

ELT

 Education &
Learning Trust

“To strengthen the professionalism of our members”

Critical and Creative Thinkers for a Global Age

Course Assessment Packet

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Name _____

Assessment 1: Thinkscape Reflection

Criteria	Distinguished 8	Proficient 7	Basic 6	Unsatisfactory 5	Points
Thinkscape Reflection Sessions 1 and 2	Thoughtfully responds to the Guiding Questions and makes direct correlations to teacher practice or classroom.	Competently responds to the Guiding Questions and makes direct correlations to teacher practice or classroom.	Adequately responds to the Guiding Questions and makes adequate correlations to teacher practice or classroom.	Does not adequately respond to the Guiding Questions; the correlations to teacher practice or classroom are vague or missing.	___/8
Thinkscape Reflection Sessions 3 and 4	Thoughtfully responds to the Guiding Questions and makes direct correlations to teacher practice or classroom.	Competently responds to the Guiding Questions and makes direct correlations to teacher practice or classroom.	Adequately responds to the Guiding Questions and makes adequate correlations to teacher practice or classroom.	Does not adequately respond to the Guiding Questions; the correlations to teacher practice or classroom are vague or missing.	___/8
Thinkscape Reflection Sessions 5 and 6	Thoughtfully responds to the Guiding Questions and makes direct correlations to teacher practice or classroom.	Competently responds to the Guiding Questions and makes direct correlations to teacher practice or classroom.	Adequately responds to the Guiding Questions and makes adequate correlations to teacher practice or classroom.	Does not adequately respond to the Guiding Questions; the correlations to teacher practice or classroom are vague or missing.	___/8
Thinkscape Reflection Sessions 7 and 8	Thoughtfully responds to the Guiding Questions and makes direct correlations to teacher practice or classroom.	Competently responds to the Guiding Questions and makes direct correlations to teacher practice or classroom.	Adequately responds to the Guiding Questions and makes adequate correlations to teacher practice or classroom.	Does not adequately respond to the Guiding Questions; the correlations to teacher practice or classroom are vague or missing.	___/8
Thinkscape Reflection Sessions 9 and 10	Thoughtfully responds to the Guiding Questions and makes direct correlations to teacher practice or classroom.	Competently responds to the Guiding Questions and makes direct correlations to teacher practice or classroom.	Adequately responds to the Guiding Questions and makes adequate correlations to teacher practice or classroom.	Does not adequately respond to the Guiding Questions; the correlations to teacher practice or classroom are vague or missing.	___/8
TOTAL					___/40

Assessment 1: Thinkscape Reflection

Directions:

1. Thoughtfully, answer the Guiding Question for each session.

Session	Guiding Question
1	Why is it important for students to learn how to think?
2	Why is it important for students to understand the standards of and barriers to critical thinking?
3	Why is it important for students in a global age to be skilled in creative thinking?
4	Why is it important for students to communicate precisely and effectively?
5	Why is it important for students to be conscious of the inferences and assumptions they make?
6	Why is it important for students to recognize logical fallacies?
7	Why is it important for students to think from multiple perspectives?
8	Why is it important for students in a global age to be skilled in creative problem solving?
9	Why is it important for students to be skilled in media literacy?
10	Why is it important to establish a culture of thinking?

2. Focus your response on the scope and content of the corresponding session, making direct correlations to teacher practice or the classroom.
3. You should write to all of the Guiding Questions to ensure understanding of content; but you must be in attendance for that session to earn points for the Guiding Question.

