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思想者指南系列丛书

# THE INTERNATIONAL CRITICAL THINKING READING AND WRITING TEST

2ND EDITION



(第2版)

## 思辨阅读与写作测评

(美) Richard Paul (美) Linda Elder 著

外语教学与研究出版社  
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## 序 言

思辨能力或者批判性思维由两个维度组成，在情感态度层面包括勤学好问、相信理性、尊重事实、谨慎判断、公正评价、敏于探究、持之以恒地追求真理等一系列思维品质或心理倾向；在认知层面包括对证据、概念、方法、标准、背景等要素进行阐述、分析、评价、推理与解释的一系列技能。

思辨能力的重要性应该是不言而喻的。两千多年前的中国古代典籍《礼记·中庸》曰：“博学之，审问之，慎思之，明辨之，笃行之。”古希腊哲人苏格拉底说：“未经审视的人生不值得一过。”可以说，文明的诞生正是人类自觉运用思辨能力，不断适应并改造自然环境的结果。如果说游牧时代、农业时代以及现代早期，人类思辨能力虽然并不完善，也远未普及，但通过科学技术以及人文知识的不断积累创新，推动人类文明阔步前进，已经显示出不可抑制的巨大能量，那么，进入信息时代、知识经济时代和全球化时代，思辨能力对于人类文明整体可持续发展以及对于每一个体的生存和发展，其重要性将史无前例地彰显。

我们已进入一个加速变化、普遍联系和日益复杂的时代。随着交通技术和信息技术日新月异的发展，不同国家和文化空前紧密地联系在一起。这在促进合作的同时，导致了更多的冲突；人类所掌握的技术力量与日俱增，在不断提高物质生活质量的同时，也极大地破坏了我们赖以生存的自然环境；工业化、城市化和信息化的不断延伸，全方位扩大了人的自由空间，同时却削弱了维系社会秩序和稳定的价值体系与行为准则。这一切变化对人类的思辨能力和应变能力都提出了前所未有的要求。正如本套丛书作者理查德·保罗（Richard Paul）和琳达·埃尔德（Linda Elder）所创办的思辨研究中

心的“使命”所指出的，“我们身处其中的这个世界要求我们不断重新学习，习惯性重新思考我们的决定，周期性重新评价我们的工作和生活方式。简言之，我们面临一个全新的世界，在这个新世界，大脑掌控自己并经常进行自我分析的能力将日益决定我们工作的质量、生活的质量乃至我们的生存本身。”

遗憾的是，面临时代巨变对人类思辨能力提出的新挑战，我们的教育和社会都尚未做好充分准备。从小学到大学，在很大程度上我们的教育依然围绕知识的搬运而展开，学校周而复始的考试不断强化学生对标准答案的追求而不是对问题复杂性和探索过程的关注，全社会也尚未形成鼓励独立思辨与开拓创新的氛围。

我们知道，人类大脑并不具备天然遗传的思辨能力。事实上，在自然状态下，人们往往倾向于以自我为中心或随波逐流，容易被偏见左右，固守陈见，急于判断，为利益或情感所左右。因此，思辨能力需要通过后天的学习和训练得以提高，思辨能力培养也因此应该成为教育的不懈使命。

哈佛大学以培养学生“乐于发现和思辨”为根本追求；剑桥大学也把“鼓励怀疑精神”奉为宗旨。美国学者彼得·法乔恩（Peter Facione）一言以蔽之：“教育，不折不扣，就是学会思考。”

和任何其他技能的学习一样，学会思考也是有规律可循的。首先，学习者应该了解思辨的基本特点和理论框架。根据理查德·保罗和琳达·埃尔德的研究，所有的推理都有一个目的，都试图澄清或解决问题，都基于假设，都从某一视角展开，都基于数据、信息和证据，都通过概念和观念进行表达，都通过推理或阐释得出结论并对数据赋予意义，都会产生影响或后果。分析一个推理或论述的质量或有效性，意味着按照思辨的标准进行检验，这个标准由10个维度构成：清晰性、准确性、精确性、相关性、深刻性、宽广性、逻辑性、完整性、重要性、公正性。一个拥有思辨能力的人具备八

