CHAPTER II

REVIEW TO LITERATURE

In this chapter, the present researcher describes, debate system, british parliamentary debate system, Critical Thinking

A. Debate system
1. Definition Of debate

A debate is a speaking situation in which opposite points of view are presented and argued. [1]A debate is about the real or simulated issue. The learners' roles ensure that they have adequate shared knowledge about the issue and different opinions or interest to defend. At the end of activity, they may have to reach a concrete decision or put the issue to a vote.[2]

Debate is data in which people take up positions, persue arguments and expound on their opinions on a range or matters; with or without some sort of lead figure or chair person. Debate is one of effective speaking activity which encourages students to improve their communication skill. Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare for them.[3]

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[1] Paulette Dale and James C Wolf, *Speech Communication Made Simple*, NY: Miami-Dade Community College, 2000, 2nd Ed, p.176
[2] William Littlewood, *Communicative Language Teaching,*UK :Cambridge University Press: 1981, p.57
[3] Ronald Carter and Mc Carthy, *Exploring Spoken English*, UK :Cambridge University Press: 1997, p.10

Based on the definitions above, it can be concluded that debate is an activity in which students take up positions on issue and defend their position and it needs good ability in speaking.

a. Benefit of debate

Debate as a communicative and an interactive technique is an interested activity to be practiced in the classroom. Debate has many benefits for students:

1) Improve students' critical thinking. In debating, every student is proposed to analyze a problem critically.

2) Develop students' communication skill. Debaters spend many hours assembling and practicing hundreds of public speeches on topics of national importance.

3) Questioning skill developed in and struggle--often in the face of disappointment and defeat.

4) They are capable of making and defending informed choices about complex issues outside of their own area of interest because they do so on a daily basis.

5) Debate is thus not only a way to connect students with academic subjects in meaningful ways; it is also a way to re-connect students to public life if they have been overcome by feelings of alienation.

6) Policy debate specifically teaches students to adopt multiple perspectives which describe as one of the most important problem solving skills.[4]

Because of some benefits above, debate really need to be practiced in speaking classroom. It is appropriate for students to improve their speaking skill.

b. Kinds of debate used

There are several kinds of debate that used in academic situation.

1) Mace Debate

This style of debate is prominent in Britain at schools level. Two teams of two debate an affirmative motion (e.g. "This house would give prisoners the right to vote,") which one team will propose and the other will oppose. Each speaker will make a seven minute speech in the order; 1st Proposition, 1st Opposition, 2nd Proposition, 2nd Opposition. After the first minute of each speech, members of the opposing team may request a 'point of information' (POI). If the speaker accepts they are permitted to ask a question. POI's are used to pull the speaker up on a weak point, or to argue against something the speaker has said.[5]

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[4] Joe Bellon, *A Research-based Justification for debate Across the Curriculum,* Atlanta, Georgio State University: 2000, Vol 36 , p.4
[5] http://bigfkipunirow2008c.wordpress.com/2011/06/24/the-implementation-of-debate-in-teaching-speaking-at-eleventh-year-students-of-sma-negeri-2-rembang-in-the-academic-year-20112012. accessed on 19th of may 2014

2) **Public Debate**

The International Public Debate Association (IPDA), inaugurated on February 15, 1997 at St. Mary's University (Texas) in San Antonio, Texas, is a national debate league currently active in the states of Arkansas, Louisiana, Kansas, Alabama, Texas, Mississippi, Tennessee, Washington, Oregon, Idaho, Florida, and Oklahoma. Among universities, IPDA is the fastest growing debate association within the United States. Although evidence is used, the central focus of IPDA is to promote a debate format that emphasizes public speaking and real-world persuasion skills over the predominate use of evidence and speed. [6]

To further this goal, IPDA predominantly uses lay judges in order to encourage an audience-centered debate style. Furthermore, although the main goal of the debater is to persuade the judge, IPDA also awards the best speakers within each tournament.