Name _____

Assessment 2: Article Review

Criteria	Distinguished 5	Proficient 4	Basic 3	Unsatisfactory 2	Points
Article Review 1	The key ideas and summary are specific and thoughtful, the reaction is insightful, and the applications are relevant.	The key ideas and summary are competent, the reaction is thoughtful, and the applications are meaningful.	The key ideas and summary are adequate, the reaction has some detail, and the applications have some relevance.	The key ideas and summary are minimal, the reaction lacks detail, and the applications lack relevance.	___/5
Article Review 2	The key ideas and summary are specific and thoughtful, the reaction is insightful, and the applications are relevant.	The key ideas and summary are competent, the reaction is thoughtful, and the applications are meaningful.	The key ideas and summary are adequate, the reaction has some detail, and the applications have some relevance.	The key ideas and summary are minimal, the reaction lacks detail, and the applications lack relevance.	___/5
Article Review 3	The key ideas and summary are specific and thoughtful, the reaction is insightful, and the applications are relevant.	The key ideas and summary are competent, the reaction is thoughtful, and the applications are meaningful.	The key ideas and summary are adequate, the reaction has some detail, and the applications have some relevance.	The key ideas and summary are minimal, the reaction lacks detail, and the applications lack relevance.	___/5
Article Review 4	The key ideas and summary are specific and thoughtful, the reaction is insightful, and the applications are relevant.	The key ideas and summary are competent, the reaction is thoughtful, and the applications are meaningful.	The key ideas and summary are adequate, the reaction has some detail, and the applications have some relevance.	The key ideas and summary are minimal, the reaction lacks detail, and the applications lack relevance.	___/5
TOTAL					___/20

Assessment 2: Article Review

Directions:

1. Select **four** articles to review that relate to course content. Select articles from those listed on pages 7-8, choosing articles from four different course sessions. You may review any other article you select, with approval from the instructor.
2. Use the NYSUT-ELT Article Summary Guide template and include the following criteria:
 - a. **Article:** Identify the article author, title, publication, and date.
 - b. **Key Ideas:** Specifically identify three of the main ideas presented.
 - c. **Summary of Article:** Write a concise but thoughtful narrative of the article and its intent.
 - d. **Professional Reaction:** Write an insightful reaction to the article, note points of agreement and disagreement/challenge, and why you think as you do.
 - e. **Classroom Application:** Make direct and relevant applications of the article to the classroom or teacher practice.

Articles List

Select articles from those listed on this page and the next, choosing articles from four different course sessions. You may review articles not listed with approval from the instructor.

Session 1: Thinking for a Global Age

Global Competence Is a 21st Century Imperative. NEA (2010). Retrieved from http://www.nea.org/assets/docs/HE/PB28A_Global_Competence11.pdf

Becoming a Critic of Your Thinking. Elder, L. & Paul, R. (2012). Retrieved from <http://www.criticalthinking.org/pages/becoming-a-critic-of-your-thinking/478>

Session 2: Critical Thinking

What is Critical Thinking?—Open Mindedness. Cline, A. (2017, February 11). Retrieved from <https://www.thoughtco.com/what-is-logic-what-is-critical-thinking-249764>

Critical Thinking Won't Develop Through Osmosis. Goodwin, B. (2017). Retrieved from <http://www.ascd.org/publications/educational-leadership/feb17/vol74/num05/Critical-Thinking-Won't-Develop-Through-Osmosis.aspx>

Session 3: Creative Thinking

Why Creativity in the Classroom Matters More Than Ever. Hicks, K. (2015, March 17). Retrieved from <http://www.edudemic.com/creativity-in-the-classroom/>

5 Ways to Activate Curiosity in the Classroom. Aungst, G. (2016, December 23). Retrieved from <http://corwin-connect.com/2016/12/5-ways-activate-curiosity-classroom/>

Session 4: Language and Communication

Critical Thinking: The Soul of Effective Communication. Vora, T. (2014, March 25). Retrieved from <http://criticalthinkingindia.in/2014/03/critical-thinking-the-soul-of-effective-communication/>

The Importance of Effective Communication. Ho, C. (2014, Sept./Oct.). Retrieved from <http://singteach.nie.edu.sg/issue50-people/>

Session 5: Inferential Reasoning

The Art and Science of Teaching/Teaching Inference. Marzano, R. (2010, April). Retrieved from <http://www.ascd.org/publications/educational-leadership/apr10/vol67/num07/Teaching-Inference.aspx>

Confronting Our Assumptions and Biases. Wormeli, R. (2016, March). Retrieved from <https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/604/Confronting-Our-Assumptions-and-Biases.aspx>

