Critical & Integrative Thinking: Short Form
Washington State University   2009

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

0 - Absent	1 – Minimal	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

0 - Absent	1 – Minimal	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

0 - Absent	1 – Minimal	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

0 - Absent	1 – Minimal	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

0 - Absent	1 – Minimal	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

0 - Absent	1 – Minimal	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

0 - Absent	1 – Minimal	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.

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	Minimal	Emerging	Developing	Competent	Effective	Mastering
0	1	2	3	4	5	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	Minimal	Emerging	Developing	Competent	Effective	Mastering
0	1	2	3	4	5	6
ABSENT	Begins to consider context, or does so with partial success. Overall, little development of context. Approach to the issue may be egocentric or socio-centric. Most analysis is grounded in absolutes. Shows some basic awareness of own assumptions and/or assumptions that underlie the issue; may remain superficial.		Presents and explores relevant contexts regarding the issue. Considers and develops at least one aspect of context; some other aspects are marginally developed. Analysis includes some outside verification, but primarily relies on established sources. Acknowledges personal biases; may have some difficulty accepting other vantage points as legitimate. Provides some recognition of context and consideration of own assumptions and/or assumptions that underlie the issue, and of the implications of those assumptions.		Analyzes the issue with a clear sense of scope and multiple contexts. Considers other integral contexts and background information. Contextualizes multiple biases and values, giving each full weight and consideration, but may elect to choose one vantage while acknowledging complexity of issue. Identifies influence of context and questions assumptions, addressing ethical dimensions underlying the issue. Demon-strates 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 Disciplinary / Multi-Disciplinary: theories, critiques, developments	**Sustainable / Global:** ability to meet longterm future needs; change and flexibity; resource allocation; global implications	**Scientific / Technical** : Conceptual, science, scientific method; applied science, engineering, medicine

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

Absent	Minimal		Emerging		Developing		Competent		Effective		Mastering	
0		1		2		3		4		5		6

ABSENT	Search and selection are narrow, or loosely connected to information need.	Search and selection suggest sources were evaluated to meet the information need.	Evidence of search, selection, and source evaluation skills demonstrates notable identification of unique and salient resources.
	Most data/evidence or sources are simplistic, or inappropriate / not related to topic. Does not diverge from traditional sources.	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, and makes little attempt to compare.	Views knowledge as the best available evidence within the given context, even in the face of uncertainty and ambiguity.
	Makes limited 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.

Absent	Minimal		Emerging		Developing		Competent		Effective		Mastering
0		1		2		3		4		5	6
ABSENT	Adopts a single perspective, with limited discussion of other perspectives. If more than one viewpoint is presented, alternatives are not integrated.				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.		
	Treats other positions superficially or misrepresents them. May not consider that other viewpoints and expertise are necessary.				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.		
	Minimal analysis. May treat other positions superficially or misrepresent them. Little integration of perspectives and little attention to others' views.				Analysis of other positions is thoughtful and mostly accurate. Acknowledges value of multiple perspectives.				Analysis of other positions is accurate, nuanced, and respectful.		
	Mostly uses one way of knowing.				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.

Absent	Minimal		Emerging		Developing		Competent		Effective		Mastering
0		1		2		3		4		5	6
ABSENT	Position or hypothesis is unclear, simplistic, or includes little original thinking.				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/or justified. May not clarify the established position relative to own.				Presents and justifies own position or hypothesis, although gaps may exist. May not address other views, or does so superficially. 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 demonstrates sophisticated, integrative thought.		
	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.

Absent	Minimal		Emerging		Developing		Competent		Effective		Mastering	
0		**1**		**2**		**3**		**4**		**5**		**6**
ABSENT	Conclusion may be a simplistic summary; limited identification of conclusions, implications and consequences. Conclusion and implications may not align with previous dimensions.				Presents conclusions, recommendations, and potential consequences, though limited; 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."			
	Minimal consideration of future action, significance, overarching question, or context.				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.			
	May present conclusions as absolute; may attribute conclusion to external authority.				Presents conclusions as relative and only loosely related to consequences.				Conclusions are qualified as the best available evidence within the context.			
	Limited or no concrete connections between conclusions, recommendations, and consequences.				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.)

Absent	Minimal		Emerging		Developing		Competent		Effective		Mastering	
0		**1**		**2**		**3**		**4**		**5**		**6**
Conveys no purpose	Communication choices may:				Attempts, with some success, to:				Uses communication choices to effectively:			
	Convey little or unintended message, Produce unanticipated or detrimental affect (visceral impact, tone and credibility), Disregards or poorly manages rapport with audience (or participants)				Convey a purpose and message, Create the desired affect (visceral impact, tone and credibility), Manage rapport with immediate audience / participants.				Convey identified purpose and message, **and** Create the desired affect (visceral impact, tone and credibility), **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:				Meets the general needs of the situation, with limits to preparation and/or flexibility. May:				Meets the needs of the particular situation, both immediate and larger context; is well-prepared and flexible. May:			
	Not adequately identify why the issue is relevant to this audience; Overlook audience / participant interests, needs, or background.				Identify why the issue is generally relevant. Anticipate some audience/participant interests, needs, or background.				Identify why the issue is relevant to this audience in context. Anticipate and build on audience/participant interests, needs, background, and expertise.			

Some choices of delivery, media, activities, rhetorical moves, tone, and style do not fit this audience or purpose; basics choices may seem haphazard or ineffective. Tied to prepared material; little adjustment in context.	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.	Choose and adeptly adjust delivery, media, activities, rhetorical moves, tone, and style to effectively engage this audience; all elements used for impact and contribution.
Cultural competencies attempts fall short. May seem unaware.	Apply cultural competencies, with varying success.	Apply cultural competencies effectively.
Poor use of venue, time, or technology.	Makes adequate use of venue, time, and available technology, with minor exceptions.	Strategically uses venue, time, and available technology, managing constraints .
Lacks clear organization of information, ideas, or activities; or is inconsistent.	Adequately organizes information, ideas, and activities.	Organizes information, ideas, and activities with smooth transitions.
Uses language which obscures some ideas; some use of conventions, standards, and formatting seems unsuitable; shifts are confusing. Errors distract.	Uses language which communicates ideas; appropriately employs conventions, standards, and formatting. Occasional errors do not generally distract.	Uses language which clearly communicates ideas; makes effective use of conventions, standards, and formatting; shifts are purposeful. Few if any errors.

Comments: