### College-Level Critical Thinking Exams

**Dona Warren**

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<tr>
<th>Test</th>
<th>Description and other Notes</th>
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| **Collegiate Learning Assessment** (CLA)                           | - General-Content  
- Multi-Aspect  
- Open-Ended  
- One of two instruments recommended by the Spellings Report. Uses E-Rater for scoring essays.³ |
| [http://www.cae.org/default.asp](http://www.cae.org/default.asp)    |                                                                                              |
| **Measure of Academic Proficiency and Progress** (MAPP)             | - General-Content  
- Multi-Aspect  
- Multiple-Choice (with optional Essay Module)  
- One of two instruments recommended by the Spellings Report. Uses E-Rater for scoring essays.⁴ |
- Multi-Aspect  
- Multiple-Choice  
- "Multiple-choice items based on passages to be read. Calls for such things as identifying conclusions, inconsistency, and loose implications; judging direction of support, strength of reasons, and representativeness of data; making predictions; noticing other alternatives; and hypothesizing about what a person thinks."⁵ |
- Multi-Aspect (more detailed analysis given by Fawkes⁶)  
- Multiple-Choice  
- "sections on induction, assumption identification, deduction, judging whether a conclusion follows beyond a reasonable doubt, and argument evaluation."⁷ |
| **The California Critical Thinking Skills Test** College Level (1990), by Peter Facione [http://www.insightassessment.com/test-cctst.html](http://www.insightassessment.com/test-cctst.html) | - General-Content  
- Multi-Aspect (more detailed analysis given by Fawkes⁸)  
- Multiple-Choice  
- Multiple-choice assessing interpretation, argument analysis and evaluation, deduction, induction, basic statistical reasoning, and puzzle-solving.⁹ |
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- Multi-Aspect  
- Multiple-Choice | “Derived from *The California Critical Thinking Skills Test* (listed above), with multiple-choice selection of justifications added.” |
- Multi-Aspect (more detailed analysis given by Fawkes¹¹)  
- Multiple-Choice | “[S]ections on induction, credibility, observation, deduction, and assumption identification.” |
- Multi- Aspect (more detailed analysis given by Fawkes¹³)  
- Multiple-Choice | “[S]ections on induction, credibility, prediction and experimental planning, fallacies (especially equivocation), deduction, definition, and assumption identification.” |
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| **The California Critical Thinking Disposition Inventory**, (1992) by Peter Facione and N. C. Facione.15 | - General-Content  
- Multi-Aspect (more detailed analysis given by Fawkes16)  
- Multiple-Choice  


Students produce three short essays and three short speeches, which are graded on pertinence, relevance, plausibility, reasonableness, and realism.17 |
- Multi-Aspect  
- Open-Ended  

“..... Provides eight criteria (to be shown to students in advance and also to be used for grading by trained graders). Students respond to an editorial (selected by test administrator) by writing an essay...” 19 |
- Multi-Aspect  
- Open-Ended  

“A variety of tasks calling for critical thinking. Requires specially trained graders.” 18 |
| **ICAT Critical Thinking Essay Examination** (1996). The International Center for the Assessment of Thinking. [http://www.criticalthinking.org/about/internationalCenter.shtm](http://www.criticalthinking.org/about/internationalCenter.shtm) | - General-Content  
- Multi-Aspect  
- Open-Ended  

“.... Provides eight criteria (to be shown to students in advance and also to be used for grading by trained graders). Students respond to an editorial (selected by test administrator) by writing an essay...” 19 |
- Multi-Aspect  
- Multiple-Choice  

“Emphasis on elementary deductive logic; also deals with informal fallacies and assumption ascription.” 20 |
- Aspect-Specific  
- Multiple-Choice  

“Available at no cost on Ennis’ academic web site...Tests for a variety of forms of (deductive) class reasoning.” 21 |
http://faculty.ed.uiuc.edu/rhennis/infocornelldedtests.htm

- **General-Content**
- **Aspect-Specific**
- **Multiple-Choice**

“Available at no cost on Ennis’ academic web site… Tests for a variety of forms of (deductive) conditional reasoning.”

### Test on Appraising Observations (1983), by Stephen P. Norris and Ruth King. Department of Educational Policy Studies, University of Alberta.

- **General-Content**
- **Aspect-Specific**
- **Multiple-Choice and Open-Ended versions**

“Tests for ability to judge the credibility of statements of observation.”


- **Subject-Specific**
- **Multi-Aspect**
- **Multiple-Choice**

“Asks students to read with comprehension, identify conclusions, interpret data, evaluate experiments, draw probable conclusions from data, and hypothesize best explanations.”

### Critical Thinking Interview (1998), by Gail Hughes and Associates. Minnesota State Colleges and Universities

- **General-Content**
- **Multi-Aspect**
- **Open-Ended**

“About one half hour for a one-to-one interview. People being tested are interviewed about an issue of their choice, and rated on a combination of their displayed subject-matter knowledge and reasoning.”


- **General-Content**
- **Multi-Aspect**
- **Multiple-Choice**

“Aimed at grades 4 though college… incorporates the syllogism (heavily represented), assumption identification, induction, good reasons, and kind and degree.”

http://faculty.ed.uiuc.edu/rhennis/Assessment.html

- **General-Content**
- **Multi-Aspect**
- **Open-Ended**

Out of publication but available on Ennis’ web site.


- **General-Content**
- **Multi-Aspect**
- **Multiple-Choice and Essay**

“Two parts: a half-hour, 15-item, multiple-choice test of argument assessment; and a one-hour essay test calling for critical evaluation of an argument and for further argumentation.”
Standardized Critical Thinking Assessment Tools

References

http://www.criticalthinking.net/TestList.html.


http://www.apa.udel.edu/apa/publications/newsletters/v00n2/teaching/02.asp


http://www.ed.gov/about/bdscomm/list/hiedfuture/index.html

1 Distinction from Ennis, “Annotated List”
2 Distinction from Ennis, “Annotated List”
3 Ennis, “Nationwide Testing of Critical Thinking for Higher Education: Vigilance Required,” p. 4
4 Ennis, “Nationwide Testing of Critical Thinking for Higher Education: Vigilance Required,” p. 4
5 Ennis, “Annotated List”
6 Fawkes, “Analyzing the Scope”
7 Ennis, “Annotated List”
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