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**Critical Thinking –**

**Teacher Report**

**Cohort** Secondary

**Country** Portugal

**Language** English/Portuguese



**Note:** This is an assessment used in classrooms for the Schools2030 programme. It is being shared to demonstrate the approaches to assessment that Schools2030 is developing.

For those interested in using or adapting this tool, further information including teacher guides, psychometric analysis, and other supplementary materials are available on request.



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| **CRITICAL THINKING** |
| Please carefully read each of the statements about your beliefs and practices regarding the promotion of critical thinking. For each item, choose one response option based on the following scale:   * 0 – it’s nothing like that * 1 – it’s a little like that * 2 – it’s more or less like that * 3 – it’s a lot like that * 4 – it’s totally like that |

| **CRITICAL THINKING**  **This student…** | | 0 – it’s nothing like that | 1 – it’s a little like that | 2 – it’s more or less like that | 3 – it’s a lot like that | 4 – it’s totally like that |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Can tell when a site that asks them to provide personal data is safe. |  |  |  |  |  |
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| 2 | When they see something on the Internet, they compare different sources/sites to decide if the information is true. |  |  |  |  |  |
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| 3 | Can spot false information on the Internet (for example: fake news). |  |  |  |  |  |
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| 4 | Can identify the author of a text and understand the message he wants to convey, even when it is not explicit. |  |  |  |  |  |
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| 5 | Can identify what the purpose of a source of information (for example: inform, influence, entertain, or sell). |  |  |  |  |  |
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| 6 | Can identify messages or discriminatory behaviour ***online*** (for example: hate speech) |  |  |  |  |  |
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| 7 | When they want to form their opinion about a particular subject, they look for information from various sources of information and synthesises the results of that research. |  |  |  |  |  |
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| 8 | Debates social issues or political issues even with people who have opinions contrary to theirs. |  |  |  |  |  |
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| 9 | When they talk about a social or political issues, they try to take into account the way their own privileges and prejudices can influence their opinion. |  |  |  |  |  |
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| 10 | When talking about a social or political issues, they try to consider the needs and interests of people they don't know. |  |  |  |  |  |
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| 11 | In general, when they talk to other people, they are looking to learn something new. |  |  |  |  |  |
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**Remarks**

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