

# Connecting the Dots: A Framework for Developing Course-Based Critical Thinking Assessments

15<sup>th</sup> Annual Assessment Conference  
Texas A&M University

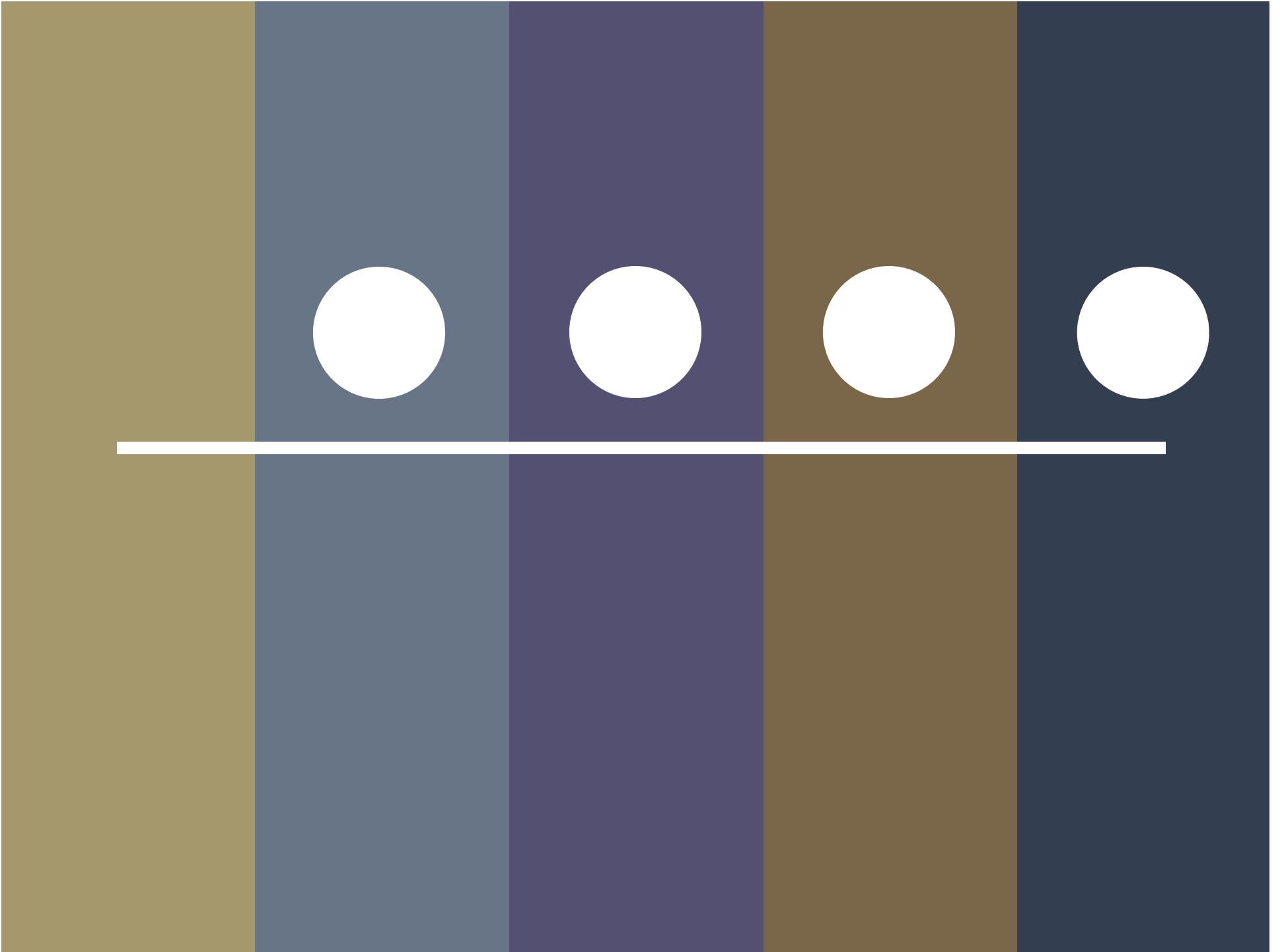
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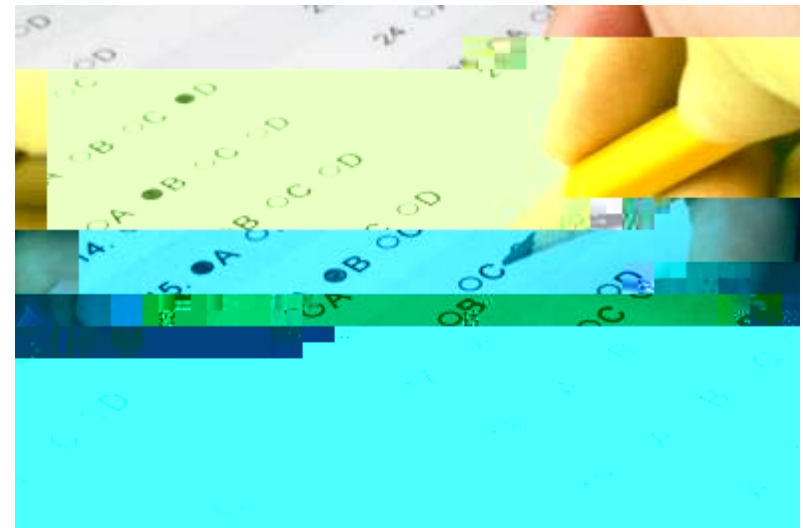
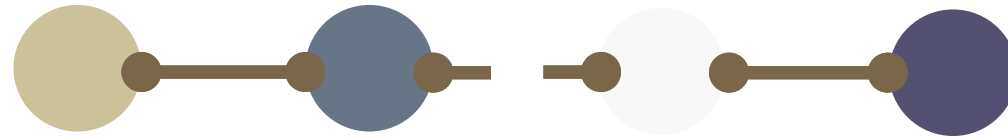
# Teaching Critical Thinking

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# Understanding the Disconnect

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Teaching Critical Thinking    Assessing Factual Knowledge

# Relevant Skills Evaluated by the C

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## Evaluating Information

- Separate factual information from inferences.
- Evaluate evidence and identify inappropriate conclusions.

