

ENMU ICAT Score Reporting (Spring 2008)

In April 2008, ENMU conducted critical thinking assessments of 86 rising juniors (students who had completed between 55 and 75 credit hours toward their degrees). ICAT is based on the substantive approach to critical thinking using a trans-disciplinary system of interconnected concepts, principles, and understandings.

It focuses on the five essential dimensions of critical thinking:

- The analysis of thought
- The assessment of thought
- The dispositions of thought
- The skills and abilities of thought
- The obstacles or barriers to critical thought

Students read an article, interpret statistical data from the reading, and then compose an essay response to the article. Below are the 2008 and 2007 scores assigned by a team of faculty and graduate student graders on the essay portion of this assessment.

Essay	2008	2007
Excellent	10.71%	8.3%
Commendable	42.86%	22.2%
"Mixed"	16.67%	47.2%
Low Level	26.19%	25.0%
Unacceptable	4.75%	25.0%
Number Tested	84	46

Student essays are scored by a rubric designed for this assignment that assessment critical thinking abilities.

Essay Grading Criteria	
Thesis and Support	The essay must have a clear statement of your argument (thesis); there should be sufficient and compelling support for that argument.
Organization and Development	The essay should be well-organized on the paragraph level and as an essay. The sequence of ideas (organization) and development (evidence and discussion) should make sense to the reader.
Level of Critical Analysis	The argument should recognize that this is a complex issue. The analysis and proposed solution may use a variety of data to construct a workable and creative solution.
Grammar and Style	The essay should be free of obvious spelling and grammar errors, use appropriate vocabulary and show variety of sentence structure.

