

CRITICAL THINKING ASSESSMENT: Graduates will be able to apply logical thinking and critical analysis.

The student...	1 Unacceptable	2 Acceptable	3 Proficient
1. States a specific conclusion (i.e., a claim, thesis, position, problem, or solution [if available, since problems don't always have solutions]).	Does not effectively identify the conclusion (or sub-conclusions).	For the most part, effectively identifies the conclusion (or sub-conclusions).	Effectively identifies the conclusion (or sub-conclusions).
2. States the premises (i.e., reasons) that supposedly support the conclusion.	Does not effectively identify premises.	For the most part, effectively identifies premises.	Effectively identifies premises.
3. Evaluates each argument presented according to the standards of logical thinking and critical analysis .	Does not effectively evaluate each argument formed by the premises and corresponding conclusion.	For the most part, effectively evaluates each argument formed by the premises and corresponding conclusion.	Effectively evaluates each argument formed by the premises and corresponding conclusion.
4. Considered holistically, the student demonstrates the ability to apply logical thinking and critical analysis .	Does not demonstrate the ability to apply logical thinking and critical analysis.	For the most part, demonstrates the ability to apply logical thinking and critical analysis.	Consistently and effectively demonstrates the ability to apply logical thinking and critical analysis.

Note:

The **standards of logical thinking and critical analysis** are given by the rules from Anthony Weston's, A Rulebook for Arguments, 3rd ed. (Here summarized and framed as three questions for assessment purposes):

1] If arguing **inductively**, is the argument **strong** or **weak**?

2] If arguing **deductively**, is the argument **valid** or **invalid**?

3] Are the premises **true**? (**Sound** argument = **valid** argument + **true** premises; **Cogent** argument = **strong** argument + **true** premises)

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