

Critical Thinking Goals Inventory

What Critical Thinking Skills Should College Graduates Possess?

For each goal, rate how important you believe it is that college graduate should be able to perform the goal and how able they are to perform the goal.

Interpretation Skills

1.1 Categorizing

1.10 Formulate categories, distinctions, or frameworks to organize information in such a manner to aid comprehensions.

1.11 Translate information from one medium to another to aid comprehension without altering the intended meaning (e.g. translate numbers to a graph).

1.12 Make Comparisons: note similarities and differences between and among informational items.

1.13 Classify and group data, findings, and opinions on the basis of their attributes or a given criterion.

1.2 Detecting Indirect Persuasion

1.20 Detect the use of strong emotional language or imagery which is intended to trigger a response in an audience.

1.21 Detect the use of leading questions that are biased toward eliciting a preferred response.

1.22 Detect "if, then" statements based on the false assumption that if the antecedent is true, so must be the consequence.

1.23 Recognize the use of misleading language (e.g. language that exaggerates or downplays the importance of something or language that neutralizes a controversial topic).

1.24 Detect instances where irrelevant topics or considerations are brought into an argument that divert attention from the original issue.

1.25 Recognize the use of slanted definitions or comparisons which express a bias for or against a position.

College graduates should be able to:

	Extremely Important		Moderately Important		Not Important
1.10	5	4	3	2	1
1.11	5	4	3	2	1
1.12	5	4	3	2	1
1.13	5	4	3	2	1

College graduates are able to:

	Extremely Important		Moderately Important		Not Important
1.10	5	4	3	2	1
1.11	5	4	3	2	1
1.12	5	4	3	2	1
1.13	5	4	3	2	1

1.20	5	4	3	2	1
1.21	5	4	3	2	1
1.22	5	4	3	2	1
1.23	5	4	3	2	1
1.24	5	4	3	2	1
1.25	5	4	3	2	1

1.20	5	4	3	2	1
1.21	5	4	3	2	1
1.22	5	4	3	2	1
1.23	5	4	3	2	1
1.24	5	4	3	2	1
1.25	5	4	3	2	1

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Interpretation Skills

Categorizing

1.3 Clarifying Meaning

1.30

Recognize confusing, vague or ambiguous language that requires clarification to increase comprehension.

1.31

Recognize contradictions or inconsistencies in written or verbal language, data, images, or symbols.

1.32 Ask relevant and penetrating questions to clarify facts, concepts, and relationships.

1.33 Identify and seek additional resources, such as resources in print, that can help clarify a communication.

1.34 Provide an example that helps to explain something or removes a troublesome ambiguity.

1.35 Develop analogies and other forms of comparisons to clarify meaning.

College graduates should be able to:

	Extremely Important		Moderately Important		Not Important
	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1

College graduates are able to:

	Extremely Important		Moderately Important		Not Important
	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1

Analysis Skills

2.1 Examining Ideas and Purpose

2.10

Identify the ideas presented and assess the interests, attitudes, or views contained in those ideas.

2.11 Identify the stated, implied, or undeclared purpose(s) of a communication.

2.12 Recognize the relationship between the purpose(s) of a communication and the problems or issues that must be resolved in achieving that purpose.

2.13 Assess the constraints on the practical applications of an idea.

	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1

	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1

2.2 Detecting and Analyzing Arguments

2.20 Examine a communication and determine whether or not it expresses a reason(s) in support of or in opposition to some conclusion, opinion, or point of view.

2.21 Identify the main conclusion of an argument.

	5	4	3	2	1
	5	4	3	2	1

	5	4	3	2	1
	5	4	3	2	1

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Analysis Skills

College graduates should be able to:

College graduates are able to:

2.2 Detecting and Analyzing Arguments

2.22 Determine if the conclusion is supported with reasons and identify those that are state or implied.

2.23 Identify the background information provided to explain reasons which support a conclusion.

	Extremely Important		Moderately Important		Not Important
2.22	5	4	3	2	1
2.23	5	4	3	2	1

	Extremely Important		Moderately Important		Not Important
2.22	5	4	3	2	1
2.23	5	4	3	2	1

Evaluation Skills

3.0 Evaluating

3.10 Assess the importance of an argument and determine if it merits attention.

3.11 Determine if an argument makes sense.

3.12 Evaluate an argument in terms of its reasonableness and practicality.

3.13 Evaluation the credibility, accuracy, and reliability of sources of information.

3.14 Determine if an argument rests on false, biased, or doubtful assumptions.

3.15 Assess bias, narrowness, and contradictions when they occur in the person's point of view.

3.16 Assess the degree to which the language, terminology, and concepts employed in an argument are used in a clear, consistent manner.

3.17 Assess statistical information used as evidence to support an argument.

3.18 Determine what stated or unstated values or standards of conduct are upheld by an argument and assess their appropriateness to the given context.

3.19 Assess how well an argument anticipates possible objections and offers, when appropriate, alternative positions.

3.20 Determine how new data might lead to the further confirmation or questioning of a conclusion.

3.21 Judge the consistency of supporting reasons, including their relevancy to a conclusion and their adequacy to support a conclusion.

3.10	5	4	3	2	1
3.11	5	4	3	2	1
3.12	5	4	3	2	1
3.13	5	4	3	2	1
3.14	5	4	3	2	1
3.15	5	4	3	2	1
3.16	5	4	3	2	1
3.17	5	4	3	2	1
3.18	5	4	3	2	1
3.19	5	4	3	2	1
3.20	5	4	3	2	1
3.21	5	4	3	2	1

3.10	5	4	3	2	1
3.11	5	4	3	2	1
3.12	5	4	3	2	1
3.13	5	4	3	2	1
3.14	5	4	3	2	1
3.15	5	4	3	2	1
3.16	5	4	3	2	1
3.17	5	4	3	2	1
3.18	5	4	3	2	1
3.19	5	4	3	2	1
3.20	5	4	3	2	1
3.21	5	4	3	2	1

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Evaluation Skills

3.0 Evaluating

- 3.22 Determine and evaluate the strength of an analogy used to warrant a claim or conclusion.
- 3.23 Determine if conclusions based on empirical observations were derived from a sufficiently large and representative sample.
- 3.24 Determine and judge the strength of an argument in which an event(s) is claimed to be the result of another event(s) (casual reasoning).

College graduates should be able to:

	Extremely Important		Moderately Important		Not Important
5	4	3	2	1	
5	4	3	2	1	
5	4	3	2	1	

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	Extremely Important		Moderately Important		Not Important
5	4	3	2	1	
5	4	3	2	1	
5	4	3	2	1	

Inference Skills

4.0 Collecting and Questioning Evidence

- 4.01 Determine what is the most significant aspect of a problem or issue that needs to be addressed, prior to collecting evidence.
- 4.02 Judge what background information would be useful to have when attempting to develop a persuasive argument in support of one's opinion.
- 4.03 Formulate a plan for locating information to aid in determining if a given opinion is more or less reasonable than a competing opinion.
- 4.04 Combine disparate pieces of information whose connection is not obvious, but when combined offers insight into a problem or issue.
- 4.05 Determine if one has sufficient evidence to form a conclusion.

5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

4.1 Developing Alternatives and Hypotheses

- 4.10 List alternatives and consider their pros and cons, including their plausibility and practicality, when making decisions or solving problems.
- 4.11 Project alternate hypotheses regarding an event, and develop a variety of different plans to achieve some goal.
- 4.12 Seek the opinion of others in identifying and considering alternatives.
- 4.13 Seek evidence to confirm or disconfirm alternatives.

5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1