Valencia Community College
Learning Evidence Team

Think Project Team Members

Linda Anthon
Nick Bekas
Kira Bishop
Philip Bishop
Emily Hooker
Maryke Lee
Pat Nellis
Melissa Pedone
Ann Puyana
Allison Sloan
Roberta Vandermast

Think Project Plan
One of Many Conversations about Critical Thinking Indicators
1:00-4:00pm May 13, 2005

Research Question:

- How is our current draft of an Institutional Rubric for Critical Thinking Indicators a useful iteration of the Think Indicators from the Valencia Catalog?

Purpose of the Project:

- To initiate a first conversations with faculty about our draft Institutional Rubric of Critical Thinking Indicators in order to edit/revise our draft (See shaded area in chart on page 2)

Description of the Project:

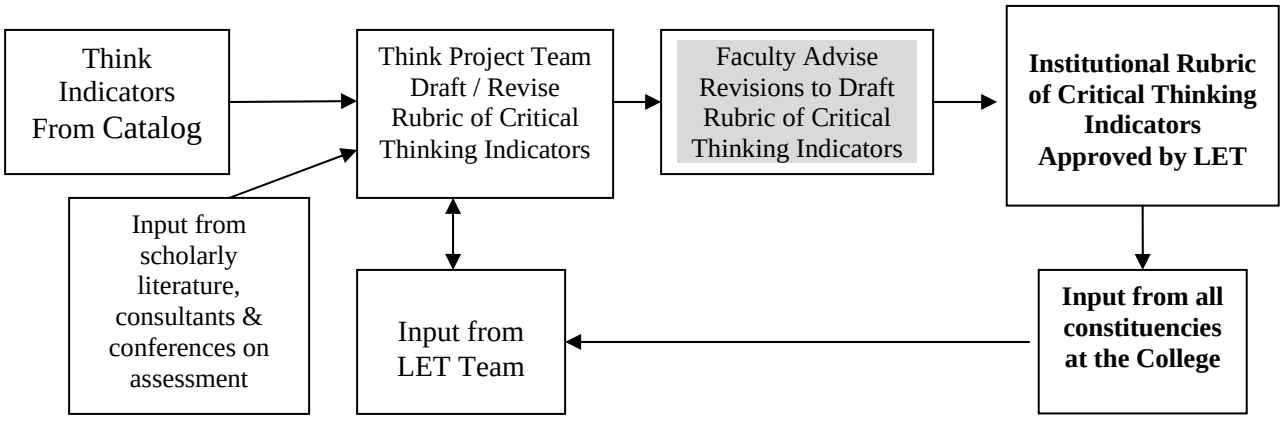
- A workshop for 20 professors reflecting a distribution of disciplines and campuses
- This workshop will present the current draft of our Institutional Rubric of Critical Thinking Indicators, will examine the clarity of this draft, and will examine the usefulness of the draft in scoring samples of student work.
- Special attention will be paid to suggestions from the group on improving this rubric.

Budget for Project:

