



WASHINGTON STATE UNIVERSITY

Critical Thinking Rubric for Entomology 401 Term Paper: Spring 2000

SCANT

FULLY DEVELOPED

<p>1 Identifies and explains issue / topic at hand.</p>	<p>Does not identify nor explain main issue/topic at hand; is confused.</p>	<p>Identifies main issue, but does not explain clearly.</p>	<p>Identifies main issue/topic clearly, explains in limited fashion.</p>	<p>Identifies main issue/topic clearly, explains fully by discussing subsidiary and/or other relevant issues.</p>
<p>2 Identifies and uses a primary, historical source.</p>	<p>Does not identify a primary, historical source, or cites an inappropriate one.</p>	<p>Cites an appropriate primary, historical source, but merely repeats the information or does not engage it.</p>	<p>Cites an appropriate source, presents / engages the information in a limited fashion.</p>	<p>Cites an appropriate source, presents and engages the information, examines and assesses it.</p>
<p>3 Identifies and considers other salient perspectives / analysis regarding the issue at hand.</p>	<p>Does not cite nor utilize sufficient (or any) perspectives / analyses regarding the topic / issue.</p>	<p>Cites and utilizes perspectives / analyses that are of limited value.</p>	<p>Cites and utilizes salient perspectives / analyses, but does so in a limited fashion.</p>	<p>Cites and utilizes salient perspectives / analyses, and brings them to bear on the issue / topic at hand.</p>
<p>4 Identifies and presents the student's own perspectives / analysis regarding the issue at hand.</p>	<p>Fails to identify and state his / her own perspective / analysis on the issue / topic at hand.</p>	<p>Identifies and states own perspective / analysis, but fails to clarify own perspective vs. other salient perspectives.</p>	<p>Identifies and states own perspective / analysis, but does so in a limited fashion.</p>	<p>Identifies and states own perspective / analysis, and considers it in light of other salient perspectives.</p>
<p>5 Identifies and considers the influence of context* on the issue / topic at hand.</p>	<p>Does not present the issue / topic as having connections to other contexts.</p>	<p>Presents the issue / topic largely within a single context (e.g., scientific).</p>	<p>Presents the issue / topic as having connections to other contexts, but in a limited fashion.</p>	<p>Presents the issue / topic as having connections to other contexts important for the issue / topic at hand.</p>
<p>6 Identifies conclusions and implications of the issue / topic at hand.</p>	<p>Fails to identify conclusions / implications of the issue / topic.</p>	<p>Identifies conclusions / implications, but within a single context.</p>	<p>Identifies conclusions / implications as having connections to other contexts, but in a limited fashion.</p>	<p>Identifies conclusions / implications relative to the contexts important to the issue / topic at hand.</p>
<p>7 Follows "Peer Review Guidelines" regarding usage, composition, style, etc.</p>	<p>Fails to follow established guidelines for usage, composition, style, and / or other requirements.</p>	<p>Fails to provide list of references, or list is incomplete, or citations in text and reference list do not match.</p>	<p>Fails to meet minimum page length required for term paper.</p>	<p>Generally follows the guidelines listed in Entom 401 Cougar Prints under "Peer Review Guidelines."</p>

*Contexts for consideration: scientific, technological, social/cultural, economic, political, ethical.