Session 6: Logical Fallacies

Do Their Arguments Hold Water? Showing Students the Risks of Logical Fallacies. Fuglei, M. (2017, February 13). Retrieved from <http://education.cu-portland.edu/blog/news/logical-fallacies/>

Why is Logic Important? Cline A. (2016, September 11). Retrieved from <https://www.thoughtco.com/why-is-logic-important-250315>

Session 7: Thinking from Multiple Perspectives

Multiple Perspectives in an International Classroom. Jackson, A. (2012, November 30). Retrieved from http://blogs.edweek.org/edweek/global_learning/2012/11/multiple_perspectives_in_an_international_classroom.html

The Wisdom of Multiple Perspectives. Bryant, A. (2012, March 26). Retrieved from <http://www.selfleadership.com/the-wisdom-of-multiple-perspectives/>

Session 8: Creative Problem Solving

A Creative Approach to Problem-Solving Sparks Innovation. Turken, D. (2016, March 17). Retrieved from http://www.huffingtonpost.ca/dale-turken/innovation-creativity_b_9486416.html

Real-World Problem Solving: Project-Based Solutions. Edutopia. (2015, November 10). Retrieved from <https://www.edutopia.org/practice/real-world-problem-solving-project-based-solutions>

Session 9: Media Literacy in a Global Age

Critical Thinking: A Necessary Skill in the Age of Spin. Kasten, G. R. (2015, May 7). Retrieved from <https://www.edutopia.org/blog/critical-thinking-necessary-skill-g-randy-kasten>

Teaching Information Literacy Now. Gardner, L. (2016, November 28). Retrieved from <http://www.slj.com/2016/11/industry-news/teaching-media-literacy-now/>

Session 10: A Culture of Thinking

How Rich Is Your Classroom Discourse? Jabari, J. (2014, November). Retrieved from <https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/459/How-Rich-Is-Your-Classroom-Discourse.aspx>

Preparing a Classroom Culture for Deeper Learning. Garcia, E. (2015, March 12). Retrieved from <https://www.edutopia.org/blog/preparing-classroom-culture-deeper-learning-elizabeth-garcia>

Name _____

Assessment 3: Thinking and Communication Skills

Criteria	Distinguished 5	Proficient 4	Basic 3	Unsatisfactory 2	Points
Skill Developed and Compelling Why	Identifies the skill(s) taught and thoughtfully explains the compelling why for developing the chosen skill(s).	Identifies the skill(s) taught and competently explains the compelling why for developing the chosen skill(s).	Identifies the skill(s) taught and adequately explains the compelling why for developing the chosen skill(s).	Identifies the skill(s) taught but the compelling why for developing the skill(s) is vague or missing.	___/5
Criteria	Distinguished 10	Proficient 9	Basic 8	Unsatisfactory 7	Points
Lesson Description	Thoroughly and thoughtfully describes the lesson, noting specific aspects of the lesson that develop the skill(s).	Competently describes the lesson, noting specific aspects of the lesson that develop the skill(s).	Adequately describes the lesson, adequately noting aspects of the lesson that develop the skill(s).	Ineffectively describes the lesson, and the aspects of the lesson that develop the skill(s) is/are vague or missing.	___/10
Criteria	Distinguished 5	Proficient 4	Basic 3	Unsatisfactory 2	Points
Global Competence	Thoroughly and thoughtfully describes how the lesson enhances global competence.	Competently describes how the lesson enhances global competence.	Adequately describes how the lesson enhances global competence.	How the lesson enhances global competence is vague or inaccurate.	___/5
TOTAL					___/20

Assessment 3: Thinking and Communication Skills

Directions:

1. Design a lesson that teaches and develops one or more of the following thinking and communication skills:
 - A critical thinking skill (Session 2)
 - Intellectual Standards: Clarity, Precision, Accuracy, Relevance, Logical Integrity, Depth/Breath, or Fairness
 - Barriers to Critical Thinking: Egocentrism, Sociocentrism, Unwarranted Assumptions, Relativistic Thinking, or Miscellaneous Barriers
 - A creative thinking skill (Session 3)
 - The creative thinking process: Knowledge, Originality, Flexibility, Attitude, and Process
 - Curiosity, Exploring, or Wondering
 - A language or communication skill (Session 4)
 - Imprecise Language: Hyperbole, Absolute Language, or Incorrect Information
 - Emotive Language: Denotation, Connotation, or Euphemisms
 - Communicating Effectively
 - Having a Conversation
 - Disagreeing Respectfully
2. Identify the chosen skill and thoughtfully explain why it is important to develop your chosen skill in your students.
3. Thoroughly and thoughtfully describe the lesson, noting specific aspects of the lesson that develop the chosen skill.
4. Thoroughly and thoughtfully describe which of the global competence skills (Session 1): Investigate the World, Recognize Perspectives, Communicate Ideas, or Take Action, the lesson encompasses.

Name _____

Assessment 4: Inferential Reasoning and Logical Fallacies

Criteria	Distinguished 5	Proficient 4	Basic 3	Unsatisfactory 2	Points
Lesson and Skills	Thoughtfully identifies the lesson and the thinking, communication, and global skills the lesson requires.	Competently identifies the lesson and the thinking, communication, and global skills the lesson requires.	Adequately identifies the lesson and the thinking, communication, and global skills the lesson requires.	The lesson and the thinking, communication, and global skills the lesson requires are ineffectively identified or missing.	___/5
Thinking Routine and Correlations	Makes thorough correlations among the thinking, communication, and global skills the lesson requires and the chosen thinking routine.	Makes competent correlations among the thinking, communication, and global skills the lesson requires and the chosen thinking routine.	Makes adequate correlations among the thinking, communication, and global skills the lesson requires and the chosen thinking routine.	The correlations among the thinking, communication, and global skills the lesson requires and the chosen thinking routine are vague or inaccurate.	___/5
Criteria	Distinguished 10	Proficient 9	Basic 8	Unsatisfactory 7	Points
Lesson Description	Thoroughly and thoughtfully describes the lesson, how the thinking routine is incorporated, and the techniques used to make thinking visible.	Competently describes the lesson, how the thinking routine is incorporated, and the techniques used to make thinking visible.	Adequately describes the lesson, how the thinking routine is incorporated, and the techniques used to make thinking visible.	The lesson, how the thinking routine is incorporated, and the techniques used to make thinking visible are ineffectively described or one component is missing.	___/10
TOTAL					___/20

Assessment 4: Inferential Reasoning and Logical Fallacies

Design a lesson that teaches **Inferential Reasoning** or **Logical Fallacies** and utilizes a thinking routine.

Directions:

1. Identify the lesson and the thinking, communication, and global skills required:
 - a. Identify the lesson topic, content area, grade-level, and standards/objectives.
 - b. Identify each of the thinking, communication, and global competence skills the lesson requires, such as:
 - Global competence skills (Session 1)
 - Investigate the World
 - Recognize Perspectives
 - Communicate Ideas
 - Take Action
 - Critical thinking skills (Session 2)
 - Analysis, Compare/Contrast, Cause/Effect, Inference/Assumption, Investigate, Formulate, Examine, Diagnose, Evaluate, etc.
 - Creative thinking skills (Session 3)
 - Predict, Brainstorm, Construct, Experiment, Synthesize, Explore, Wonder, Innovate, Develop, Design, etc.
 - Language and communication skills (Session 4)
 - Precise/Imprecise Language
 - Emotive Language
 - Communicating Effectively
 - Having a Conversation/Disagreeing Respectfully
 2. Identify the thinking routine you will incorporate into the lesson and thoroughly explain how the chosen thinking routine encompasses the thinking skills the lesson requires.
 3. Describe the lesson:
 - a. Thoroughly and thoughtfully describe the lesson.
 - b. Thoroughly and thoughtfully describe how the chosen thinking routine will be incorporated into the lesson.
 - c. Thoroughly and thoughtfully describe the techniques you will use to make thinking visible (poster, class discussion, sticky notes, debriefing, reflection, etc.)

