

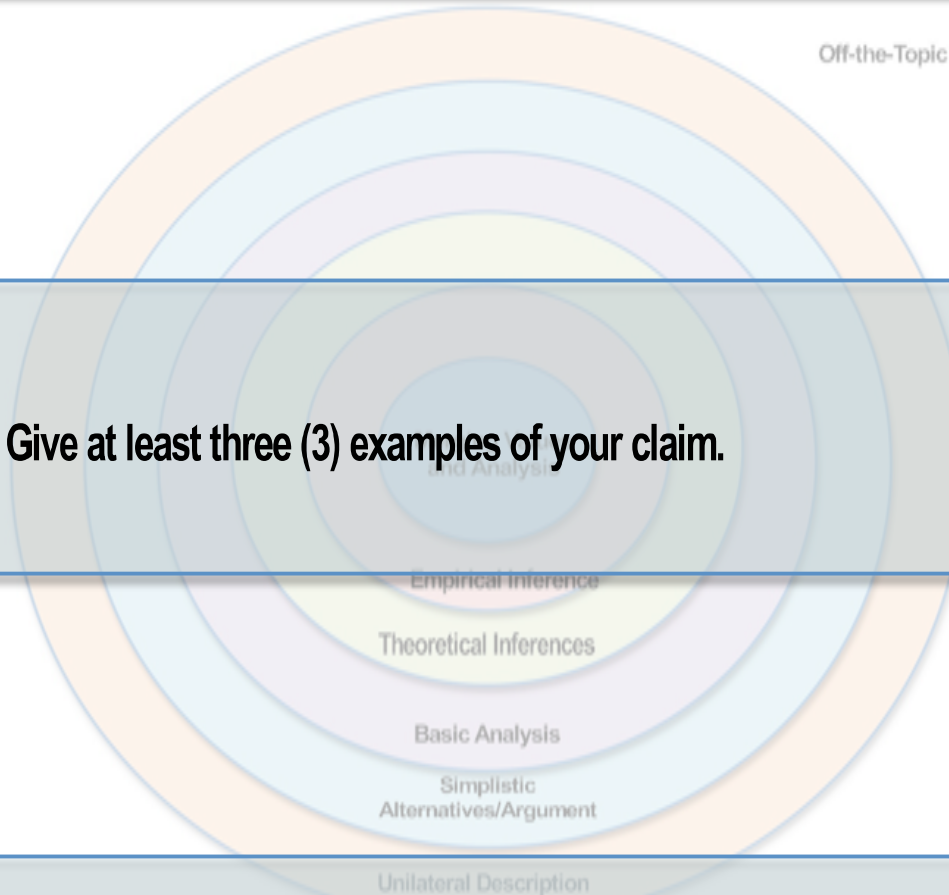
Critical Thinking Peer Review

1. Using the "Critical Thinking Bull's Eye," indicate the level of the argument of the paper you are reviewing.

2. Give at least three (3) examples of your claim.

3. Make a specific suggestion for a way to move the argument at least one level up on the "Critical Thinking Bull's Eye."

*Adapted from the writings of Steven A. Greenlaw and Stephen B. Deloach (2003) "Teaching Critical Thinking with Electronic Discussion." *The Journal of Economic Education*, vol 34, no 1 (Winter 2003), pp. 36-52.



Taxonomy of Critical Thinking¹

LEVELS	DISCUSSANTS' POSITION
Level 0 Non-responsive	They are off-the-subject or their response is otherwise unscorable.
Level 1 Unilateral Descriptions	<p>They paraphrase information. They repeat and restate the questions.</p> <ul style="list-style-type: none"> • Define terms; • Simply repeat information; • Simple "good" or "bad" statements; or • Add little or nothing new to the issue or question.
Level 2 Simplistic Alternatives/Arguments	<p>They take a side. They do not explore other alternatives. They make unsupported assertions. They make simplistic arguments.</p> <ul style="list-style-type: none"> • An assertion, without evidence, often in the form of a question that modestly advances thinking; often synonymous with getting the discussion back on track; • Challenge an assertion but without evidence; • Facts (beyond defining terms) relevant to the discussion but not argument, per se; • Simple explanations, e.g. giving an example; • Cite simple rules, "laws" as proof; or • Do not address conflicts with opposing views or do not explore them.
Level 3 Basic Analysis	<p>They make a serious attempt to analyze an argument or competing arguments and evaluate it/them with evidence.</p> <ul style="list-style-type: none"> • Appeal to a recognized (appropriate) authority; • Casual observation, anecdotal, datum (vs. data); • Assertions with explicit evidence offered; or a reasoned challenge of another's assertion but without a clear logical framework • A singular, Socratic-style question; • Often list numerous factors as evidence but do not integrate them within a logical framework; • No clear conclusion or choice between alternatives is made; e.g., when pressed for the "best" explanation, they respond that both are equally valid.
Level 4 Theoretical Inference	<p>They employ the use of theory to make a cohesive argument.</p> <ul style="list-style-type: none"> • Logical statements based on a discipline's accepted model/school(s) of thought; • Identify assumptions; • Challenges a key assumptions of another's theory" • A series of logical, Socratic-style questions.
Level 5 Empirical Inference	<p>Add to the level of sophistication by introducing empirical evidence to strengthen their theoretical argument.</p> <ul style="list-style-type: none"> • Use appropriate, historical data to "test" the validity of an argument; • Use data to reach a clear conclusion or to choose between alternative theories; • Require at least an implicit logical framework; • Challenge the validity of another's empirical measure/evidence.
Level 6 Merging Values with Analysis	<p>They are able to move beyond objective analysis to incorporate subjective interests.</p> <ul style="list-style-type: none"> • They may argue that although there is (positive) evidence to validate the use of a particular policy, there are other (normative) consequences that must be considered; • They may select a particular policy on some normative basis, from several which have positive evidence to support them.

¹Greenlaw, S. A. and S. B. DeLoach. (2003) "Teaching Critical Thinking with Electronic Discussion." The Journal of Economic Education. 34 (1) : 36-52.