大品质，包括：诚实、谦虚、相信理性、坚忍不拔、公正、勇气、同理心、独立思考。

其次，学习者应该掌握具体的思辨方法。如：如何阐释和理解文本信息与观点？如何解析文本结构？如何评价论述的有效性？如何把已有理论和方法运用于新的场景？如何收集和鉴别信息和证据？如何论证说理？如何识别逻辑谬误？如何提问？如何对自己的思维进行反思和矫正？等等等等。

最后，思辨能力的提高必须经过系统的训练。思辨能力的发展是一个从低级思维向高级思维发展的过程，必须运用思辨的标准一以贯之地训练思辨的各要素，在各部门课程的学习中练习思辨，在实际工作中使用思辨，在日常生活中体验思辨，最终使良好的思维习惯成为第二本能。

“思想者指南系列丛书”旨在为教师教授思辨方法、学生学习思辨技能和社会大众提高思辨能力提供最为简明和最为实用的操作指南。该套丛书直接从西方最具影响力的思辨能力研究和培训机构（The Foundation for Critical Thinking）原版引进，共21册，包括“基础篇”：《批判性思维术语手册》、《批判性思维概念与方法手册》、《大脑的奥秘》、《批判性思维与创造性思维》、《什么是批判性思维》、《什么是分析性思维》；“大众篇”：《识别逻辑谬误》、《思维的标准》、《如何提问》、《像苏格拉底一样提问》、《什么是伦理推理》、《什么是工科推理》、《什么是科学思维》；“教学篇”：《透视教育时尚》、《思辨能力评价标准》、《思辨阅读与写作测评》、《如何促进主动学习与合作学习》、《如何提升学生的学习能力》、《如何通过思辨学好一门学科》、《如何进行思辨性阅读》、《如何进行思辨性写作》。

由理查德·保罗和琳达·埃尔德两位思辨能力研究领域的全球顶级大师领衔研发的“思想者指南系列丛书”，享誉北美乃至全球，销售数百万册，被美国中小学、高等学校乃至公司和政府部门普遍用于

教学、培训和人才选拔。该套丛书具有如下特点：其一，语言简洁明快，具有一般英文水平的读者都能阅读；其二，内容生动易懂，运用大量的具体例子解释思辨的理论和方法；其三，针对性和操作性极强，教师可以从“教学篇”子系列中获取指导教学改革的思辨教学策略与方法，学生也可从“教学篇”子系列中找到提高不同学科学习能力的思辨技巧；一般社会人士可以通过“大众篇”子系列掌握思辨的通用技巧，提高在社会场景中分析问题和解决问题的能力；各类读者都可以通过“基础篇”子系列掌握思维的基本规律和思辨的基本理论。

总之，思辨能力的高下将决定一个人学业的优劣、事业的成败乃至一个民族的兴衰。在此意义上，我向全国中小学教师、高等学校教师和学生以及社会大众郑重推荐“思想者指南系列丛书”。相信该套丛书的普及阅读和学习运用，必将有利于促进教育改革，提高人才培养质量，提升大众思辨能力，为创新型国家建设和社会文明进步作出深远的贡献。

孙有中

2016年春于北京外国语大学

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## Introduction

*The International Critical Thinking Reading & Writing Test* assesses the ability of students to use reading and writing as tools for acquiring knowledge. To appreciate the significance of this test, it is important to understand the integral relationship between reading, writing, and learning.

### **Reading, Writing and the Educated Mind**

Educated persons routinely read closely and write substantively—to learn new ideas, to deepen their understanding of ideas, and to correct conceptual misunderstandings.

To read closely is to construct accurately the meaning of the texts one reads. It involves constructing the thinking of an author in one's own mind, in such a way that were the author to hear the summary, he or she would say, "Excellent, you understand exactly what I was saying!"

Educated persons realize that many of the most important ideas and insights are to be found only in written publications. They also realize that there is a significant difference between reading closely (and hence being able to say accurately and precisely what is said in a text) and reading superficially (and hence being able merely to express a vague, and often erroneous, facsimile of what is said in a text).

To write substantively is to say something worth saying about something worth saying something about. It involves the ability to identify important ideas and express significant implications of those ideas in clear and precise writing.

