

ILO 5: Critical Thinking and Reading

Definition: Critical thinking is the habit of exploring a phenomenon (e.g., an event, artifact, story, or issue) and applying certain criteria to determine its value and legitimacy. It involves analyzing and synthesizing often contradictory pieces of information and logically connecting ideas to make sound, well-reasoned judgments. Critical thinkers tolerate ambiguity, recognize underlying assumptions, welcome counterarguments, and routinely revise their own beliefs in response to the world around them.

Critical reading occurs when readers actively engage with a written, visual, or auditory text, going beyond its surface-level characteristics to identify and evaluate its deeper structural elements, such as purpose, tone, organization, and meaning. Those who read critically assume an objective point of view, and interact with a text by making annotations, posing questions, and forming their own opinions about what they've read.

Outcome: Students will

- Use an array of critical thinking strategies to make meaningful connections between divergent ideas and to observe, recognize, and solve novel problems.
- Adopt an unbiased approach to the act of reading, probing a variety of different texts to identify and explain their key elements and to uncover both the strengths and weaknesses in their deep structure.

Guidelines for General Education Assessment

1. This rubric should be used for **assessment**. It is not meant to be used for grading.
2. You will be asked to report your assessment data in the **Level 1-4** format. Any other reporting format (0-100, for example) will create an inconsistency in scoring and render the data invalid.
3. When using this rubric, it is **not** always expected that all categories on the rubric are assessed in a single assignment. Only report on the categories actually assessed.
4. Set expectations **before** you give an assignment. The expectations for how many students achieve at each level will depend on the level of the course. For example, 100-level courses may rarely have students in the Level 4 category, while higher-level courses will likely have more students achieving Level 4.
5. Ideally, General Education courses that have more than one section should use the same signature assignments and rubrics to assess an ILO in all the sections.
6. Collect data from as many sections as possible. For courses that have multiple sections, it is ideal to have a departmental assessment coordinator. The coordinator can then collate all assessment data.
7. It is the responsibility of the chair of the department (who may delegate to the assessment coordinator) to ensure that all adjuncts who teach General Education courses use agreed-upon signature assignments and collect assessment data.
8. For courses that offer multiple sections, submit data from as many sections as possible. However, if data is missing from one or two sections, simply state this in the narrative and give information for only the sections for which data exists.
9. Remember to collect artifacts (completed student assignments) for each level represented in your course. Artifacts should NOT have any student identifying information (remove names).

CRITICAL READING RUBRIC

	Level 4	Level 3	Level 2	Level 1
Reads with Comprehension	<ul style="list-style-type: none"> Recognizes central idea and distinguishes key points in relation to central idea Recognizes relationships between central idea and supporting points with example or quotes from the text Consistently follows the structure of a variety of texts to make predictions 	<ul style="list-style-type: none"> Recognizes central idea Correctly identifies key points Recognizes relationships between central idea and supporting points Follows the structure of the text to make predictions 	<ul style="list-style-type: none"> Partially recognizes central idea Partially identifies key points Partially follows the structure of the text to make predictions 	<ul style="list-style-type: none"> Does not recognize central idea Does not correctly identify key points Does not follow the structure of the text to make predictions
Thinks critically about the text/reading	<ul style="list-style-type: none"> Identifies and connects audience and purpose of text Determines validity of source with confidence Identifies presence and absence of evidence Formulates questions about the reading beyond the text Identifies strengths/weaknesses of different perspectives 	<ul style="list-style-type: none"> Identifies audience and purpose of the text Determines validity of source Identifies presence or absence of evidence Formulates some questions about the reading Identifies different perspectives 	<ul style="list-style-type: none"> Partially identifies audience and/or purpose of the text Partially determines validity of source Partially identifies presence/absence of evidence 	<ul style="list-style-type: none"> Does not identify audience or purpose of the text Does not determine validity of source Does not identify presence/absence of evidence
Applies knowledge gained from reading	<ul style="list-style-type: none"> Critically evaluates the text in relation to prior knowledge/experience Applies knowledge from reading to assignments or real-life situations and formulates new insights based on application of knowledge 	<ul style="list-style-type: none"> Connects text to prior knowledge/experience Applies knowledge from reading to assignments or real-life situations 	<ul style="list-style-type: none"> Partially connects text to prior knowledge/experience Partially/incorrectly applies knowledge from reading to assignments or real-life situations 	<ul style="list-style-type: none"> Does not connect text to prior knowledge/experience Does not apply knowledge from reading to assignments or real-life situations