3) **Australasia Debate**

Australasia style debates consist of two teams who debate over an issue, more commonly called a topic or proposition. The issue, by convention, is presented in the form of an affirmative statement beginning with "That", for example, "That cats are better than dogs," or "This House",

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[6] *ibid*

for example, "This House would establish a world government." The subject of topics varies from region to region. Most topics however, are usually region specific to facilitate interest by both the participants and their audiences.[7]

Each team has three members, each of whom is named according to their team and speaking position within his/her team. For instance the second speaker of the affirmative team to speak is called the "Second Affirmative Speaker" or "Second Proposition Speaker", depending on the terminology used. Each of the speakers' positions is based around a specific role; the third speaker for example has the opportunity to make a rebuttal towards the opposing teams argument introducing new evidence to add to their position. The last speaker is called the "Team Advisor/Captain". Using this style, the debate is finished with a closing argument by each of the first speakers from each team and new evidence may not be introduced. Each of the six speakers (three affirmative and three negative) speak in succession to each other beginning with the Affirmative Team. The speaking order is as follows: First Affirmative, First Negative, Second Affirmative, Second Negative, Third Affirmative, and finally Third Negative.

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[7] *ibid*

4) **Presidential Debate**

Since the 1976 general election, debates between presidential candidates have been a part of U.S. presidential campaigns. Unlike debates sponsored at the high school or collegiate level, the participants, format, and rules are not independently defined. Nevertheless, in a campaign season heavily dominated by television advertisements, talk radio, sound bites, and spin, they still offer a rare opportunity for citizens to see and hear the major candidates side-by-side. The format of the presidential debates, though defined differently in every election, is typically more restrictive than many traditional formats, forbidding participants to ask each other questions and restricting discussion of particular topics to short time frames.

5) **Online Debate**

With the increasing popularity and availability of the Internet, differing opinions arise frequently. Though they are often expressed via flaming and other forms of argumentation, which consist primarily of assertions, there do exist formalized debating websites, typically in the form of online forums or bulletin boards. The debate style is interesting, as research and well thought out points and counterpoints are possible because of the obvious lack of

time restraints (although practical time restraints usually are in effect, e.g., no more than 5 days between posts, *etc*.).

6) **Comedy Debate**

With the growing popularity of debate among the general public, comedy debates have developed as a form of entertainment with an often educational twist. While comedy debates are not generally mainstream events, they have gained significant popular support at occasions such as the Melbourne International Comedy Festival, and are often popular fixtures among experienced debaters.

7) **Debate and Education**

In the previous chapter, has been explained that debate also can be implemented in educational sector. As an alternative to teach speaking, but in the reality it also can be implemented in to teach other skills of English.

Classroom debates enable students to work cooperatively, brainstorm ideas, develop vocabulary and read to support an opinion. Through researching students are taking notes to summarize, to question, and to clarify information. Students are identifying the main idea, deleting less important information, collapsing, categorizing, and labelling information. Questioning allows students to explain and to explore additional facts for clarification purposes. These comprehension skills are essential for students to

become competent readers and writers linking debates directly to the entire curriculum.

8) British Parliamentary Debate system

In this reasearch the researcher focuses on British Parliamentary Debate system, there are several reasons , why the researcher chooses this system, it has been explained on Bacground of the study before.

2. British Parliamentary Debate system

a. Introduction of British Parliamentary Debate system

There are many different styles of debating around the world – US Parliamentary, Australias, even the Dutch do it differently – but the one that concerns us here is British Parliamentary Debating, or BP, for short. This is the standard form used at university level and differs radically from the schools style to which some young debaters are used. BP debates consist of four teams of two speakers each, broken down as follows**:**

(1) Prime Minister;

(2) Opposition Leader;

(3) Deputy Prime Minister;

(4) Deputy Opposition Leader;

(5) Member for the Government;

(6) Member for the Opposition;

(7) Government Whip;

(8) Opposition Whip.

Opening Government: " Prime Minister" or "First Government member" and " Deputy Prime Minister" or "Second Government member"; Opening Opposition: " Leader of the Opposition" or "First Opposition member" and " Deputy Leader of the Opposition" or "Second Opposition member"; Closing Government: " Member for the Government" or "Third Government member" and " Government Whip" or "Fourth Opposition member"; Closing Opposition: " Member for the Opposition" or "Third Opposition member" and " Opposition Whip" or "Fourth Opposition member".

