

A A Answirter of Answirer College and Balancian

CRITICAL THINKING

- 50 Students From JMU
 Were Assessed by Two
 Facutly Raters.
- The AAC&U's Critiical 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 betwee the two faculty Raters.

KEY FINDINGS

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



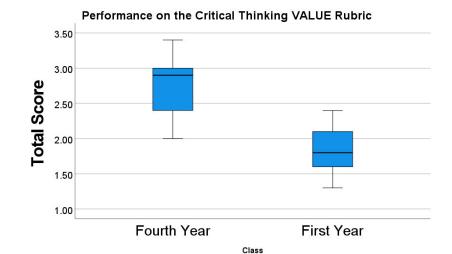
CRITICAL THINKING VALUE RUBRIC for non-information, place costant radio@aax.org

Critical theilargies a habit of mind characterised by the comprehensive exploration of issues, sides, artifast, and exact independent of instances are manufactured to provide a contract of instances and interest independent or instances and independent or instances are manufactured in a contract in the contract instances are manufactured in a contract in the contr

	Capitone	Milestones		Benchmark
	4	3	2	1
Explanation of issues	Issue' problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding	besse' 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 but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or budgerounds unknown.	Issue' problem to be considered critically is stated without clarification or description.
Evidence Visiting, and using information to investigate a toint of view or conducion	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation 'evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/walkution, but not enough to develop a coherent analysis or synthesis. Vice-points of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation 'ecologion. Viewpoints of experts are taken as fact, without question.
Inflaence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contests when presenting a position.	Questions some assumptions. Identifies several relevant contests when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	account the complexities of an issue. Limits of position (perspective, thesis/Ispothesis) are acknowledged.	Specific position (perspective, thesis' hypothesis tales into account the complexities of an issue. Others' points of view are admovided god within position (perspective, thesis' hypothesis).	Specific position (perspective, thesis hypothesis) acknowledges different sides of an issue.	Specific position (purspartine, thesis/ hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclasions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and personatives docused in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints, related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information thecause information is chosen to fit the desired conclusion), some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed, related outcomes (consequences and implications) are oversimplified.

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



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