

INTEGRATIVE CRITICAL THINKING RUBRIC

	Advanced 4	Competent 3	Developing 2	Unsatisfactory 1
Engages complex questions <i>Addresses complex issues, ideas, objects, or events</i>	Sophisticated explanation of an issue or problem that is relevant, accurate, clear, and specific.	Explanation of an issue or problem that shows adequate evidence of relevancy, accuracy, clarity, and specificity.	Limited explanation of an issue or problem that is irrelevant, inaccurate, unclear, or unspecific.	Lacks an explanation of an issue or problem.
Information literacy skills <i>Locates, selects, and uses information to investigate multiple disciplinary perspectives</i>	Includes a significant number of sources that are relevant, credible, integrative, and purposeful. Information resources are evaluated based on the information need and the context in which the information will be used. Alternative viewpoints are thoroughly explored.	Includes an adequate number of sources that are relevant, credible, integrative, or purposeful. Information is taken from sources with enough interpretation/evaluation to develop a coherent analysis or synthesis. Alternative viewpoints are considered.	Includes limited sources that may not always be relevant, credible, integrative, or purposeful. Information is taken from sources with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Alternative viewpoints are acknowledged/mentioned.	Lacks appropriate sources. Information is taken from sources without any interpretation/evaluation. Alternative viewpoints are not considered.
Multiple disciplinary perspectives <i>In the context of a disciplinary perspective, demonstrates an understanding of broader general education issues, ideas, objects, or events - past and present.</i>	Provides significant, sophisticated, and imaginative integration of both disciplinary and general education perspectives.	Provides adequate integration of both disciplinary and general education perspectives.	Provides limited integration of disciplinary and general education perspectives.	Includes no integration of disciplinary and general education perspectives.
Conclusions, implications, and consequences <i>Includes an analysis and evaluation of pros, cons, and compromises. Opposing viewpoints and alternatives are explored and summarized.</i>	Consistently demonstrates superior knowledge and performance and reflects logical scrutiny of the issue or problem. Clearly articulates the arguments made.	Demonstrates average or adequate knowledge and performance and reflects logical scrutiny of the issue or problem. Articulates an argument.	Demonstrates limited knowledge and awareness of the issue or problem. Lacks a clear argument. With additional effort, competence may be attainable.	Lacks knowledge and awareness of the issue or problem. No argument or an illogical argument provided.