First, BP debating aims to recreate to a degree the style of debating practised in Parliament and in august institutions such as the Oxford and Cambridge Unions. It is therefore essential that 'Parliamentary language' is used at all times. Thus, debaters are addressed as 'Sir' or 'Madam', the chair of the debate is often referred to as 'Mr Speaker', and debaters will often make reference to 'members of the House'. While this may seem excessively formal, there is good reason. A debate is not an argument in the sense that most of us understand that word – it is not about shouting more loudly or more forcefully than your opponent (see 'Style or substance?' p.16) or insulting them. They may smell a bit, look like a bulldog eating a wasp, or have the most ridiculous hair since Einstein, but pointing out will not win you the debate.

b. The Parts of Debate

In the debate technical system, we will get some items which relate to the debate process. The following are some items related to debate:

1) Motion

The topic debated is called a motion. Usually, motion stars with word like "this house" (TH) or "this house believes that (TH) or "this house believes (THBT)". Both affirmative and negative teams are debating upon a motion which should be debatable and impartial. Debatable means that the motion is still falsifiable can be denied in some ways. Impartial implies a meaning that the motion should stand in the middle of neutral; it doesn't incline to any sides. For example, this house believes that (THBT) e-book contributes for developmental education. So, both teams need to prove or justify whether e-book really can contribute for developmental education.

2) Definition

Debaters should "down to earth" or see the current issue happened in society. Definition can be done in two ways; word by word definition or the global definition. In fact, the word E-book is rarely heard' thus we need to define it first. Or anyway,

when we heard motion, "that sex education must be socialized in the school" what we need to do is giving the global meaning on it.

3) Theme line

To agree or disagree towards a motion, the reason must lie on a strong ground that could cover the whole argumentation. Theme line is the underlying reason which answers the big question "why" one side of the house supports or opposes a motion. Theme line is what a team needs to proof, it is also the main reason why a team attacks the opponent's case.

4) Argument

A debate is like a battle of argument, in which each team stands on their position, attacks the opposite and defends their own case. The praiseworthy jobs can be done well by using critical and logical thinking. Argument is the fragment of thought to support the theme line.

5) Rebuttal

To win a debate, debaters not only need to build a strong case but they also have to attack their opponent's arguments and provide strong defense from any attacks. That is why, rebuttal is one of the

key to get the crown of victory. Basically, there are two kinds of rebuttal. Global rebuttal: it is an attack against the main core of the opponent's case, the theme line. Consequently, their case is crumbling down. Detailed rebuttal: it is an attack towards each argument or example.

6) Sum-up/closing

Closing is simply concluding what has been through. A nice summary is preferable.[8] Before start debating, debaters should know these parts of debate in order to be a good debater. It also hoped that debate will run success.

c. Debate to improve speaking skill

Speaking activities and speaking practice in the classroom should enable students to gain experience using all the "prerequisites "for effective oral communication. What make the classroom activity useful for speaking practice? the most important feature of a classroom activity is to provide an authentic opportunity for the students to get individual meanings across and utilize every area of knowledge they have in the second or foreign language. They should have the opportunity and be encouraged to become flexible users of their knowledge, always keeping the communicate goal in mind. One of the ways

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[8]Mellshaliha,*DebatRules*,http://mellshaliha.multiply.com.journal/item/17Australasian_english_debate_rules, p.1accesed 22 of june 2014

to encourage students to improve their speaking skill is by using debate.

Debate can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue. The debate is probably more often used in content area classrooms than in ESL classrooms. Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare for them. Debates require extensive preparation by learners, call for interaction in groups and make use of at least the following language functions: describing, explaining, giving and asking for information, agreeing and disagreeing.[9]

d. Debate and critical thinking

Debate is loosely defined by collins cobulid learning Dictionary, as a discussion or to discuss. Debate is a ancient practicethat is purpotadely 2400 years old. It was introduced as a teaching method in ancient greece and by Pratogaros.[10] In USA, debate as a educational tool, at university debate is teaching tool has bee carried across various discipline such as in marketing, sociology, destintry, nursing, education. As

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[9] J. Michael O' Malley and Lorraine Valdez Pierce, *op.cit,* p.87.

[10] Moomala Othman, Husniah Sahamid, Muhammad Harrith Zulkefli, Rosnani Hashim and 4Faizah Mohamad.*The Effects of Debate Competition on Critical Thinking among Malaysian Second Language Learners. Malaysia.* IDOSI Publications. 2015. Internet journal of Scientific research. P.2

attested in the literature deate is often claimed by many to promote critical thinking and as a effective educational toolthat offers a lot of benefits. Research of classroom debates at teritery level reveals the benefits included.

