

PLO- Critical Thinking

Program: Sociology

Date: May 2014

**Total number of students evaluated: 9**

**Summary of findings**

<b>Traits</b>	<b>Did not meet expectations</b>	<b>Partially met</b>	<b>Met expectations</b>	<b>Exceeded expectations</b>	<b>Combined “met” and “exceeded”</b>
Explanation of issues	11%	33%	33%	22%	55%
Evidence Selecting and using information to investigate a point of view or conclusion	33%	44%	11%	11%	22%
Influence of context and assumptions	22%	44%	22%	11%	33%
Student's position (perspective, thesis/hypothesis)	22%	0	56%	22%	78%
Conclusions and related outcomes (implications and consequences)	11%	22%	33%	33%	66%

Details

Trait: Explanation of issues

(Respondents could only choose a **single** response)

Response	20%	40%	60%	80%	100%	Frequency	Count
Issue/ problem to be considered critically is stated without clarification or description. (Does not meet expectations)						11%	1
<b>Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown. (Partially meets expectations)</b>						33%	3
<b>Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions. (Meets expectations)</b>						33%	3
Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. (Exceeds expectations)						22%	2
						<b>Valid Responses</b>	<b>9</b>

Trait: Evidence Selecting and using information to investigate a point of view or conclusion

(Respondents could only choose a **single** response)

Response	20%	40%	60%	80%	100%	Frequency	Count
Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question. (Does not meet expectations)						33%	3
<b>Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. (Partially meets expectations)</b>						<b>44%</b>	<b>4</b>
Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. (Meets expectations)						11%	1
Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. (Exceeds expectations)						11%	1
						<b>Valid Responses</b>	<b>9</b>

### Trait: Influence of context and assumptions

(Respondents could only choose a **single** response)

Response	20%	40%	60%	80%	100%	Frequency	Count
Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position. (Does not meet expectations)						22%	2
<b>Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). (Partially meets expectations)</b>						44%	4
Identifies own and others' assumptions and several relevant contexts when presenting a position. (Meets expectations)						22%	2
Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position. (Exceeds expectations)						11%	1
						<b>Valid Responses</b>	<b>9</b>

Trait: Student's position (perspective, thesis/hypothesis)

(Respondents could only choose a **single** response)

Response	20%	40%	60%	80%	100%	Frequency	Count
Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. (Does not meet expectations)						22%	2
Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. (Partially meets expectations)						0.0%	0
<b>Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis). (Meets expectations)</b>						56%	5
Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). Exceeds expectations)						22%	2
						<b>Valid Responses</b>	<b>9</b>

Trait: Conclusions and related outcomes (implications and consequences)

(Respondents could only choose a **single** response)

Response	20%	40%	60%	80%	100%	Frequency	Count
Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. (Does not meet expectations)						11%	1
Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly. (Partially meets expectations)						22%	2
<b>Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. (Meets expectations)</b>						<b>33%</b>	<b>3</b>
<b>Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order. (Exceeds expectations)</b>						<b>33%</b>	<b>3</b>
						Valid Responses	9