Critical Thinking

**Instrument:** Critical Thinking in Everyday Life

**Scale/Subscale Name:** Critical Thinking in Everyday Life

**Source:** Youth Life Skills Evaluation project at Penn State. Instrument also cited by the CYFAR Life Skills Project at Texas A&M University.

**Developers:** Mincemoyer, C., Perkins, D. F., & Munyua, C

**Year:** 2001

**Target Audience(s):** Youth aged 12 – 18 years

**Language other than English available:** No

**Type:** Behavior

**Data collected:** Quantitative

**Data collection format:** Self report – Pre/post

**Reading Level:** Flesch-Kincaid Grade level: 6.1

**Existence of test/technical manuals, user guides, supplemental materials:** Instrument and tips on administration available online at: [http://www.humanserviceresearch.com/youthlifeskillsevaluation/](http://www.humanserviceresearch.com/youthlifeskillsevaluation/)

**Level of training necessary for administration/scoring/interpretation:** None

**Widespread Use/Professional Endorsements:** Recommended by the CYFAR Life Skills Project, Youth Development Initiative, Texas A&M University.

**Cost of Use:** There are no costs associated with the use of this instrument. The authors request that you contact them, give full acknowledgement on the surveys and reports, provide an electronic copy of the data set when available, and send a copy of the report/article that is produced from the data.
**Description:**
Critical thinking is defined as thinking that evaluates reasons and brings thought and actions in line with evaluations. Youth may know how to access and locate, interpret, and apply information. However, if they do not invest any time in evaluating the information they use, their efforts often result in a low-quality product. Worse, failure to evaluate may result in unfavorable outcomes especially when associated with flawed information. This survey will assess youth’s critical thinking ability by examining the frequency of use of the following skills that are needed to think critically.

1. Reasoning
2. Enquiry
3. Analysis/Information Processing
4. Flexibility
5. Evaluation

**Psychometrics:**
Information on reliability and validity are provided below. If information on a particular psychometric was not found, it is indicated as “no information provided.” It should be noted that this is not necessarily an indication of a lack of reliability or validity within a particular scale/instrument, but rather a lack of rigorous testing, for various reasons, by the developers or other researchers.

**Reliability:** A correlation of at least .80 is suggested for at least one type of reliability as evidence; however, standards range from .5 to .9 depending on the intended use and context for the instrument.

- **Internal Consistency:** .72
- **Inter-rater reliability:** No information provided
- **Test-Retest:** No information provided

**Validity:** The extent to which a measure captures what it is intended to measure.

- **Content/Face Validity:** This survey is based on Lerner’s 5-C’s, a well established and respected live skills model.
- **Criterion Validity:** No information provided
- **Construct Validity:** No information provided
CONSTRUCT: Critical Thinking

Scale Name: Critical Thinking in Everyday Life

Developers: Mincemoyer, Perkins, Munyua

Instructions: The following statements describe how you might think about certain things in your daily life. Circle the answer that corresponds to how often you have done what is described in the last 30 days. For example, if you circle 5 under “always” for an item that means you regularly do what is described in the statement. You always do it.

1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always

WHEN I THINK . . .
1. I think of possible results before I take action.
2. I get ideas from other people when having a task to do.
3. I develop my ideas by gathering information.
4. When facing a problem, I identify options.
5. I can easily express my thoughts on a problem.
6. I am able to give reasons for my opinions.
7. It is important for me to get information to support my opinions.
8. I usually have more than one source of information before making a decision.
9. I plan where to get information on a topic.
10. I plan how to get information on a topic.
11. I put my ideas in order by importance.
12. I back my decisions by the information I got.
13. I listen to the ideas of others even if I disagree with them.
15. I keep my mind open to different ideas when planning to make a decision.
16. I am aware that sometimes there are no right or wrong answers to a question.
17. I develop a checklist to help me think about an issue.
18. I can easily tell what I did was right or wrong.
19. I am able to tell the best way of handling a problem.
20. I make sure the information I use is correct.

Scoring:
- Sum all item ratings together.
- Higher scores indicate greater critical thinking.