1. Learning the research culture analyzing
2. Clarifying ideas and presenting arguments
3. Understanding better content knowledge
4. Improving personal skill and critical understanding
5. Bolstering teamwork

An CAR conducting by Omelicheva and avdeye examined the relationship between academic debate and critical thinking among undergraduate. An analysis of the evidence concluded the debate engaged students in intellectual practice that also characterizes critical thinking. Despite this the data linking debate and critical thinking is not conclusive aince students are not olny exposed to debate activity also they are exposed to other academic courses which could contribute to their maturity and critical thinking.

Therefore, there are certain skills that are demandedfor a successful debate. Among these, are the ability to

1. Identify and clarify the issue discussed,
2. Assess and interpret the underlying values involved,

3. Evaluate the relevance or accuracy of information or evidence obtained,

4. Evaluate the relative merits of different viewpoints,

5. Articulate effectively ideas or arguments,

6. Draw conclusively and summarize all the arguments and lastly,

7. Critically appraise one's performance as well as the team

Thus, in summary, debate involves the key dispositions identified by Facione : interpretation, analysis, evaluation, inference, explanation and finally self-regulation - each of these entails a specific thought process. Clearly this shows that both debate and critical thinking may involve certain thought process that overlaps one another. [11]For instance, interpretations skills which entail analysis of definitions and arguments, verification skills of sources of information or evidence and reasoning skills, which involve explanations of ideas followed by evaluations and justifications. This agrees with the assertion made by Colbert , that previous research on critical thinking and debate indicates a link or relationship although not conclusively.

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[11] *Ibid.* P3

e. Strengths and Weaknesses of Debate

Every technique that applied in process learning and teaching has strengths and weaknesses. It is also happens in debate technique. Debate has much strength. They are:

1) Train the students to cooperate well with other friend. In debating, students are trained to work in team and hoped to have good cooperation each other.

2) Improve students' critical thinking.

3) Train the students to express their opinion. Opinion is very needed in process of debating. Students are encouraged in expressing their opinion to defend their position.

4) Students not bored, but very enjoy with debate activity. Every student takes a role in debating, so they are actively join the activity.

5) Improve the students' speaking ability. Speaking skill automatically improved when students practice debating, because they have a lot of opportunity in practicing speaking.

Although debate has many strengthens in learning process, it has many weaknesses too. The weaknesses are stated as below:

1) Debate is only used for certain subject. Debate technique only can be used for specific subject, such

as subject that related with agreeing and disagreeing and giving argument.

2) Debate needs long times and preparations. Many preparations need in debating in order to make debate runs well. Students should prepare their arguments before debate to make them easier to attack the opponent's opinion.

3) Make the students' emotional in defending their argument. Many students can't manage their emotion when they defend their argument

B. Critical Thinking
    1. Definition of critical thinking

Here are three definitions of critical thinking by leading researchers. First, Robert Ennis's classic definition: Critical thinking is reasonable, reflective thinking that is focused on deciding what to believe or do. Next, Matthew Lipman's definition: Critical thinking is skillful, responsible thinking that is conducive to good judgment because it is sensitive to context, relies on criteria, and is self-correcting. Finally, in informal presentations, Richard Paul uses this definition: Critical thinking is thinking about your thinking, while you're thinking, in order to make your thinking better. Each of these is an excellent definition of critical thinking.[12]

In layperson's terms, critical thinking consists of seeing both sides of an issue, being open to new evidence that disconfirms your ideas, reasoning dispassionately, demanding that claims be backed by evidence, deducing and inferring conclusions from available facts, solving problems, and so forth. Then too, there are specific types of critical thinking that are characteristic of different subject matter: That's what we mean when we refer to "thinking like a scientist" or "thinking like a historian."

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[12] By Daniel T. Willingham.*Critical Thinking Why Is It So Hard to Teach?*.America: America educator.2007.P5

2. **T**eaching critical thinking

   a. **Special programs aren't worth it.**

   In the sidebar on page 12, mentioned a few of the better known programs. Despite their widespread availability, the evidence that these programs succeed in teaching students to think critically, especially in novel situations, is very limited. The modest boost that such programs may provide should be viewed, as should all claims of educational effectiveness, in light of their opportunity costs. Every hour students spend on the program is an hour they won't be learning something else.

   b. **Thinking critically should be taught in the context of subject matter.**

   The foregoing does not mean that teachers shouldn't teach students to think critically—it means that critical thinking shouldn't be taught on its own. People do not spontaneously examine assumptions that underlie their thinking, try to consider all sides of an issue, question what they know, etc. These things must be modeled for students, and students must be given opportunities to practice—preferably in the context of normal classroom activity. This is true not only for science (as discussed in the main article), but

for other subject matter. For example, an important part of thinking like a historian is considering the source of a document—who wrote it, when, and why. But teaching students to ask that question, independent of subject matter knowledge, won't do much good.

c. Critical thinking is not just for advanced students.

