



Center for Assessment & Research Studies

### Case Study Summary



## KEY FINDINGS

- Fourth Year Students Scored Significantly Higher than First Year Students.
- Overall Scores for Critical Thinking Are Lower Than Target Score of Three
- Fourth Year Students Scored The Highest on Context and The Lowest on Position.

## CRITICAL THINKING

- 50 Students From JMU Were Assessed by Two Faculty Raters.
- The AAC&U's Critical Thinking VALUE Rubric Was Used.



## TEST CONDITIONS

- Internal Consistency of the rubric was moderate to low, providing only fair confidence in the reliability of the Rubric. Sample sizes were also low.
- Inter Rater agreement was high between the two faculty Raters.

CRITICAL THINKING VALUE RUBRIC



	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b>	Information is drawn from sources with overall competence; evidence is relevant to central analysis or questions.	Information is drawn from sources with overall competence; evidence is relevant to central analysis or questions.	Information is drawn from sources with overall competence; evidence is relevant to central analysis or questions.	Information is drawn from sources without overall competence or relevance.
<b>Influence of context and assumptions</b>	Identifies issue and other assumptions and relevant context when presenting a position.	Identifies issue and other assumptions and relevant context when presenting a position.	Identifies issue and other assumptions and relevant context when presenting a position.	Identifies an emerging awareness of present assumptions but does not articulate them as assumptions.
<b>Writer's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/hypothesis) is articulated taking into account the complexities of an issue.	Specific position (perspective, thesis/hypothesis) is articulated taking into account the complexities of an issue.	Specific position (perspective, thesis/hypothesis) is articulated taking into account the complexities of an issue.	Specific position (perspective, thesis/hypothesis) is stated but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes to progress and implications are logical and clearly stated; data/evidence and ability to place evidence and perspectives discussed in priority order.	Conclusions and related outcomes to progress and implications are logical and clearly stated; data/evidence and ability to place evidence and perspectives discussed in priority order.	Conclusions and related outcomes to progress and implications are logical and clearly stated; data/evidence and ability to place evidence and perspectives discussed in priority order.	Conclusions are incrementally tied to some of the information discussed; related outcomes to progress and implications are unarticulated.



## DEMOGRAPHICS

- 25 Fourth Year & 25 First Year Stu.
- 26 Females and 24 Males Participated
- 21 Students were First Generation
- 29 Students were non-First Gen
- There were no differences between sex or gender on the students performance on the rubric

Performance on the Critical Thinking VALUE Rubric

