

EMCC General Education Definitions vs. Assessment Descriptions of Skills

| EMCC definitions | ETS description of <i>TASK</i> components | CCTST description of skills |
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| <p>Critical Thinking: A person who thinks critically processes, synthesizes and applies information to solve problems by:</p> <ul style="list-style-type: none"> • Identifying the problem • Developing and implementing strategies • Evaluating information • Reaching conclusions • Responding to the problem | <p>Inquiry: When Inquiry is the skill being assessed by a <i>Task</i>, students may be required to do any of the following:</p> <ul style="list-style-type: none"> • Plan a search • Use various method of observation and discovery • Comprehend and extract • Sort and evaluate | <p>Inference: <i>to identify and secure elements needed to draw reasonable conclusions, consider relevant information</i></p> <ul style="list-style-type: none"> • Querying evidence <p>Analysis: <i>to comprehend and express the meaning or significance</i></p> <ul style="list-style-type: none"> • Categorization • Decoding significance • Clarifying meaning <p>Evaluation: <i>to assess credibility of statements or other representations</i></p> <ul style="list-style-type: none"> • Assessing claims |
| | <p>Analysis: When Analysis is the skill being assessed by a <i>Task</i>, students may be required to do any of the following:</p> <ul style="list-style-type: none"> • Formulate hypotheses and strategies for analysis • Apply techniques, rules, and models to solve problems • Demonstrate breadth, flexibility, and creativity • Evaluate assumptions, evidence, and reasoning • Find relationships and draw conclusions | <p>Inference: <i>and to form conjectures and hypotheses, and deduce consequences</i></p> <ul style="list-style-type: none"> • Conjecturing alternatives • Drawing conclusions <p>Evaluation: <i>to assess credibility and logical strength of actual or intended inferential relationships</i></p> <ul style="list-style-type: none"> • Assessing arguments <p>Analysis: <i>and to identify intended and actual inferential relationships</i></p> <ul style="list-style-type: none"> • Examining ideas • Detecting arguments • Analyzing arguments into their component elements. |
| <p>Communication: A student who effectively communicates:</p> <ul style="list-style-type: none"> • Responds to an audience • Demonstrates a clear sense of purpose • Organizes information • Delivers information using appropriate language | <p>Communication: When Communication is the skill being assessed by a <i>Task</i>, students may be required to do any of the following:</p> <ul style="list-style-type: none"> • Organize the presentation • Write effectively • Communicate quantitative or visual information | <p>Evaluation: <i>and to state the results of one's reasoning, justify the reasoning, and present the results in the form of cogent arguments</i></p> <ul style="list-style-type: none"> • Stating results • Justifying procedures • Presenting arguments |