

General Education Learning Goal Rubric – Critical and Integrative Thinking

Critical and integrative thinking is the ability to identify, evaluate, and construct arguments and proposed solutions to problems. Students should be able, through logical analysis and synthesis, to categorize information, distinguish between relevant and irrelevant data, and predict outcomes.

Task or Skill	Mastery	Satisfactory	Unsatisfactory	No Data
<p>Data, evidence, texts, works Ability to: Use of levels of sources (primary vs. secondary); Extract data from graphs, statements, tables, etc.; Transform or present data in useful forms Distinguish fact from opinion. Read text closely</p>	<p>In addition to “Satisfactory” characteristics: Identifies, characterizes and evaluates sources. Extracts data from sources and transforms them in innovative ways. Attends to nuances of language and form</p>	<p>Uses appropriate levels of source. Compiles and presents data relevant to argument. Distinguishes fact from opinion. Identifies formal features of text, music, theatre, or visual art</p>	<p>Fails to distinguish source levels. Uses inappropriate or irrelevant data. Fails to distinguish fact from opinion. Draws unfounded conclusions from anecdotal information</p>	
<p>Analysis, argument, conclusions Identifies salient data/arguments; Questions sources; states interpretations; presents and evaluates alternative points of view; Applies theoretical models to data; Evaluates literature; Evaluates experiences or points of view of others, Creates hypotheses and predicts outcomes.</p>	<p>In addition to “Satisfactory” characteristics: Questions sources; proposes novel theoretical models or hypotheses; Identifies the absence or presence of appropriate controls and confounding variables. Can formulate new experiments or analyses to test hypotheses.</p>	<p>Distinguishes between causality and correlation. Presents and evaluates alternative points of view. Applies theoretical models to data Describes connections and distinctions among literary/artistic works. Avoids unsupported conclusions Identifies missing data</p>	<p>Confuses correlation with causal relation. Does not present/evaluate alternative views. Does not connect data to theory. Generalizes from anecdotal data.</p>	
<p>Evaluation of experiences (internship, practicum), context, tradition, history conventions Has and applies knowledge of: Major thinkers, their ideas & works. Key terms and stylistic or cultural features of historical periods that created data/texts. Historical movements and/or theoretical developments Critical Self-reflection</p>	<p>In addition to “Satisfactory”: Deploy broad terms and detail of theory, history, experiments, or other examples of inquiry Deploy contexts and conventions and account for significant variations from them Exhibit fluency and dexterity with thinkers and their ideas Integrates experience with prior education and with connects it with personal goals</p>	<p>Gathers appropriate data Shows ability to evaluate process or experience. Situate data/texts in appropriate historical or theoretical contexts Use key terms to define a problem Note major intellectual influences on data/texts Assesses outcome of experience by identifying and characterizing what was learned and articulating personal strengths and weaknesses</p>	<p>No historical or theoretical context, or crudely oversimplified version, is deployed Lack of awareness of key terms Lack of awareness of key thinkers or figures Responds to experience in descriptive, non-reflective terms</p>	