

College-Level Critical Thinking Exams

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Eight Major Commercially Available Exams		
Test	<ul style="list-style-type: none"> <li>- General-Content) or Subject-Specific<sup>1</sup></li> <li>- Multi-Aspect or Aspect-Specific<sup>2</sup></li> <li>- Open-Ended or Multiple-Choice</li> </ul>	Description and other Notes
<i>Collegiate Learning Assessment (CLA)</i> <a href="http://www.cae.org/default.asp">http://www.cae.org/default.asp</a>	<ul style="list-style-type: none"> <li>- General-Content</li> <li>- Multi-Aspect</li> <li>- Open-Ended</li> </ul>	➤ One of two instruments recommended by the Spellings Report. Uses E-Rater for scoring essays. <sup>3</sup>
<i>Measure of Academic Proficiency and Progress (MAPP)</i> <a href="http://www.ets.org/">http://www.ets.org/</a>	<ul style="list-style-type: none"> <li>- General-Content</li> <li>- Multi-Aspect</li> <li>- Multiple-Choice (with optional Essay Module)</li> </ul>	➤ One of two instruments recommended by the Spellings Report. Uses E-Rater for scoring essays. <sup>4</sup>
<i>Critical Thinking Test (1989).</i> Critical Thinking Module of the Collegiate Assessment of Academic Proficiency (CAAP) program developed by the American Collegiate Testing (ACT) Company. <a href="http://www.act.org/caap/tests/thinking.html">http://www.act.org/caap/tests/thinking.html</a>	<ul style="list-style-type: none"> <li>- General-Content</li> <li>- Multi-Aspect</li> <li>- Multiple-Choice</li> </ul>	“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.” <sup>5</sup>
<i>Watson-Glaser Critical Thinking Appraisal (1980),</i> by Goodwin Watson and Edward Maynard Glaser. Harcourt Assessment, Inc. <a href="http://harcourtassessment.com/haiweb/Cultures/en-US/dotCom/Assessment+Center/SubPages/Watson-Glaser+Critical+Thinking+Appraisal+(WGCTA)+Forms+A+and+B.htm">http://harcourtassessment.com/haiweb/Cultures/en-US/dotCom/Assessment+Center/SubPages/Watson-Glaser+Critical+Thinking+Appraisal+(WGCTA)+Forms+A+and+B.htm</a>	<ul style="list-style-type: none"> <li>- General-Content</li> <li>- Multi-Aspect (more detailed analysis given by Fawkes<sup>6</sup>)</li> <li>- Multiple-Choice</li> </ul>	“sections on induction, assumption identification, deduction, judging whether a conclusion follows beyond a reasonable doubt, and argument evaluation.” <sup>7</sup>
<i>The California Critical Thinking Skills Test. College Level (1990),</i> by Peter Facione <a href="http://www.insightassessment.com/test-cctst.html">http://www.insightassessment.com/test-cctst.html</a>	<ul style="list-style-type: none"> <li>- General-Content</li> <li>- Multi-Aspect (more detailed analysis given by Fawkes<sup>8</sup>)</li> <li>- Multiple-Choice</li> </ul>	Multiple-choice assessing interpretation, argument analysis and evaluation, deduction, induction, basic statistical reasoning, and puzzle-solving. <sup>9</sup>

<p><i>The Test of Everyday Reasoning</i> (1998) by Peter Facione. California Academic Press.  <a href="http://www.insightassessment.com/test-ter.html">http://www.insightassessment.com/test-ter.html</a></p>	<ul style="list-style-type: none"> <li>- General-Content</li> <li>- Multi-Aspect</li> <li>- Multiple-Choice</li> </ul>	<p>“Derived from <i>The California Critical Thinking Skills Test</i> (listed above), with multiple-choice selection of justifications added.”<sup>10</sup></p>
<p><i>The Cornell Critical Thinking Test, Level X</i> (2005), by Robert H. Ennis and Jason Millman. The Critical Thinking Company.</p>	<ul style="list-style-type: none"> <li>- General-Content</li> <li>- Multi-Aspect (more detailed analysis given by Fawkes<sup>11</sup>)</li> <li>- Multiple-Choice</li> </ul>	<p>“[S]ections on induction, credibility, observation, deduction, and assumption identification.”<sup>12</sup></p>
<p><i>The Cornell Critical Thinking Test, Level Z</i> (2005), by Robert H. Ennis and Jason Millman. The Critical Thinking Company.  <a href="http://www.criticalthinking.com/series/055/index_c.html">http://www.criticalthinking.com/series/055/index_c.html</a>  <a href="http://www.testingthinking.com/thinking/ns/public/products/cct-t-z.jsp">http://www.testingthinking.com/thinking/ns/public/products/cct-t-z.jsp</a></p>	<ul style="list-style-type: none"> <li>- General-Content</li> <li>- Multi-Aspect (more detailed analysis given by Fawkes<sup>13</sup>)</li> <li>- Multiple-Choice</li> </ul>	<p>“[S]ections on induction, credibility, prediction and experimental planning, fallacies (especially equivocation), deduction, definition, and assumption identification.”<sup>14</sup></p>