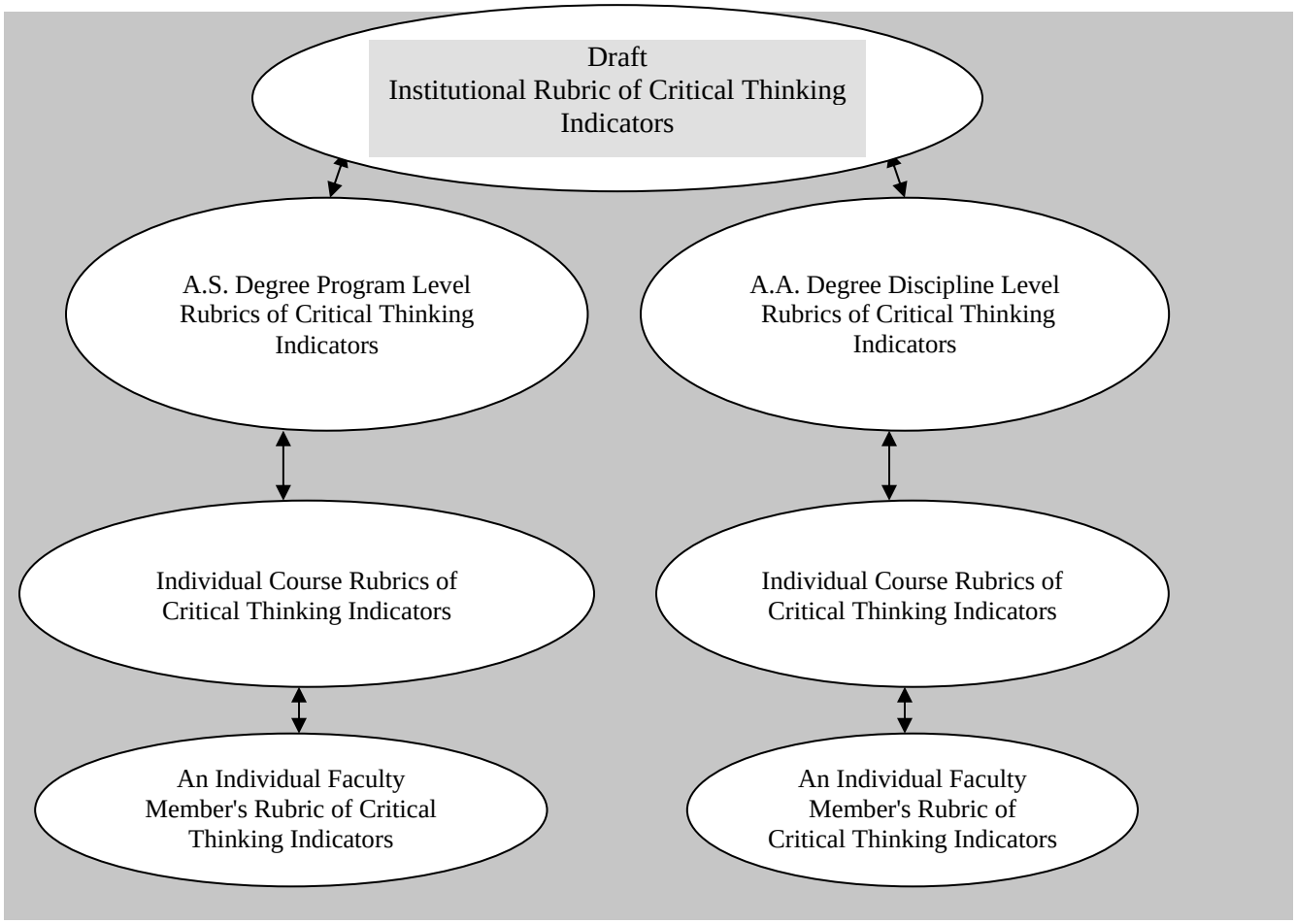
Budget for the work of the Learning Evidence Team was set aside when the College commissioned the work of the LET. Most of that budget has been returned to the College in light of current budget restraints. The amount below represents a small percentage of the original budget for the LET and is equivalent to sending two faculty members to one conference each.

Stipends for 2 co-facilitators to develop and offer workshop (2 @ $250.00 each)		**500.00**
Stipends for 20 faculty at $100 each		**2,000.00**
Project materials		**100.00**
	Total	**2,600.00**

Flow Chart for Development of Institutional Rubric of Critical Thinking Indicators



Relationship of Institutional Rubric to Other Rubrics



Valencia Community College
Rubric of Critical Thinking Indicators (Horizontal Iteration)