Name _____

Assessment 5: Thinking from Multiple Perspectives

Criteria	Distinguished 5	Proficient 4	Basic 3	Unsatisfactory 2	Points
Lesson and Skills	Thoughtfully identifies the lesson and the thinking, communication, and global skills the lesson requires.	Competently identifies the lesson and the thinking, communication, and global skills the lesson requires.	Adequately identifies the lesson and the thinking, communication, and global skills the lesson requires.	The lesson and the thinking, communication, and global skills the lesson requires are ineffectively identified or missing.	___/5
Thinking Routine and Correlations	Makes thorough correlations among the thinking, communication, and global skills the lesson requires and the chosen thinking routine.	Makes competent correlations among the thinking, communication, and global skills the lesson requires and the chosen thinking routine.	Makes adequate correlations among the thinking, communication, and global skills the lesson requires and the chosen thinking routine.	The correlations among the thinking, communication, and global skills the lesson requires and the chosen thinking routine are vague or inaccurate.	___/5
Criteria	Distinguished 10	Proficient 9	Basic 8	Unsatisfactory 7	Points
Lesson Description	Thoroughly and thoughtfully describes the lesson, how the thinking routine is incorporated, and the techniques used to make thinking visible.	Competently describes the lesson, how the thinking routine is incorporated, and the techniques used to make thinking visible.	Adequately describes the lesson, how the thinking routine is incorporated, and the techniques used to make thinking visible.	The lesson, how the thinking routine is incorporated, and the techniques used to make thinking visible are ineffectively described or one component is missing.	___/10
TOTAL					___/20

Assessment 5: Thinking from Multiple Perspectives

Design a lesson that teaches **Thinking from Multiple Perspectives** and utilizes a thinking routine.

Directions:

1. Identify the lesson and the thinking, communication, and global skills required:
 - a. Identify the lesson topic, content area, grade-level, and standards/objectives.
 - b. Identify each of the thinking, communication, and global competence skills the lesson requires, such as:
 - Global competence skills (Session 1)
 - Investigate the World
 - Recognize Perspectives
 - Communicate Ideas
 - Take Action
 - Critical thinking skills (Session 2)
 - Analysis, Compare/Contrast, Cause/Effect, Inference/Assumption, Investigate, Formulate, Examine, Diagnose, Evaluate, etc.
 - Creative thinking skills (Session 3)
 - Predict, Brainstorm, Construct, Experiment, Synthesize, Explore, Wonder, Innovate, Develop, Design, etc.
 - Language and communication skills (Session 4)
 - Precise/Imprecise Language
 - Emotive Language
 - Communicating Effectively
 - Having a Conversation/Disagreeing Respectfully
 2. Identify the thinking routine you will incorporate into the lesson and thoroughly explain how the chosen thinking routine encompasses the thinking skills the lesson requires.
 3. Describe the lesson:
 - a. Thoroughly and thoughtfully describe the lesson.
 - b. Thoroughly and thoughtfully describe how the chosen thinking routine will be incorporated into the lesson.
 - c. Thoroughly and thoughtfully describe the techniques you will use to make thinking visible (poster, class discussion, sticky notes, debriefing, reflection, etc.)

