**Critical Thinking Assessment Tool**

**De Anza College**

**2013**

Dear Faculty and Staff:

The attached tool was developed through a long collaborative project that began with our campus-wide SLO convocation in the spring of 2012. In short, we have taken the suggestions of over 100 De Anza faculty members and attempted to distill them into a simple Critical Thinking rubric. It is our hope that the rubric will be **quick and easy** to use, and will shed some light on the extent to which De Anza, through its many and diverse programs, contributes to the Critical Thinking skills of its students.

On behalf of the campus SLO committee, I would like to thank you for your voluntary participation in this important assessment project. To evaluate the learning outcomes of a large institution is no small undertaking, and is only possible through the involvement of the entire learning community. Please do not hesitate to contact me with any questions that you might have about the project.

Best,

Antonio Ramirez

Philosophy Instructor

SLO Coordinator

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**INSTRUCTIONS**

1. The rubric (page 2) is comprised of 5 distinct criteria for Critical Thinking. Choose an assessment method that you already use in your course to look for **one** of these criteria. Some courses/disciplines will lend themselves more naturally to particular CT criteria. Your assessment method might be as broad as an essay, a class presentation, an exam, or as narrow as a specific question from an exam that specifically targets your chosen CT criterion.
2. Before giving the assessment, establish a hypothesis for how many of your students will demonstrate ‘Above Level’ skill, how many will demonstrate ‘At Level’ skill, and how many will demonstrate ‘Below Level’ skill. Record this in the “ICC Assessment Worksheet” (question 3). The rubric language is designed to give some sense of each level, but is open to **your own interpretation**.
3. After giving the assessment, record the number of students who perform at each level, and answer the remaining worksheet questions.
4. Email your worksheet (and if you are comfortable, a copy of your assessment) to [ramireztono@fhda.edu](mailto:ramireztono@fhda.edu).

**Please note:**

* Submissions will be tallied **anonymously**, and this project will **in no way** be used to assess individual courses/instructors.
* A sample assessment/worksheet has been provided for your reference.

**Interdisciplinary Rubric: Critical Thinking**

**De Anza College**

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| --- | --- | --- | --- |
| **Criteria (please choose ONE to assess)** | **Above Level** | **At Level** | **Below Level** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Analyze**  **Arguments** | Student critically and accurately evaluates reasoning and interprets credibility, relevance, and sufficiency of support/evidence. | Student identifies and adequately evaluates reasoning and attempts to assess credibility, relevance, and sufficiency of support/evidence. | Student needs to evaluate reasoning and assess credibility, relevance, and sufficiency of support/evidence. |
| **Evaluate Ideas** | Student offers argumentative support for ideas, anticipates and addresses counter-arguments, and develops logical solutions. | Student offers some argumentative support for ideas, but struggles to anticipate and address counter-arguments, and shoehorns new problems into old solutions. | Student offers little argumentative support for ideas, does not anticipate counter-arguments, and solutions are solely based on personal/cultural preference. |
| **Empathize with different perspectives** | Student consistently considers different and controversial perspectives and reviews own position. | Student is sometimes open to unfamiliar or different perspectives, but main focus remains on own position. | Student’s capacity to "walk in another's shoes is limited due to his/her own reactions and attitudes. |
| **Utilize symbols** | Student is capable of understanding a statement, problem or solution written in symbolic notation and translating it into prose and vice versa. | Student needs assistance when translating a statement, problem, or solution written in symbolic notation into prose and/or vice versa. | Student is not able to understand a statement, problem or solution written in symbolic notation and/or translate it into prose and vice versa. |
| **Interpret literary, artistic and scientific works** | Student successfully identifies all major themes, structure, symbolic meanings, salient arguments, and perspectives in the text/piece. | Student identifies some, but not all, major themes, structure, symbolic meanings, salient arguments, and perspectives in the text/piece. | Student fails to identify major themes, structure, symbolic meanings, salient arguments, and perspectives in the text/piece. |