

# Guide to Rating Critical & Integrative Thinking

*Draft – Manhattanville College, Fall 2009*

*(based on 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.  
What is our standard for “competency”?

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

<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 superficial or missing.		Clearly and accurately identifies the challenge with precision and depth. Identifies integral relationships essential to analyzing the issue.	
<b>Comments:</b>					

## 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 is limited and 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 clearly with scope and context, while considering other integral contexts and possible contradictions	
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. What makes this a different problem?	
Does not recognize context or surface assumptions or does so superficially.		Provides some recognition of context and consideration of assumptions and their implications.		Identifies influence of context and questions assumptions, while addressing other dimensions underlying the issue. What is the significance of the underlying issue?	
<b>Comments:</b>					

Contexts may include:

<b>Cultural/social</b> Group, national, ethnic behavior/attitude <b>Educational</b> Schooling, formal training <b>Technological</b> Applied science, engineering <b>Political</b> Organizational or governmental	<b>Scientific</b> Conceptual, basic science, scientific method <b>Economic</b> Trade, business concerns costs <b>Ethical</b> Values <b>Personal Experience</b> Personal observation, informal character
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**3. Develops, presents, and communicates a perspective, hypothesis, question or position.**

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

**4. Presents, assesses, and analyzes appropriate information (evidence/data) in addressing the problem.**

<i>Emerging</i>		<i>Developing</i>		<i>Mastering</i>	
1	2	3	4	5	6
<p>No evidence of search, selection or source evaluation skills.</p> <p>Repeats information provided without question or dismisses evidence without adequate justification.</p> <p>Does not distinguish among fact, opinion, and value judgment.</p> <p>Conflates cause and correlation; presents evidence and ideas out of sequence.</p> <p>Data/evidence or sources are simplistic, inappropriate, or not related to topic.</p>		<p>Demonstrates adequate skill in searching, selecting, and evaluating sources to meet the information need.</p> <p>Use of evidence is qualified and selective.</p> <p>Distinguishes among fact, opinion and value judgment. May recognize bias in evidence, although attribution is inappropriate.</p> <p>Distinguishes causality from correlation, though presentation may be flawed.</p> <p>Appropriate information (evidence/data) or sources provided, although exploration appears to have been routine.</p>		<p>Use of selected questions or concepts to identify appropriate evidence and/or data. Demonstration of good search, selection, and source evaluation skills.</p> <p>Examines evidence and its source; questions its accuracy, precision, relevance, and completeness.</p> <p>Demonstrates an understanding of how facts shape but may not confirm opinion. Recognizes any existing bias, including selection bias.</p> <p>Correlations are not assumed automatically to indicate causal relationships. Sequence of presentation reflects clear organization of ideas.</p> <p>Information needs are clearly defined and integrated to meet and exceed assignment.</p>	
<p><b>Comments:</b></p>					

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5. Integrates OTHER **points of view**, identifying strengths and weaknesses.

<b><i>Emerging</i></b>		<b><i>Developing</i></b>		<b><i>Mastering</i></b>	
1	2	3	4	5	6
<p>Deals with a single perspective and fails to discuss others' perspectives.</p> <p>Argumentation is based on single idea or limited ideas with little questioning. Alternative ideas may be listed but are not explained or 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 additional frames of reference; fundamentally meets the standard of breadth.</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>Uses dissenting ideas tentatively or in ways that overstate the conflict. May be dismissive of alternative viewpoints.</p> <p>Acknowledges and integrates different perspectives. Some evidence of reflection and/or self-assessment.</p>		<p>Addresses multiple perspectives drawn from research and/or others' experiences. Exhibits traits of fair-mindedness and Intellectual Empathy. Fully integrated perspectives from variety of sources; analogies are used effectively.</p> <p>Treatment of other positions is both knowing and respectful.</p> <p>Finds and uses connections among ideas and systems of thinking beyond what is required. Evidence of reflection and self-assessment.</p>	
<b>Comments:</b>					

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

<b><i>Emerging</i></b>		<b><i>Developing</i></b>		<b><i>Mastering</i></b>	
1	2	3	4	5	6
<p>Fails to identify conclusions, negative and positive 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 have breadth, providing 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 only vague reference to conclusions.</p>		<p>Clearly and logically identifies, discusses, and extends conclusions, implications, and consequences. Considers context, assumptions, data, and evidence. Qualifies own assertions with fairness or 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>	
<b>Comments:</b>					

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**7. Communicates effectively and clearly.**

<i>Emerging</i>		<i>Developing</i>		<i>Mastering</i>	
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 with proper examples and illustrations. Demonstrates an understanding of the issues involved with the use of the information (eg., economic, social, legal issues).</p>	
<p><b>Comments:</b></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>		