**Glossary**

Integrity of emotion, not a skin color

- Wholeness: Information that is interpreted to be incomplete in a non-linear way. For example, when a cactus is interpreted to convey an idea, it is not an actual cactus, but it is interpreted as such.

- Interpretation: Understanding or conclusion made from information, often based on personal experiences or cultural beliefs.

- Cultural construction: The process of interpreting information based on cultural, social, or personal experiences.

- Meaning: The significance or importance of information, often influenced by context and personal beliefs.

- Theory: A set of principles or beliefs used to interpret or explain information.

- Bias: Preconceived notions or beliefs that influence interpretation of information.

- Ambiguity: Information that may be interpreted in more than one way.

The definitions below were developed to deepen the understanding of terms and concepts used in this guide.

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**Framing Language**

Framing an opinion or condition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, attributes, and events before accepting or rejecting them. The critical thinker can by nature identify the core elements of an issue, analyze the underlying assumptions, and evaluate the evidence before forming an opinion or conclusion.

Critical thinking involves the application of logical reasoning to evaluate the strength of arguments, assess the validity of evidence, and identify inconsistencies or gaps in reasoning. It requires the ability to question assumptions, consider multiple perspectives, and apply rigorous standards of evaluation.

**Critically Thinking Value Rubric**

For more information, please contact your advisor.
### Performance Descriptors

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conditions and Scenarios</td>
<td>Relevant and appropriate conditions and scenarios are specified.</td>
</tr>
<tr>
<td>Specified Position (Faculty)</td>
<td>The position and role of the faculty member are clearly defined.</td>
</tr>
<tr>
<td>Influence of Context</td>
<td>The impact of contextual factors is understood and addressed.</td>
</tr>
<tr>
<td>Explanation of Problem</td>
<td>The problem is thoroughly analyzed and explained.</td>
</tr>
</tbody>
</table>

### Levels (4, 3, 2, 1)

- **Benchmark**: All performance criteria are met.
- **Meets**: Most performance criteria are met.
- **Partially Meets**: Some performance criteria are met.
- **Does Not Meet**: None of the performance criteria are met.

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**Definition**: Critical thinking is a higher-level cognitive process that involves the analysis, evaluation, and synthesis of information to reach a well-reasoned and informed conclusion or decision.

**Learning Outcome**: Students should be able to demonstrate critical thinking skills by applying the performance rubric to evaluate and improve their own work and that of others.