Name _____

Assessment 6: Creative Problem Solving

Criteria	Distinguished 5	Proficient 4	Basic 3	Unsatisfactory 2	Points
Lesson and Skills	Thoughtfully identifies the lesson and the thinking, communication, and global skills the lesson requires.	Competently identifies the lesson and the thinking, communication, and global skills the lesson requires.	Adequately identifies the lesson and the thinking, communication, and global skills the lesson requires.	The lesson and the thinking, communication, and global skills the lesson requires are ineffectively identified or missing.	___/5
Thinking Routine and Correlations	Makes thorough correlations among the thinking, communication, and global skills the lesson requires and the chosen thinking routine.	Makes competent correlations among the thinking, communication, and global skills the lesson requires and the chosen thinking routine.	Makes adequate correlations among the thinking, communication, and global skills the lesson requires and the chosen thinking routine.	The correlations among the thinking, communication, and global skills the lesson requires and the chosen thinking routine are vague or inaccurate.	___/5
Criteria	Distinguished 10	Proficient 9	Basic 8	Unsatisfactory 7	Points
Lesson Description	Thoroughly and thoughtfully describes the lesson, how the thinking routine is incorporated, and the techniques used to make thinking visible.	Competently describes the lesson, how the thinking routine is incorporated, and the techniques used to make thinking visible.	Adequately describes the lesson, how the thinking routine is incorporated, and the techniques used to make thinking visible.	The lesson, how the thinking routine is incorporated, and the techniques used to make thinking visible are ineffectively described or one component is missing.	___/10
TOTAL					___/20

Assessment 6: Creative Problem Solving

Design a lesson that teaches **Creative Problem Solving** and utilizes a thinking routine.

Directions:

1. Identify the lesson and the thinking, communication, and global skills required:
 - a. Identify the lesson topic, content area, grade-level, and standards/objectives.
 - b. Identify each of the thinking, communication, and global competence skills the lesson requires, such as:
 - Global competence skills (Session 1)
 - Investigate the World
 - Recognize Perspectives
 - Communicate Ideas
 - Take Action
 - Critical thinking skills (Session 2)
 - Analysis, Compare/Contrast, Cause/Effect, Inference/Assumption, Investigate, Formulate, Examine, Diagnose, Evaluate, etc.
 - Creative thinking skills (Session 3)
 - Predict, Brainstorm, Construct, Experiment, Synthesize, Explore, Wonder, Innovate, Develop, Design, etc.
 - Language and communication skills (Session 4)
 - Precise/Imprecise Language
 - Emotive Language
 - Communicating Effectively
 - Having a Conversation/Disagreeing Respectfully
 2. Identify the thinking routine you will incorporate into the lesson and thoroughly explain how the chosen thinking routine encompasses the thinking skills the lesson requires.
 3. Describe the lesson:
 - a. Thoroughly and thoughtfully describe the lesson.
 - b. Thoroughly and thoughtfully describe how the chosen thinking routine will be incorporated into the lesson.
 - c. Thoroughly and thoughtfully describe the techniques you will use to make thinking visible (poster, class discussion, sticky notes, debriefing, reflection, etc.)

Name _____

Assessment 7: Action Plan for Developing Critical and Creative Thinkers for a Global Age

Making Thinking Visible

Criteria	Distinguished 7	Proficient 6	Basic 5	Unsatisfactory 4	Points
Awareness	Thoroughly and thoughtfully describes the importance of making thinking visible in the classroom.	Competently describes the importance of making thinking visible in the classroom.	Adequately describes the importance of making thinking visible in the classroom.	The importance of making thinking visible in the classroom is vague.	___/7
Insights	Thoroughly and thoughtfully describes one's strengths and challenges as it relates to making thinking visible.	Competently describes one's strengths and challenges as it relates to making thinking visible.	Adequately describes one's strengths and challenges as it relates to making thinking visible.	The description of one's strengths and challenges as it relates to making thinking visible is vague or one aspect is missing.	___/7
Criteria	Distinguished 4	Proficient 3	Basic 2	Unsatisfactory 1	Points
Goal	The goal is specific, measurable and thoughtfully makes thinking visible in the classroom.	The goal is specific, measurable and competently makes thinking visible in the classroom.	The goal is clearly written and adequately makes thinking visible in the classroom.	The goal is vague and does not adequately make thinking visible in the classroom.	___/4
Criteria	Distinguished 7	Proficient 6	Basic 5	Unsatisfactory 4	Points
Action	Thoroughly and thoughtfully describes specific actions one will take to make thinking visible in the classroom.	Competently describes specific actions one will take to make thinking visible in the classroom.	Adequately describes actions one will take to make thinking visible in the classroom.	Ineffectively describes actions one will take to make thinking visible in the classroom.	___/7
SUBTOTAL					___/25