I have sometimes heard teachers and administrators suggest that critical thinking exercises make a good enrichment activity for the best students, but struggling students should just be expected to understand and master more basic material. This argument sells short the less advanced students and conflicts with what cognitive scientists know about thinking. Virtually everyone is capable of critical thinking and uses it all the time—and, as the conditional probabilities research demonstrated.

d. Student experiences offer entrée to complex concepts.

Although critical thinking needs to be nested in subject matter, when students don't have much subject matter knowledge, introducing a concept by drawing on student experiences can help. For example, the importance of a source in evaluating a historical document is familiar to even young children; deepening their understanding is a matter of asking questions that they have the knowledge to grapple with. Elementary.

e. To teach critical thinking strategies, make them explicit and practice them.

Critical thinking strategies are abstractions. A plausible approach to teaching them is to make them explicit, and to proceed in stages. The first time (or several times) the concept is introduced, explain it with at least two different examples (possibly examples based on students' experiences, as discussed above), label it so as to identify it as a strategy that can be applied in various contexts, and show how it applies to the course content at hand. In future instances, try naming the appropriate critical thinking strategy to see if students remember it and can figure out how it applies to the material under discussion. With still more practice, students may see which strategy applies without a cue from you.

3. Some Prominent Features of Critical Thinking

a. Critical Thinking Is Reflective

Critical thinking is different from just thinking. It is metacognitive— it involves thinking about your thinking. If I enter a social studies course where one of the topics to be studied is conformity, it is likely that I already have views about conformity: what it is, how prevalent it is, what influences people to conform or not conform. I have these views even if I haven't formulated them explicitly for myself. Each view is an example of thinking, but not

necessarily an example of critical thinking. Critical thinking starts once I reflect on my thinking: Why do I have these views about conformity? Since my views are really conclusions I have drawn, what evidence are they based on? How do other people look at conformity differently? What are their views based on? How can I tell which are more accurate, their views or mine?

b. Critical Thinking Involves Standards

Critical thinking involves having my thinking measure up to criteria. I can think about something accurately or inaccurately. I can use evidence that is relevant to an issue or irrelevant, or somewhere in between. When I reason out and try to understand the main ideas in a course I'm taking, I can do so on a superficial level or I can try to understand them deeply, trying to get at the heart of the matter. Accuracy, relevance, and depth are examples of standards or criteria. The words "critical" and "criteria" come from the same root, meaning "judgment." For my thinking to be critical thinking, I have to make judgments that meet criteria of reasonableness.

c. Critical Thinking Is Authentic

Critical thinking, at its heart, is thinking about real problems. Although you can reason out puzzles and brainteasers, the essence of critical thinking comes into play

only when you address real problems and questions rather than artificial ones. Critical thinking is far more about what you actually believe or do. It is about good judgment. Puzzles and narrow problems may help occasionally when you want to hone or practice special skills, but even those skills help onlyif you consciously transfer them to real-life settings. Honing your skills at guessing the endings of murder mysteries is not likely to be good preparation for becoming a criminal investigator. In murder mysteries, all the clues are provided, the murderer is one of the characters, and someone (the author) already knows the murderer's identity.

d. Critical Thinking Involves Being Reasonable

There are no surefire rules of reasoning. There are no rules so foolproof that they guarantee your reasoning will be successful. There are guidelines; there are even "rules" sometimes, but these always need to be followed thoughtfully. You need to apply them with sensitivity to context, goals, and a whole host of realities. For thinking to be critical thinking, it must be reasonable thinking. Compare critical thinking to driving a car. There are rules for good driving (e.g., merge when entering an interstate), but merely following the rules won't make you a good driver. To be a good driver you have to follow the rules *mindfully*. What

does that mean? It means, for example, following the rules while being aware that the purpose of merging is to allow traffic to flow more smoothly and reduce collisions between fast- and slow-moving cars, that weather and traffic conditions affect how you should merge, and so on. Notice that this is an open-ended list of what a mindful driver is aware of while merging. We often long for surefire, step-by-step procedures, and the more personally important or threatening a situation is, the more we want foolproof rules. But there are no rules that guarantee our thinking will be correct—and that is especially true in very important or threatening situations. We must use our reasoning to evaluate rules, rather than vice versa. The only way we can decide whether to follow certain rules is if we use our best reasoning to determine that those rules are reasonable, that they lead to reasonable results when followed.

e. **Critical thinking is "self-correcting"**

At least partly because it is the court of last resort. There is no level of greater certainty beneath it that we can use to evaluate our reasoning.

