

RUBRIC: “**Analytic Inquiry** is... the core intellectual skill that enables a student to examine, probe and grasp the assumptions and conventions of different areas of study, as well as to address complex questions, problems, materials and texts of all types.” -- DQP, p. 16

Competencies in analytical inquiry are cumulative. Graduates demonstrate skills expected at their current level, but also those expected at previous levels. Student work should be designed to allow students to demonstrate the appropriate level of competency. It is up to each field to determine what these competencies look like in practice in their fields, and what constitutes proficiency and sufficiency. Developed by WOU’s Graduate Assessment Working Group, December 2016.

| Feature | Key characteristics of the feature | Proficient | Sufficient | Not Sufficient |
|---|--|--------------------------|------------|----------------|
| Skills expected in Master’s level work | | | | |
| Analysis* | <u>Disaggregates</u> ideas/techniques/methods at the forefront of the field | | | |
| Creative synthesis | <u>Reformulate and adapt principal</u> ideas/techniques/methods at the forefront of the field | | | |
| | <i>The skills below are developed prior to entering graduate school. The Graduate Assessment Working Group encourages evaluators to focus on the graduate level skills listed above. If student work is insufficient in the graduate-level skills, it may be helpful to review the four features below as a diagnostic tool.</i> | | | |
| | | Proficient or Sufficient | | Not sufficient |
| Question/problem generation and framing | <u>Identifies & frames</u> a problem or question in the field | | | |
| Use of field’s tools | <u>Distinguishes among elements</u> of ideas, concepts, theories or practical approaches suggested by that field. | | | |
| Comparison with another field | <u>Compares and contrasts</u> theories/approaches to the problem/question from that field and <u>at least one other field.</u> | | | |
| Evaluation | <u>Evaluates theories and approaches</u> to the problem/question – strengths, weaknesses, applicability, gaps, assumptions | | | |

*Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them (I&A, LEAP)