

Appendix O: Peer-to-Peer Critical Thinking Course Evaluation Rubric

Overview: This evaluation is to be used during a lesson/class that is focused on presenting a unit on critical thinking or an exercise/assignment to develop critical thinking skills. This evaluation is only to be used for developmental purposes. This rubric was adapted from rubrics developed by Pfeiffer University and Parker University.

Process: All faculty members who teach critical thinking classes will evaluate another faculty member who teaches a critical thinking class. The QEP Director will assigned faculty to evaluations. The evaluator will provide the instructor with written comments regarding the strengths of the class period as well as suggestions for improvement. The evaluator will also submit the form to the QEP Director. The QEP Director will summarizes all comments from all evaluations. The summary report will be shared during a critical thinking workshop to encourage open discussion regarding best practices used within the classroom. The summary report will also be used to develop critical thinking workshops to address common suggestions of improvement.

	<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Needs Development</i>	<i>ELO/SLO</i>
1. Students actively participated in class activity.	All students were actively engaged.	The majority of students were actively engaged.	Few students were actively engaged.	<i>SLO #2:</i> Students will be self-directed and intrinsically motivated learners.
2. Students asked relevant and pertinent questions.	Multiple questions were asked by many students.	Multiple questions were asked by few students.	Some questions were asked by few students.	<i>SLO #1:</i> Students will be inquisitive and ask pertinent questions.
3. Students applied critical thinking skills during the class period.	Lesson requires students to evaluate and synthesize, stretching students' abilities.	Lesson requires students to analyze and critique.	Lesson requires students to recall and describe.	<i>SLO #5:</i> Students will evaluate diverse and alternative points of view.
4. Students are encouraged to challenge their biases and assumptions.	Lesson causes students to reflect on their thought processes and to question their biases and assumptions.	Lesson causes students to reflect or comment regarding stated assumptions and biases.	Lesson does not cause students to consider their own assumptions, thought processes, and practices.	<i>SLO #3:</i> Students will be open-minded and consider diverse and alternative points of view.

5. Students are encouraged to evaluate information.	Lesson requires students to analyze confounding data, identify and attack fallacies, evaluate conclusions of others, and/or synthesize information into a coherent argument.	Lesson requires students to distinguish between facts and inferences, interpret numerical relationship in graphs, and identify appropriate and inappropriate conclusions.	Lesson merely presents information to students; the students are not provided the opportunity to explore the information and reach a conclusion.	<p><i>SLO #4:</i> Students will gather and analyze relevant information.</p> <p><i>SLO #5:</i> Students will evaluate diverse and alternative points of view.</p>
6. Instructor models critical thinking behavior.	Instructor effectively demonstrates multiple instructional strategy that assist students in developing critical thinking skills.	Instructor effectively demonstrates an instructional strategy that assist students in developing critical thinking skills.	Instructor demonstrates an instructional strategy that does not align with the specific learning goal which assist students in developing critical thinking skills.	<p><i>ELO #3:</i> Faculty will model critical thinking behaviors.</p> <p><i>ELO #4:</i> Faculty will utilize best pedagogical practices for critical thinking.</p>
7. Instructor links class to critical thinking outcomes.	The instructor clearly and logically links critical thinking learning outcomes either in lesson plan or during the course session.	The instructor lists learning outcomes but does not link the outcomes to the class activities.	Instructor does not provide a link between critical thinking learning outcomes and class activities.	<p><i>ELO #1:</i> Faculty will clearly communicate the definition of critical thinking.</p> <p><i>ELO #2:</i> Faculty will emphasize the importance of critical thinking.</p>

Briefly describe the critical thinking activity.

List the critical thinking outcomes.

List all instructional strategies used in this class.

I wish you had done more....

I wish you had done less....

Additional comments and suggestions.