

## Checklist of Critical-Thinking Skills

Level	Student Skills Checklist
<b>Level 1</b> <b>Unilateral Descriptions</b> (Students paraphrase information, as well as repeat and restate the question.)	<input type="checkbox"/> Defines terms <input type="checkbox"/> Simply repeats information <input type="checkbox"/> Uses simple "good" or "bad" statements <input type="checkbox"/> Adds little or nothing new to the issue or question
<b>Level 2</b> <b>Simplistic Alternatives or Arguments</b> (Students take a side and do not explore other alternatives; they make unsupported assertions; they make simplistic arguments.)	<input type="checkbox"/> Includes an assertion, without evidence, often in the form of a question that modestly advances thinking <input type="checkbox"/> Challenges an assertion but without evidence <input type="checkbox"/> Includes facts (beyond defining terms) relevant to the discussion but no argument <input type="checkbox"/> Uses simple explanations, such as giving an example <input type="checkbox"/> Cites simple rules or laws as proof <input type="checkbox"/> Does not address conflicts with opposing views or does not explore them
<b>Level 3</b> <b>Basic Analysis</b> (Students make a serious attempt to analyze an argument or competing arguments, and evaluate it or them with evidence.)	<input type="checkbox"/> Appeals to a recognized (appropriate) authority <input type="checkbox"/> Includes casual observation, anecdotal recollections, or data <input type="checkbox"/> Includes assertions with explicit evidence offered or a reasoned challenge of another's assertion, but without a clear logical framework <input type="checkbox"/> Uses a singular, Socratic-style question <input type="checkbox"/> Often lists numerous factors as evidence, but does not integrate them within a logical framework <input type="checkbox"/> Does not have a clear conclusion or choice between alternatives; for instance, when pressed for the best explanation, student responds that both (or all) are equally valid
<b>Level 4</b> <b>Inference</b> (Students make a cohesive argument.)	<input type="checkbox"/> Includes logical statements based on the discipline's accepted mode or schools of thought <input type="checkbox"/> Identifies assumptions <input type="checkbox"/> Challenges a key assumption of another's theory <input type="checkbox"/> Includes a series of logical, Socratic-style questions <input type="checkbox"/> Searches for data to test the validity of an argument <input type="checkbox"/> Integrates data with consistency to support an argument in oral or written language

Source: Adapted from DeLoach, S. B., & Greenlaw, S. A. (2005). Do electronic discussions create critical thinking spillovers? *Contemporary Economic Policy*, 23(1), 149–163.