Educated persons understand the important difference between writing that is merely fluent (but says nothing worth saying) and writing that is substantial (that says something important). They realize, in other words, the difference between "style" and "substance."

To read and write with skill and insight:

1. Students need to understand *how* to read and write well. In other words, they need to understand the *theory* behind close reading and substantive writing. They need to make intuitive in their thinking the conceptual connections behind skilled reading and writing, and then to grasp how skilled reading and writing interrelate.
2. They need practice in close reading and substantive writing. If they are ever to become skilled at reading and writing, students need daily practice, over many years, in disciplined reading and writing. They must develop the habit of reading and writing for deep learning. Through this practice, they come to *learn how to learn*. They gain skills that enable them to continue learning throughout a lifetime.

## The Relationship Between Reading and Writing

There is an intimate relationship between reading well and writing well. Any significant deficiency in reading entails a parallel deficiency in writing. Any significant deficiency in writing entails a parallel deficiency in reading.

For example, if students cannot distinguish writing that is clear from writing that is unclear, there will be problems in their reading. They will, for example, mistake vague ideas for clear ones. They will think they understand when they don't. For example, suppose students read the sentence, "Democracy is a form of government in which the people rule." Students skilled in close reading will recognize that they don't really know what this sentence means until they answer the following questions: "Who exactly are *the people*?" and "What exactly is meant by the word *rule*?" In other words, they will recognize the importance of explicating the meaning of the words *people* and *rule*. They will see that understanding these concepts is essential to giving meaning to the sentence.

Similarly, if students cannot detect significant vagueness and ambiguity

within texts they read, they will have difficulty formulating significant concepts as they write. In fact, to write substantively students must be able to bring ideas from a text into their thinking, arranging those ideas logically in clear prose style.

In superficial uncritical reading, students soon forget and often distort what they read. In superficial uncritical writing, students often misrepresent what is in the text. Superficial writing does not help students take ownership of the substance they write about. It produces instead an illusion of knowledge. It opens the door for multiple forms of misunderstanding.

Thus, close reading and substantive writing are symbiotic skills of disciplined thought. Both require that we think from multiple perspectives. Both require that we use the elements of reasoning well.<sup>1</sup> In other words, both require the intellectual ability to:

1. Clarify purposes: an author's purpose(s) (when we read), and our own purpose(s) (when we write).
2. Formulate clear questions: those that an author is asking (as we read) and those we are pursuing (as we write).
3. Distinguish accurate and relevant information from inaccurate and irrelevant information: in texts that we read and in preparation for our own writing.
4. Reach logical inferences or conclusions: based on what we read and in preparation for writing.
5. Identify significant and deep concepts: those of an author and those we want to guide our thinking while we write.
6. Distinguish justifiable from unjustifiable assumptions: that an author is using, or that we are using in our own thinking as we write.
7. Trace logical implications: those of an author's thinking, and those that may

<sup>1</sup> For explication of the elements of reasoning, see: Linda Elder and Richard Paul. 2003. *A Miniature Guide to the Foundations of Analytic Thinking*. Dillon Beach, California: Foundation for Critical Thinking.

follow from our written work.

8. Identify and think within multiple viewpoints: those that an author presents (or fails to present when relevant) and those relevant to the issues in our written work (and that we need to include).

These are just a few examples that shed light on the intimate relationship between close reading and substantive writing and on the important connection between disciplined thought and skilled reading and writing. As students develop their abilities to read closely and write substantively, they come to see the many ways in which the two processes are related.

## **Purpose of the Test**

The purpose of the test is to assess students' abilities to think in particular "disciplined" and skilled ways. If used successfully, the results make it possible to determine the extent to which students have and have not learned foundational critical thinking, reading and writing skills.

## **Intellectual Skills Essential to Close Reading<sup>2</sup>**

To think within any discipline or subject, students must be able to deeply comprehend what they read. Consider the following competency standards for close reading.

### **Critical Thinking Principle**

Educated persons are able to read texts closely and, through that process, take ownership of the most important ideas in them. They also understand the importance of reading to learning.

