identify "lessons learned."	
Little or no consideration of future action, significance, overarching question, or context; or does so minimally.		May give some indication of future action, outcome, significance, issue summary or essence, or overarching question, though limited. May present implications that impact other people or issues, or extend beyond a single discipline or issue.		May provide future action, outcome, significance, issue summary or essence, or overarching question. Considers context, assumptions, evidence, and/or feasiblity. Qualifies own assertions with balance.	
Presents conclusions as absolute; may attribute conclusion to external authority.		Presents conclusions as relative.		Conclusions are qualified as the best available within the context.	
Does not make concrete connections between conclusions, recommendations, and consequences, or does so minimally.		Relates consequences to conclusions, though may be vague or overstated.		Develops consequences fully and connects them clearly to conclusions, considering ambiguities and raising questions.	
Comments:					

7. **Communicates effectively in one or more modes.** (May include articles, posters, lectures, oral presentations, interviews, websites, consultations, discussions, demonstrations, performances, powerpoint, artwork, film, etc.)

1 - Absent	2 - Emerging	3 -Developing	4 —Competent	5 - Effective	6 - Mastering
Communication choices may: Convey little or no purpose, or unintended message Produce detrimental affect / tone / credibility, Disregard or poorly manage rapport with audience (or participants).		Attempts, with some success, to: Convey a purpose and message, Mediate affect / tone / credibility, Manage rapport with immediate audience / participants.		Communication choices effectively: Convey identified purpose and message, **and** Mediate affect / tone / credibility, aligned with purpose, **and** Manage rapport with (multiple) intended audience(s) or participants.	
Does not adequately meet the needs of the situation; lacks preparation and/or flexibility. May: Not adequately identify why the issue is relevant to this audience; Overlook audience / participant interests, needs, or background. Choices of delivery, media, activities, rhetorical moves, tone, and style do not fit this audience or purpose; may seem haphazard or ineffective. Tied to prepared material; does not adjust as needed in context. Does not apply cultural competencies, or attempts fall short. May seem unaware.		Meets the general needs of the situation, with limits to preparation and/or flexibility. May: Identify why the issue is generally relevant. Anticipate some audience/participant interests, needs, or background. Choose basic elements of delivery, media, activities, rhetorical moves, tone, and style to engage this audience; most elements, though not all, positively contribute. May partially adjust in context, though flexibility is limited. Apply cultural competencies, with varying success.		Meets the needs of the particular situation, both immediate and larger context; is well-prepared and flexible. May: Identify why the issue is relevant to this audience in context. Anticipate and build on audience/participant interests, needs, background, and expertise. Choose and adeptly adjust delivery, media, activities, rhetorical moves, tone, and style to effectively engage this audience; all elements used for impact and contribution. Apply cultural competencies effectively.	
Poor use of venue, time, or technology. Unclear organization of information, ideas, or activities. Uses language which obscures ideas; use of conventions, standards, and formatting seems haphazard or unsuitable; shifts are confusing. Errors greatly distract.		Makes adequate use of venue, time, and available technology, with minor exceptions. Adequately organizes information, ideas, and activities. Uses language which communicates ideas; appropriately employs conventions, standards, and formatting. Occasional errors do not generally distract.		Strategically uses venue, time, and available technology, managing constraints . Organizes information, ideas, and activities with smooth transitions. Uses language which clearly communicates ideas; makes intentional decisions about effective use of conventions, standards, and formatting; shifts are purposeful. Few if any errors.	
Comments:					