Other Exams		
Test	<ul style="list-style-type: none"> <li>- General-Content) or Subject-Specific</li> <li>- Multi-Aspect or Aspect-Specific</li> <li>- Open-Ended or Multiple-Choice</li> </ul>	Description and other Notes
<p><i>The California Critical Thinking Disposition Inventory</i>, (1992) by Peter Facione and N. C. Facione.<sup>15</sup>  <a href="http://www.insightassessment.com/test-cctdi.html">http://www.insightassessment.com/test-cctdi.html</a></p>	<ul style="list-style-type: none"> <li>- General-Content</li> <li>- Multi-Aspect (more detailed analysis given by Fawkes<sup>16</sup>)</li> <li>- Multiple-Choice</li> </ul>	
<p><i>Assessment of Reasoning and Communication</i>, Reasoning Subtest, (1986). College Outcome Measures Program, The American College Testing Program (ACT)</p>	<ul style="list-style-type: none"> <li>- General-Content</li> <li>- Multi-Aspect</li> <li>- Open-Ended</li> </ul>	Students produce three short essays and three short speeches, which are graded on pertinence, relevance, plausibility, reasonableness, and realism. <sup>17</sup>
<p><i>Tasks in Critical Thinking</i> (1993). Educational Testing Service.</p>	<ul style="list-style-type: none"> <li>- General-Content</li> <li>- Multi-Aspect</li> <li>- Open-Ended</li> </ul>	"A variety of tasks calling for critical thinking. Requires specially trained graders." <sup>18</sup>
<p><i>ICAT Critical Thinking Essay Examination</i> (1996) The International Center for the Assessment of Thinking.  <a href="http://www.criticalthinking.org/about/internationalCenter.shtml">http://www.criticalthinking.org/about/internationalCenter.shtml</a></p>	<ul style="list-style-type: none"> <li>- General-Content</li> <li>- Multi-Aspect</li> <li>- Open-Ended</li> </ul>	".... 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..." <sup>19</sup>
<p><i>James Madison Test of Critical Thinking</i> (2004). The Critical Thinking Company.  <a href="http://www.criticalthinking.com/series/057/index_c.html">http://www.criticalthinking.com/series/057/index_c.html</a></p>	<ul style="list-style-type: none"> <li>- General-Content</li> <li>- Multi-Aspect</li> <li>- Multiple-Choice</li> </ul>	"Emphasis on elementary deductive logic; also deals with informal fallacies and assumption ascription." <sup>20</sup>
<p><i>Cornell Class Reasoning Test</i> (1964), by Robert H Ennis, William L. Gardiner, Richard Morrow, Dieter Paulus, and Lucille Ringel. Illinois Critical Thinking Project.  <a href="http://faculty.ed.uiuc.edu/rhennis/infocornelldedtests.htm">http://faculty.ed.uiuc.edu/rhennis/infocornelldedtests.htm</a></p>	<ul style="list-style-type: none"> <li>- General-Content</li> <li>- Aspect-Specific</li> <li>- Multiple-Choice</li> </ul>	"Available at no cost on Ennis' academic web site...Tests for a variety of forms of (deductive) class reasoning." <sup>21</sup>

