

For Use by Participants in CAT Discipline Analog Workshops
(Not for General Disclosure)

A Subset of Skills Assessed by the CAT Instrument

Skill Set 1		
Question	Questions	Descriptions
Question 1	Q2, Q5, Q8	Evaluate how strongly information supports an idea or interpretation
Question 2	Q3, Q6, Q9	Provide alternative interpretations for Question 3 Q4, Q7

Discipline: _____

Explore strategies for assessing students' critical thinking skills using course content.

Formulate a prompt that provides ambiguous information in your discipline along with one possible interpretation. This could be a literary interpretation, an historical event, a set of patient symptoms, a pattern of data, part of a case study, etc. It could also involve information in a graph. It should end with the question, *"How strongly does the information provided support the idea that ..."*

Question 1:

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Anticipate Student Responses: Provide examples of anticipated student responses that illustrate varying degrees in competency. These responses will be used to develop the rubric.

Example Rubric for Evaluating Student Work in Step 1

Explore strategies for assessing students' critical thinking skills using course content.
Formulate a prompt to have students generate alternative ewci22 c

Example Rubric for Evaluating Student Work in Question 2

Using the anticipated student responses as a guide, provide sample responses and scoring guidelines for the rubric below.

Identify how students will be graded in this activity. The rubric should evaluate the quantity and quality of the student responses. Provide guidelines and examples for the criteria below.

Each alternative is evaluated

Is the explanation a plausible alternative to the interpretation provided in question 1?

Yes	No
<p>Add 1pt. for each alternative</p> <p><i>Ex:</i> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>0 pts.</p> <p><i>Ex:</i> _____</p> <p>_____</p> <p><i>Ex:</i> _____</p> <p>_____</p> <p>(Stop here) (Check other alternatives)</p>

Other examples of 1 pt. alternatives

Formulate a prompt to encourage students to think about what types of additional information or evidence would be needed to evaluate

Example Rubric for Evaluating Student Work in Question 3

Using the anticipated student responses as a guide, provide sample responses and scoring guidelines for the rubric below. Identify how students will be graded in this