4. **Core critical thinking**

a. **interpretation**

Interpretation is "to comprehend and express the meaning or significance of a wide variety of experiences,

situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria.".[13] Interpretation includes the sub-skills of categorization, decoding significance, and clarifying meaning.

b. **Analysis**

Analysis is "to identify the intended and actual inferential relationships among statements, questions, concepts, descriptions, or other forms of representation intended to express belief, judgment, experiences, reasons, information, or opinions." The experts include examining ideas, detecting arguments, and analyzing arguments as sub-skills of analysis.

c. **Evaluation**

Evaluation as meaning "to assess the credibility of statements or other representations which are accounts or descriptions of a person's perception, experience, situation, judgment, belief, or opinion; and to assess the logical strength of the actual or intended inferential relationships among statements, descriptions, questions or other forms of representation." Your examples? How about judging an author's or speaker's credibility, comparing the strengths and weaknesses of alternative interpretations, determining the credibility of a source of information, judging if two

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[13] Peter A. Facione, *Measured Reasons and The California Academic Press*, Millbrae, CA. 2011. P5

statements contradict each other, or judging if the evidence at hand supports the conclusion being drawn.

d. **Inference**

      Inference means "to identify and secure elements needed to draw reasonable conclusions; to form conjectures and hypotheses; to consider relevant information and to educe the consequences flowing from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, questions, or other forms of representation." As sub-skills of inference the experts list querying evidence, conjecturing alternatives, and drawing conclusions.[14]

e. **Explanation**

      Explanation as being able to present in a cogent and coherent way the results of one's reasoning. This means to be able to give someone a full look at the big picture: both "to state and to justify that reasoning in terms of the evidential, conceptual, methodological, criteriological, and contextual considerations upon which one's results were based; and to present one's reasoning in the form of cogent arguments." The sub-skills under explanation are describing methods and results, justifying procedures, proposing and defending with good reasons one's causal and conceptual explanations of events or points of view, and presenting full and wellreasoned,

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[14] *Ibid. P7*

arguments in the context of seeking the best understandings possible.

f. **Self regulation**

Self regulation means "self-consciously to monitor one's cognitive activities, the elements used in those activities, and the results educed, particularly by applying skills in analysis, and evaluation to one's own inferential judgments with a view toward questioning, confirming, validating, or correcting either one's reasoning or one's results." The two sub-skills here are self-examination and self-correction. [15]

5. **Critical thinking scoring**

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life. [16]

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete

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[15] *Ibid. P8*

[16] *Critical thinking value rubric*. Association of american collage and university

analyses of text, data, or issues. Assignments that cut across

presentation mode might be especially useful in some fields. If

insight into the process components of critical thinking (e.g.,

how information sources were evaluated regardless of whether

they were included in the product) is important, assignments

focused on student reflection might be especially illuminating

	Capstone 4	Milestones 3 2		Benchmark 1
Explanation of issue	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknow	Issue/problem to be considered critically is stated without clarification or description.
Evidence	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are	Information is taken from souces with enough interpretation / evaluation to develop a	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question

	questioned thoroughly	coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	experts are taken as mostly fact, with little questioni	
Influence of context and assumption	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position	Identifies own or others assumption and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice ve	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Students' position	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesi	Specific position (perspective, thesis, hypothesis) takes into account the complexities of an issue. Others point of you are acknowledged within position (perspective,	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious

	s).	thesis, hypothes is)		
Conclu sion and related outcom es	Conclussion and related outcomes are logical and reflect students informed evaluation and ability to place evidence and perspective dicussed in priority order	Concluss ion is logically tied to range of informati on, including opposing viewpoin ts related outcomes (consequ ences and implicati on) are identified clearly.	Conclussion is logically tied to information (because information is chosen to fit the desired conclusion) are identified clearly.	Conclusion is unconsistently tied to some of the imformation discussed. Related outcomes (consequences and implication) are over simplefied