

Broad Model Rubric (Steps 1-6)		
Process	Criteria	Points
Step 1		50
Defines the problem or states the research question	1.1 The student defines the problem or states the research question in a way that is appropriate to interdisciplinary study.	
	1.2 The student clearly defines the scope of the study.	
	1.3 The student avoids the three tendencies that run counter to the interdisciplinary process: disciplinary bias, jargon, and personal bias.	
	1.4 The student answers the "so what" question.	
Step 2		20
Justify using an interdisciplinary approach.	2.1 The student states that the problem or research question is complex and explains what this means.	
	2.2 The student states or implies that there are important insights into the problem offered by two or more disciplines.	
	2.3 The student states or implies that no single discipline has been able to address the problem comprehensively.	
	2.4 The student states that the study addresses an important and as yet unresolved issue concerning nature or society.	
Step 3		30
Identify relevant disciplines.	3.1 The student identifies the disciplines potentially relevant to the problem.	
	3.2 The student narrows these to those that are most relevant and explains the basis for doing so.	
Step 4		100
Conduct a literature search.	4.1 The student reports that the literature search confirms that the identity of the disciplines and their insights that are most relevant to the problem	
Step 5		100
Critically analyzes the disciplinary insights into	5.1 The student identifies the key elements of the most important disciplinary insights into the problem.	

the problem and locates their sources of conflict.	5.2 The student identifies both the sources of conflict and/or agreement between insights.	
	5.3 The student maps or compiles a table that sets out how the insights from contributing disciplines are interconnected or fit together.	
Step 6		100
Reflects on how using an interdisciplinary approach has enlarged understanding of the problem.	6.1 The student explains how an interdisciplinary approach challenged her bias on the problem.	
	6.2 The student explains how an interdisciplinary approach has influenced her perception of disciplinary expertise.	
	6.3 The student explains how an interdisciplinary approach has enlarged her understanding of the problem as a whole.	
	6.4 The student explains how an interdisciplinary approach is applicable beyond the classroom.	