



# Critical Thinking Skills

## Pathways Home

Paul, Binker, Jensen, and Kreklau (1990) have developed a list of 35 dimensions of critical thought:

### "A. Affective Strategies

S-1 thinking independently

S-2 developing insight into egocentricity or sociocentricity

S-3 exercising fairmindedness

S-4 exploring thoughts underlying feelings and feelings underlying thoughts

S-5 developing intellectual humility and suspending judgment

S-6 developing intellectual courage

S-7 developing intellectual good faith or integrity

S-8 developing intellectual perseverance

S-9 developing confidence in reason

### B. Cognitive Strategies--Macro-Abilities

S-10 refining generalizations and avoiding oversimplifications

S-11 comparing analogous situations: transferring insights to new contexts

S-12 developing one's perspective: creating or exploring beliefs, arguments, or theories

S-13 clarifying issues, conclusions, or beliefs

- S-14 clarifying and analyzing the meanings of words or phrases
- S-15 developing criteria for evaluation: clarifying values and standards
- S-16 evaluating the credibility of sources of information
- S-17 questioning deeply: raising and pursuing root or significant questions
- S-18 analyzing or evaluating arguments, interpretations, beliefs, or theories
- S-19 generating or assessing solutions
- S-20 analyzing or evaluating actions or policies
- S-21 reading critically: clarifying or critiquing texts
- S-22 listening critically: the art of silent dialogue
- S-23 making interdisciplinary connections
- S-24 practicing Socratic discussion: clarifying and questioning beliefs, theories, or perspectives
- S-25 reasoning dialogically: comparing perspectives, interpretations, or theories
- S-26 reasoning dialectically: evaluating perspectives, interpretations, or theories

#### C. Cognitive Strategies--Micro-Skills

- S-27 comparing and contrasting ideals with actual practice
- S-28 thinking precisely about thinking: using critical vocabulary
- S-29 noting significant similarities and differences
- S-30 examining or evaluating assumptions
- S-31 distinguishing relevant from irrelevant facts
- S-32 making plausible inferences, predictions, or interpretations
- S-33 evaluating evidence and alleged facts
- S-34 recognizing contradictions

S-35 exploring implications and consequences" (p. 56)



## References

Content and general comments: [info@ncrel.org](mailto:info@ncrel.org)    Technical information:  
[pwaytech@contact.ncrel.org](mailto:pwaytech@contact.ncrel.org)

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