## Creative Thinking

- Identify alternative interpretations for data or observations.
- Identify new information that might support or contradict a hypothesis.

## Learning & Problem Solving

- Separate relevant from irrelevant information.
- Integrate information to solve problems.

## Communication







# Benefits of Course-Based CT Assessme

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A scientist working at a government agency believes that an ingredient commonly used in bread causes criminal behavior. To support t

# Critical Thinking Skill Set 1

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Determine how strongly information support an idea.



Provide alternative interpretations for information or observations that have several possible interpretation



Identify additional information or evidence needed to evaluate the alternative interpretations.



Patterns of Data

Historical Events

Literature





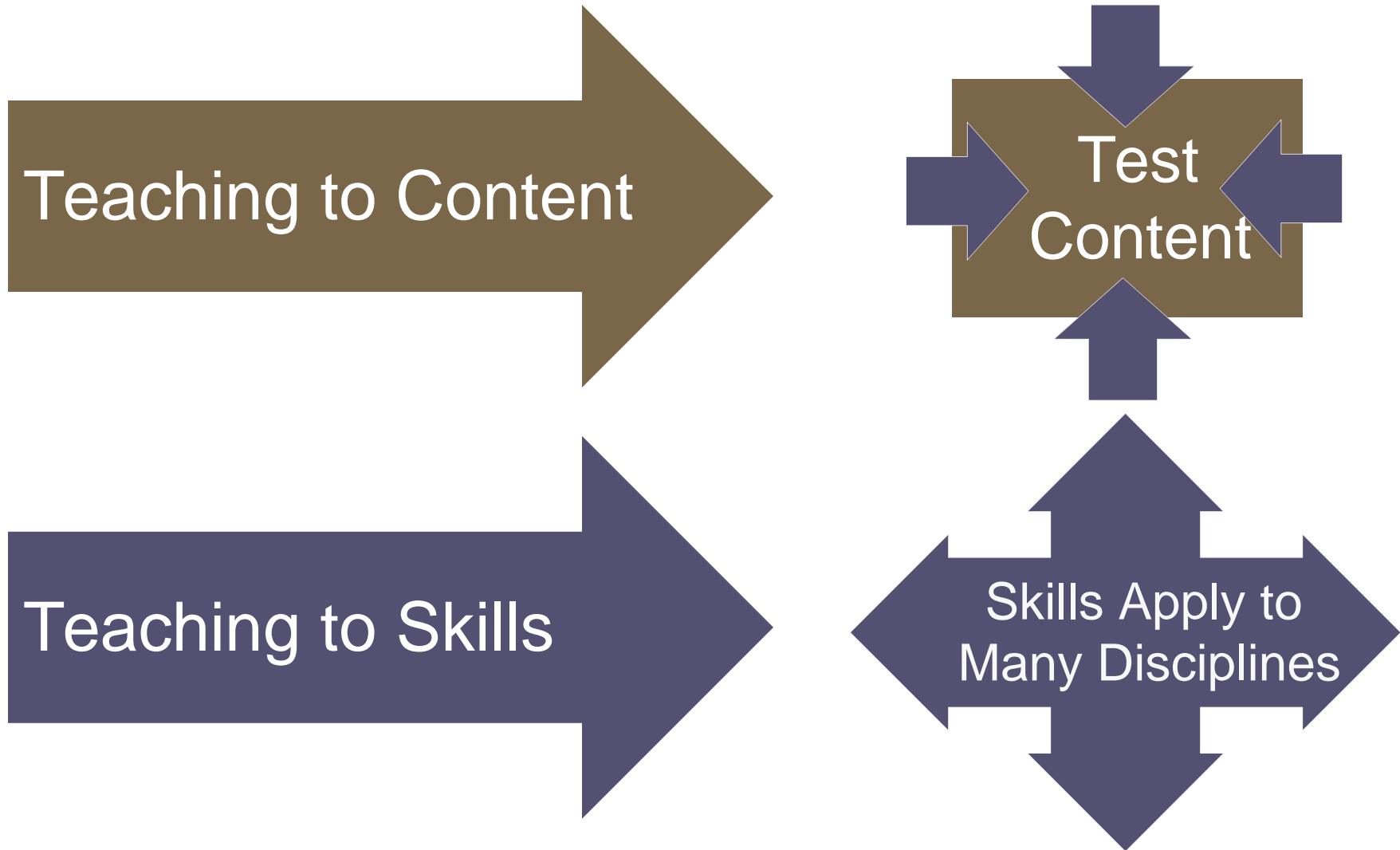
Want Your Daughter To Be A Science Whiz?  
Soccer Might Help

Is Comfort Food Causing Your Depression?



# Teaching to the Test

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Teaching to Content

Test  
Content

Teaching to Skills

Skills Apply to  
Many Disciplines

# Motivating Faculty

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- ✓ Establish a faculty teaching community to work together in the development of CAT Apps
- ✓ Provide small grants or incentives that provide resources for innovative practices

Opportunities for  
external funding and publication





[www.CriticalThinkingTest.org](http://www.CriticalThinkingTest.org)

