



ASSIGNMENT CHECKLIST CRITICAL THINKING

Reflect upon the planned assessment/assignment to be used for CCA and review the **Critical Thinking** elements expected of students to demonstrate competence as part of the assessment/assignment.

The following are examples of content and constructs related to the core learning objective of **Critical Thinking** that are expected in the final artifact produced by students:

- Explain the Issue/Problem
 - Summarize information or an argument, explain an issue, put something in context
 - Set up issue/problem to be solved or explored

- Use Evidence
 - Gather and employ appropriate information/sources/data
 - Evaluate the quality of information/sources/data and make selections among possible sources

- Analyze
 - Analyze information (or a text, work of art, etc.)
 - Make connections between ideas or information
 - Apply ideas or knowledge to a new context

- Conclude
 - Draw a conclusion, linked to evidence, about the issue/problem
 - Interpret and critique someone else's work, and/or identify their assumptions and biases
 - Construct an argument or take a position on an issue
 - Explain why something is important or discuss its implications

- Innovative Thinking (optional category)
 - Demonstrate novelty in formulating a question or idea
 - Create a novel product

Questions can be directed to the Office of Institutional Effectiveness & Evaluation.
Website: assessment.tamu.edu Email: assessment@tamu.edu Phone: (979) 862-2918

