**CRITICAL THINKING SKILLS COMPETENCY**

**Competency Statement:** Students will engage in creative and/or innovative thinking, inquiring analysis, evaluation, synthesis of information, organizing concepts, and constructing solutions.

**Operational Definition:** Upon completion of 30 hours in a degree plan at Amarillo College, students will demonstrate the successful application of higher order analyses, innovative interpretation of evidence, and creative cognitive processes.

**Benchmark:** 70% of all artifacts will score a 3 or higher.

**Description of Assignments (Artifacts of Student Work):** Examples may include, but are not limited to: research, lab reports, writings, video compilations or presentations which include analysis, musical compositions, analysis/solutions of problems/case studies, use of Scientific Method, prototype designs, sequencing formularies, justification of results, and explanation of reasoning. These assignments can be completed by an individual or in a group environment.

**Definitions of Concepts**

1. **Inquiry** – A close examination or interpretation of a matter. Critical inquiry may involve the analytical interpretation of evidence and arguments. Interpretive inquiry may include an investigation into alternative points of view. Brainstorming methods or novel and untested solutions to a problem can be a part of the inquiry process.
2. **Analysis** – A critical examination of explanations and problem-solving methods. Analysis involves the ability to dissect, fully understand, and explain individual ideas. Analysis can also be used innovatively by pinpointing problem-solving methods found through the examination of a problem, task, etc.
3. **Synthesis** –Interlacing individual argument components so that a meaningful, coherent whole can be formed. Synthesis can use logical deductions to form scientific/mathematical arguments. Synthesis can also be used to effectively present a new or existing concept.
4. **Product** – The result produced by using evidence to form a coherent conclusion or the result produced by taking an innovative approach to a given task. The product is the end result and as such should either supply a coherent conclusion, solution, and/or product based on evidence or should use innovation to form a new and well-structured conclusion, solution, and/or product.

**Critical Thinking Skills Rubric\***

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| **Point Value** | **Detailed Description of Point Assessment** | **Simple Explanation** |
| 5 | An artifact scoring a 5 consistently demonstrates the following:   * **Inquiry:** An exceptional examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc. * **Analysis:** Identifies and presents exceptional explanations of complex analyses OR identifies and promotes novel or alternative problem-solving methods. * **Synthesis:** Identifies, organizes, and evaluates exceptional arguments OR presents well connected and holistically transformed ideas into original concepts. * **Product:** Follows the evidence to present unambiguous conclusions, solutions, and/or products OR transforms the evidence/takes an innovative approach to a task to present innovative and novel conclusions, solutions, and/or products. | excellent |
| 4 | An artifact scoring a 4 demonstrates the following:   * **Inquiry:** A thorough examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc. * **Analysis:** Identifies and presents thorough explanations of complex analyses OR identifies novel or alternative problem-solving methods. * **Synthesis:** Identifies, organizes, and evaluates thorough arguments OR presents obviously connected ideas. * **Product:** Follows the evidence to present unambiguous conclusions, solutions, and/or products OR transforms the evidence/takes an innovative approach to a task to present innovative and novel conclusions, solutions, and/or products. | good |
| 3 | An artifact scoring a 3 demonstrates the following:   * **Inquiry:** An accurate examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc. * **Analysis:** Identifies and presents accurate explanations of complex analyses OR identifies appropriate problem-solving methods. * **Synthesis:** Identifies, organizes, and evaluates accurate arguments OR presents connected ideas. * **Product:** Follows the evidence to present mostly unambiguous conclusions, solutions, and/or products OR effectively uses the evidence/effectively approaches a task to present conclusions, solutions, and/or products. | competent |
| 2 | An artifact scoring a 2 demonstrates the following:   * **Inquiry:** An incomplete examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc. * **Analysis:** Identifies and presents incomplete explanations of complex analyses OR identifies inadequate problem-solving methods. * **Synthesis:** Identifies, organizes, and evaluates incomplete arguments OR presents weakly connected ideas. * **Product:** Somewhat follows the evidence to present unambiguous conclusions, solutions, and/or products OR somewhat uses the evidence/takes a somewhat effective approach to a task to present conclusions, solutions, and/or products. | marginal |
| 1 | An artifact scoring a 1 demonstrates the following:   * **Inquiry:** No examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc. * **Analysis:** Does not identify or present explanations of complex analyses OR does not identify appropriate problem-solving methods. * **Synthesis:** Offers no examination of arguments OR fails to connect ideas. * **Product:** Does not follow the evidence to present unambiguous conclusions, solutions, and/or products OR does not use the evidence/take an effective approach to a task to present novel conclusions, solutions, and/or products. | poor |

**\*This rubric was derived from the** [**LEAP Value Rubrics**](http://www.aacu.org/value/rubrics/index_p.cfm?CFID=37758558&CFTOKEN=93634622)**.**