Assessment 7: Action Plan for Developing Critical and Creative Thinkers for a Global Age

Criteria	Distinguished 7	Proficient 6	Basic 5	Unsatisfactory 4	Points
Awareness	Thoroughly and thoughtfully describes the importance of developing critical and creative thinkers.	Competently describes the importance of developing critical and creative thinkers.	Adequately describes the importance of developing critical and creative thinkers.	The importance of developing critical and creative thinkers is vague.	___/7
Insights	Thoroughly and thoughtfully describes one's strengths and challenges as it relates to developing critical and creative thinkers.	Competently describes one's strengths and challenges as it relates to developing critical and creative thinkers.	Adequately describes one's strengths and challenges as it relates to developing critical and creative thinkers.	The description of one's strengths and challenges as it relates to developing critical and creative thinkers is vague or one aspect is missing.	___/7
Criteria	Distinguished 4	Proficient 3	Basic 2	Unsatisfactory 1	Points
Goal	The goal is specific, measurable and thoughtfully develops critical and creative thinkers.	The goal is specific, measurable and competently develops critical and creative thinkers.	The goal is clearly written and adequately develops critical and creative thinkers.	The goal is vague and does not adequately develop critical and creative thinkers.	___/4
Criteria	Distinguished 7	Proficient 6	Basic 5	Unsatisfactory 4	Points
Action	Thoroughly and thoughtfully describes specific actions one will take to develop critical and creative thinkers.	Competently describes specific actions one will take to develop critical and creative thinkers.	Adequately describes actions one will take to develop critical and creative thinkers.	Ineffectively describes actions one will take to develop critical and creative thinkers.	___/7
SUBTOTAL					___/25
TOTAL					___/50

Assessment 7: Action Plan for Developing Critical and Creative Thinkers for a Global Age

Design an Action Plan for **making thinking visible** in the classroom.

Directions:

1. **Awareness:** Thoroughly and thoughtfully describe the importance of **making thinking visible** in the classroom.
2. **Insights:** Thoroughly and thoughtfully describe your **strengths** and **challenges** as it relates to making thinking visible in the classroom.
3. **Goal:** Based on your awareness and insights, write a specific and measurable **goal** for making thinking visible in your classroom.
4. **Action:** Thoroughly and thoughtfully describe specific actions you will take to make thinking visible in the classroom.

Design an Action Plan for developing **critical and creative thinkers** for a global age.

Directions:

1. **Awareness:** Thoroughly and thoughtfully describe the importance of **developing critical and creative thinkers** for a global age.
2. **Insights:** Thoroughly and thoughtfully describe your **strengths** and **challenges** as it relates to developing critical and creative thinkers for a global age.
3. **Goal:** Based on your awareness and insights, write a specific and measurable **goal** (other than visible thinking) for developing critical and creative thinkers for a global age.
4. **Action:** Thoroughly and thoughtfully describe specific actions you will take to develop critical and creative thinkers for a global age.

Course Assessments

Assessments	Pages	Content	Points	Due
Course Project: Miscellaneous (Title Page, Table of Contents, Self-Evaluation, and Works Cited)	—	—	10	
Assessment 1: Thinkscape Reflection	pages 1-2	Sessions 1-10	40	
Assessment 2: Article Review	pages 3-6	Sessions 1-10	20	
Assessment 3: Thinking and Communication Skills	pages 7-8	Session 2-3-4	20	
Assessment 4: Inferential Reasoning and Logical Fallacies	pages 9-10	Sessions 5-6	20	
Assessment 5: Thinking from Multiple Perspectives	pages 11-12	Session 7	20	
Assessment 6: Creative Problem Solving	pages 13-14	Session 8	20	
Assessment 7: Action Plan for Developing Critical and Creative Thinkers for a Global Age	pages 15-17	Sessions 1-10	50	
TOTAL POINTS			200	

Participation/Reflection	20%	Assessment 1
Application	50%	Assessments 2, 3, 4, 5, and 6
Course Project	30%	Assessment 7 and Course Project: Miscellaneous