<p><i>Cornell Conditional Reasoning Test</i> (1964), by Robert H. Ennis, William Gardiner, John Guzzetta, Richard Morrow, Dieter Paulus, and Lucille Ringel. Illinois Critical Thinking Project. <a href="http://faculty.ed.uiuc.edu/rhennis/infocornelldedtests.htm">http://faculty.ed.uiuc.edu/rhennis/infocornelldedtests.htm</a></p>	<ul style="list-style-type: none"> <li>- General-Content</li> <li>- Aspect-Specific</li> <li>- Multiple-Choice</li> </ul>	<p>“Available at no cost on Ennis’ academic web site... Tests for a variety of forms of (deductive) conditional reasoning.”<sup>22</sup></p>
<p><i>Test on Appraising Observations</i> (1983), by Stephen P. Norris and Ruth King. Department of Educational Policy Studies, University of Alberta.</p>	<ul style="list-style-type: none"> <li>- General-Content</li> <li>- Aspect-Specific</li> <li>- Multiple-Choice and Open-Ended versions</li> </ul>	<p>“Tests for ability to judge the credibility of statements of observation.”<sup>23</sup></p>
<p><i>Science Reasoning</i> (1989). ACT CAAP Operations.</p>	<ul style="list-style-type: none"> <li>- Subject-Specific</li> <li>- Multi-Aspect</li> <li>- Multiple-Choice</li> </ul>	<p>“Asks students to read with comprehension, identify conclusions, interpret data, evaluate experiments, draw probable conclusions from data, and hypothesize best explanations.”<sup>24</sup></p>
<p><i>Critical Thinking Interview</i> (1998), by Gail Hughes and Associates. Minnesota State Colleges and Universities</p>	<ul style="list-style-type: none"> <li>- General-Content</li> <li>- Multi-Aspect</li> <li>- Open-Ended</li> </ul>	<p>“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.”<sup>25</sup></p>
<p><i>New Jersey Test of Reasoning Skills</i> (1983), by Virginia Shipman. Institute for the Advancement of Philosophy for Children, Test Division.</p>	<ul style="list-style-type: none"> <li>- General-Content</li> <li>- Multi-Aspect</li> <li>- Multiple-Choice</li> </ul>	<p>“Aimed at grades 4 though college... incorporates the syllogism (heavily represented), assumption identification, induction, good reasons, and kind and degree.”<sup>26</sup></p>
<p><i>The Ennis-Weir Critical Thinking Essay Test</i> (1985), by Robert H. Ennis and Eric Weir. Critical Thinking Press and Software. <a href="http://faculty.ed.uiuc.edu/rhennis/Assessment.html">http://faculty.ed.uiuc.edu/rhennis/Assessment.html</a></p>	<ul style="list-style-type: none"> <li>- General-Content</li> <li>- Multi-Aspect</li> <li>- Open-Ended</li> </ul>	<p>Out of publication but available on Ennis’ web site.<sup>27</sup></p>
<p><i>Critical Thinking</i> (1996). Local Examinations Syndicate, University of Cambridge.</p>	<ul style="list-style-type: none"> <li>- General-Content</li> <li>- Multi-Aspect</li> <li>- Multiple-Choice and Essay</li> </ul>	<p>“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.”<sup>28</sup></p>

## References

- Ennis, Robert H., "An Annotated List of Critical Thinking Tests," Revised June, 2006  
<http://www.criticalthinking.net/TestList.html>.
- Ennis, Robert H., "Nationwide Testing of Critical Thinking for Higher Education: Vigilance Required," revised version of a paper presented at a session sponsored by the Association for Informal Logic and Critical Thinking and the American Philosophical Association Committee on the Teaching of Philosophy on Thursday, 19 April 2007 at the APA Central Division meeting, 2007. <http://ailact.mcmaster.ca/papers.htm>.
- Fawkes, Don, "Analyzing the Scope of Critical Thinking Exams," *APA Newsletter on Teaching in Philosophy*, Spring 2001, Volume 00, Number 2.  
<http://www.apa.udel.edu/apa/publications/newsletters/v00n2/teaching/02.asp>
- Fawkes, Don, Tom Adajian, Dan Flage, Steven Hoeltzel, Bill Knorpp, Mill O'Meara, Dave Weber, "Examining the Exam: A Critical Look at the Watson-Glaser Critical Thinking Appraisal Exam," *Inquiry: Critical Thinking Across the Disciplines*, Summer 2001, Vol. 20, No. 4, pp. 19-33.
- U. S. Department of Education, *A test of leadership: Charting the future of U. S. higher education* (A report of the Commission appointed by Secretary of Education Margaret Spellings). Washington, D. C.: U. S. Government Printing Office, 2006.  
<http://www.ed.gov/about/bdscomm/list/hiedfuture/index.html>

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<sup>1</sup> Distinction from Ennis, "Annotated List"

<sup>2</sup> Distinction from Ennis, "Annotated List"

<sup>3</sup> Ennis, "Nationwide Testing of Critical Thinking for Higher Education: Vigilance Required," p. 4

<sup>4</sup> Ennis, "Nationwide Testing of Critical Thinking for Higher Education: Vigilance Required," p. 4

<sup>5</sup> Ennis, "Annotated List"

<sup>6</sup> Fawkes, "Analyzing the Scope"

<sup>7</sup> Ennis, "Annotated List"

<sup>8</sup> Fawkes, "Analyzing the Scope"

<sup>9</sup> Ennis, "Annotated List"

<sup>10</sup> Ennis, "Annotated List"

<sup>11</sup> Fawkes, "Analyzing the Scope"

<sup>12</sup> Ennis, "Annotated List"

<sup>13</sup> Fawkes, "Analyzing the Scope"

<sup>14</sup> Ennis, "Annotated List"

<sup>15</sup> Ennis, "Annotated List"

<sup>16</sup> Fawkes, "Analyzing the Scope"

<sup>17</sup> Ennis, "Annotated List"

<sup>18</sup> Ennis, "Annotated List"

<sup>19</sup> Ennis, "Annotated List"

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<sup>24</sup> Ennis, "Annotated List"

<sup>25</sup> Ennis, "Annotated List"

<sup>26</sup> Ennis, "Annotated List"

<sup>27</sup> Ennis, "Annotated List"

<sup>28</sup> Ennis, "Annotated List"