

Guide to Rating Critical & Integrative Thinking: Long Form

Washington State University 2009

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 .

Absent 0	Minimal 1	Emerging 2	Developing 3	Competent 4	Effective 5	Mastering 6
ABSENT	Attempts with limited success to identify and summarize the issue; or does so superficially, incompletely, or inaccurately . Scope may be overly narrow or overbroad.		Identifies and focuses on the issue(s), though minor aspects may be inaccurate, confused, inappropriately weighted, or extraneous. Partially identifies related subsidiary issue(s). Some details or nuances are missing or glossed over.		Identifies, focuses and thoroughly explores the issue and significant underlying issues, aspects, or relationships. Captures the multi-faceted and dynamic nature, scope and elements of complex issue.	
Comments:						

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

Absent 0	Minimal 1	Emerging 2	Developing 3	Competent 4	Effective 5	Mastering 6
	Begins to consider context,					

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

/sources .

Absent	Minimal	Emerging	Developing	Competent	Effective	Mastering
0	1	2				

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4. Integrates diverse relevant perspectives.

Absent	Minimal	Emerging	Developing	Competent	Effective	Mastering
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Some choices of delivery, media, activities, rhetorical moves, tone, and style do not fit this audience or purpose; basic choices may seem haphazard or ineffective. Tied to prepared material; little adjustment in context.

Cultural competencies attempts fall short. May seem unaware.

Choose basic elements of delivery, ~~media~~/activities, rhetorical moves,