

Global Outcomes Assessment Reporting Packet: Critical Thinking

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Introduction:

This packet contains documents that you may use to assess your students for the Global Outcome of Critical Thinking. If you need further assistance in this process, please contact Sally Heilstedt: sally.heilstedt@lwtech.edu.

Please do not change the criteria and the rubric headings (the left hand column and the top rows); however, your department may change the rubric descriptors or choose a specific rubric descriptor to fit your individual discipline needs.

Course Best Practices for Teaching and Assessing a Global Outcome:

1. Instructor examines the college definition and rubric to be used and plans the course with the global embedded throughout
2. Instructor uses a calendar to plan out when and how Global Outcomes info will be introduced, practiced, and assessed
3. Instructor introduces global in the syllabus
4. Instructor hands out and explains the rubric
5. Instructor gives the students chances to practice the global outcome skills and gives them feedback on how well they are doing so they can improve their performance and learning
6. Instructor chooses one assignment at the beginning of the quarter or unit and another at the end of the quarter or unit to tally and report results
7. Instructor reviews rubric for areas where learning can be improved, then re-examines entire course curriculum to find where students can be assisted in better learning the global.
8. Instructor fills out the assessment packet if they have been contacted that they were selected this quarter to do so – if you have more questions, Sally can help: sally.heilstedt@lwtech.edu

Course #: Course Name, Instructor Name

The Assignments:

Cut and paste or describe your pre- and post-assessments here, as well as your lesson plan/curriculum for teaching to Critical Thinking.

For Critical Thinking, an assessment usually requires the student to gather necessary information to independently solve a problem. Please consult the rubric and/or contact Sally if you have any questions.

The Rubric:

Critical Thinking: The ability to evaluate information, draw inferences, arrive at conclusions, and create solutions based on objective analysis of the evidence.

Criteria	Mastering	Achieving	Developing	Beginning	Not Assessed at the Instructor's Discretion
Identify the Problem	Clearly identifies the problem through logical examination; identifies the components relevant to the problem and demonstrates their impact on the problem.	Clearly identifies the problem; considers the components relevant to the problem.	Clearly identifies the problem but struggles to consider all relevant components which contribute to the problem.	Identifies the problem but struggles to state it clearly and does not identify the components relevant to the problem.	
Gather Information	Gathers extensive information from a variety of valid and reliable sources including journals, texts, and technology specific to the subject. Clear evidence of search/selection criteria applied to resources.	Gathers sufficient information from valid and reliable sources. Evidence of search/selection criteria applied to resources.	Gathers information from sources that are limited to one or two resource types. Some evidence of search/selection criteria applied to resources.	Gathers information from one source. Minimal evidence of search/selection criteria applied to resources.	
Develop Position/Hypothesis	Hypothesis is imaginative and clearly stated.	Hypothesis is clearly stated.	Hypothesis is generally clear.	Hypothesis is simplistic and obvious.	
Assess and Analyze	Thoroughly examines the variables in order of importance. Demonstrates sophisticated thought that is developed throughout and connects to hypothesis.	Examines multiple variables and clearly describes their connection to the hypothesis.	Examines variables and begins to connect them to the hypothesis.	Limited examination of the variables that impact the hypothesis.	
Evaluate	Carefully considers context, data, assumptions and evidence; presents and justifies own view and biases while integrating differing views; implications are clearly developed.	Considers context, data, assumptions, and evidence; identifies own viewpoint and integrates multiple other views; implications are developed.	Discerns fact from opinion; begins the rough integration of multiple viewpoints; implications are considered but are not clearly developed.	Little evidence of evaluation; presents and justifies own position without addressing other differing views or personal bias; struggles to identify implications.	

Draw Conclusions and Consequences	Carefully articulates conclusions based on evidence. Explores consequences extensively and clearly connects them to conclusions.	Articulates conclusions and connects them logically to consequences.	Presents conclusions and loosely connects them to consequences.	Presents simplistic conclusions and struggles to identify consequences.	
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Cut and paste your rubric here if you used different descriptors than those provided in the rubric above.

The Class Performance by Criteria Tally Sheets:

On the tally sheets, include the total number of students for each cell. For example, in a class of 20 students, 2 might earn a Mastering level for Identify the Problem, 7 might be Achieving, 8 Developing, and 3 Beginning. The first row would then include 2, 7, 8, and 3.

Class Performance by Criteria Chart (Pre-Assessment)
Total Class Participation _____ Date _____

	Criteria	Mastering	Achieving	Developing	Beginning	Not Assessed
1	Identify the problem					
2	Gather information					
4	Develop solution/hypothesis					
3	Assess and analyze					
5	Evaluate					
6	Draw conclusions and consequences					

Class Performance by Criteria Chart (Post-Assessment)
Total Class Participation _____ Date _____

	Criteria	Mastering	Achieving	Developing	Beginning	Not Assessed
1	Identify the problem					
2	Gather information					
4	Develop solution/hypothesis					
3	Assess and analyze					
5	Evaluate					
6	Draw conclusions and consequences					

Closing the Loop: Plan of Action

Keep, Stop, Start

Keep, stop, start provides a simple framework for reflecting on the teaching, learning, and assessment of Critical Thinking. Respond to the following questions to form your action plan for the next time you teach this course.

- What will you **keep** doing? In other words, what went well in the teaching, learning, and assessment of Critical Thinking?
- What will you **stop** doing? What about your teaching or assignment did not enhance student learning? Did anything go entirely differently than you expected, and you want to do it differently next time?
- What will you **start** doing? Based on your results and experience with teaching Critical Thinking, how might you alter instruction to improve or better measure student learning?