Version March 17, 2005

For use at the institutional, program or discipline level				
Think Indicators (adapted from VCC Catalog)	**Beginning** A student beginning to think critically does most or many of the following:	**Developing** A student developing the ability to think critically does most or many of the following:	**Competent** A student completing an A.S. or A.A. degree or certificate program does most or many of the following:	**Accomplished** A student complete a B.S. or B.A. degree program or an equivalent certificate program does most or many of the following:
Analyzing data, ideas, principles and perspectives	Reports and uses data, ideas, principles and perspectives inaccurately or incompletely; uses them inappropriately; or omits them altogether	Reports and uses data, ideas, principles and perspectives with general accuracy, minor inaccuracies, and/or minor omissions	Reports and uses data, ideas, principles and perspectives accurately and provides brief or cursory analysis of these elements	Reports and uses data, ideas, principles and perspectives accurately and provides in-depth analysis of these elements
Applying facts, formulas and procedures correctly	Uses facts, formulas or procedures incorrectly or inappropriately; or omits them altogether	Uses facts, formulas or procedures with only minor inaccuracies and/or minor omissions	Uses facts, formulas or procedures of a discipline accurately	Uses facts, formulas or procedures of a discipline accurately and with understanding
Presenting multiple points of view	Presents a single solution or position that includes inaccuracies and/or inconsistencies; and/or fails to present a solution or position	Presents a single solution or position with only minor inaccuracies or inconsistencies	Explains two solutions or perspectives, briefly but accurately	Explains alternative solutions or points of view—both pro and con—accurately and in-depth
Drawing well-supported conclusions	Attempts a conclusion, produces an incorrect solution, and/or omits this altogether	Attempts a conclusion or solution; and/or produces a general or weak conclusion or solution	Produces a brief summary or an abbreviated solution	Produces conclusions that are well-supported by evidence and explanation
Synthesizing ideas into a coherent whole	States ideas or solutions without a clear or coherent order	States ideas or solutions in a manner that implies a logical or coherent order	States ideas or solutions with logical coherence	States ideas or solutions as a coherent argument, position or solution

This rubric was developed by the Learning Evidence Team utilizing a structure suggested by Peter A. Facione, Noreen C. Facione and the California Academic Press, as well as content derived from the Valencia Catalog. It should not be used to evaluate individual faculty or courses.

Valencia Community College
Rubric of Critical Thinking Indicators (Vertical Iteration)
For use at the institutional, program or discipline level
March 17, 2005

4 Accomplished **A student completing a B.S. or B.A. degree program or an equivalent certificate program does most or many of the following:**

- Reports and uses data, ideas, principles or perspectives accurately and provides in-depth analysis of these elements
- Uses facts, formulas or procedures of the discipline accurately and with understanding
- Explains alternative solutions or points of view—both pro and con—accurately and in-depth
- Produces conclusions that are well-supported by evidence and explanation
- States ideas or solutions as a coherent argument, position or solution

3 Competent **A student completing an A.S. or A.A. degree or certificate program does most or many of the following:**

- Reports and uses data, ideas, principles or perspectives accurately and provides brief or cursory analysis of these elements
- Uses facts, formulas or procedures of a discipline accurately
- Explains at least two solutions or perspectives, briefly but accurately
- Produces a brief summary or an abbreviated solution
- States ideas or solutions with logical coherence

2 Developing **A student developing the ability to think critically does most or many of the following:**

- Reports and uses data, ideas, principles or perspectives with general accuracy, minor inaccuracies and/or minor omissions
- Uses facts, formulas or procedures of the discipline with only minor inaccuracies and/or minor omissions
- Presents a single solution or perspective with only minor inaccuracies or inconsistencies
- Attempts a conclusion or summary; and/or produces a general, or weak, conclusion or solution
- States ideas or solutions in a manner that implies a logical or coherent order

1 Beginning **A student beginning to think critically does most or many of the following:**

- Reports and uses data, ideas or principles inaccurately or incompletely; uses them inappropriately; or omits them altogether
- Uses facts, formulas, or procedures incorrectly or inappropriately; or omits them altogether
- Presents a single solution or position that includes inaccuracies and/or inconsistencies; and/or fails to present a or solution or position
- Attempts a conclusion, produces an incorrect solution and/or omits this altogether
- States ideas or solutions without a clear or coherent order

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