### **Performance Indicators and Dispositions**

Students who think critically routinely read texts that are significant and thus expand their worldview. When reading, they consistently strive to accurately

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<sup>2</sup> For a deeper understanding of the skills described in this competency, see: Richard Paul, and Linda Elder. 2003. *The Thinker's Guide to How to Read a Paragraph and Beyond: The Art of Close Reading*. Dillon Beach, California: Foundation for Critical Thinking.

represent in their own thinking what they are reading in the text. Recognizing that every text has a purpose, they clarify the purpose of texts as they read them. Recognizing that close reading requires active engagement in reading, they create an inner dialog with the text as they read—questioning, summarizing and connecting important ideas with other important ideas.

### **Outcomes**

1. Students reflect as they read.
2. Students monitor how they are reading as they are reading—distinguishing between what they understand in the text and what they do not understand.
3. Students accurately summarize and elaborate texts (in their own words) as they read.
4. Students give examples, from their experience, of ideas in texts.
5. Students connect the core ideas in a text to other core ideas they understand.
6. Students take the core ideas they obtain through reading and apply them to their lives.
7. Students accurately paraphrase what they read (sentence by sentence).
8. Students accurately and logically explicate the thesis of a paragraph:
  - First, students state the main point of the paragraph in one or two sentences.
  - Second, students elaborate what they have paraphrased. (“In other words...”)
  - Third, students give examples of the meaning by tying it to concrete situations in the real world. (“For example...”)
  - Fourth, students generate apt illustrations: metaphors, analogies, pictures, or diagrams of the basic thesis (to connect the thesis to other meanings they already understand).
9. Students analyze the logic of what they read (its purpose, its main question, the information it contains, its main idea...)

10. Students evaluate what they read (for clarity, accuracy, precision, relevance, depth, breadth, logic, and significance, and so forth).
11. Students accurately role-play an author's viewpoint, as presented in a text.

### **Intellectual Skills Essential to Substantive Writing<sup>3</sup>**

Now consider the intellectual skills necessary to substantive writing.

#### **Critical Thinking Principle**

Educated persons are able to write in such a way as to say something substantive. They also understand the importance of writing to learning.

#### **Performance Indicators and Dispositions**

Students who think critically use writing as an important tool both for communicating important ideas and for learning. They use writing to deepen their understanding of important concepts and to clarify interrelationships between concepts. They consistently write in such a way as to become more clear, precise, accurate, relevant, deep, broad, logical and significant as thinkers. In writing, they are able to clearly and accurately analyze and evaluate ideas in texts and in their own thinking. They consistently learn to write as they write to learn. In other words, they use writing as an important tool for learning ideas deeply and permanently.

#### **Outcomes**

1. Students reflect as they write.
2. Students monitor how they are writing as they are writing—distinguishing between what they understand in the text and what they do not understand.
3. Students accurately summarize (in their own words) texts they read, or ideas they hear.

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<sup>3</sup> For a deeper understanding of the skills described in this competency, see: Richard Paul, and Linda Elder. 2003. *The Thinker's Guide to How to Write a Paragraph: The Art of Substantive Writing*. Dillon Beach, California: Foundation for Critical Thinking.

4. Students routinely give examples from their experience as they write to (exemplify important ideas).
5. Students explicitly connect core ideas to other core ideas as they write.
6. Students write about ideas that apply to their lives.
7. Students demonstrate the ability to explicate in writing the thesis they are developing or defending.
  - They state their main point.
  - They elaborate their main point.
  - They give examples of what they mean.
  - They create analogies and metaphors that help readers understand what they mean.
8. Students demonstrate the ability to clearly and accurately analyze, in writing, the logic of a text, chapter, academic subject, significant concept, and so on: (its purpose, its main question, the information it contains, its main idea...)
9. Students consistently use universal intellectual standards in their writing, routinely checking their writing for clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness and so forth.

## **Five Levels of Close Reading and Substantive Writing**

There are at least five levels of close reading and substantive writing. Our purpose in this test is to determine the test-taker's ability to read and write at one or more of these five levels of proficiency.

### **First Level—Paraphrasing**

The first level of reading proficiency is that of accurately translating an author's wording into our own. In other words, we put the words and thoughts of the author into our words. Our paraphrase is successful only to the extent that our words capture the essential meaning of the original text, only to the extent that



it makes intelligible the meaning of the original text.

Hence, if we read the following in a text: “democracy is rule by the people,” our paraphrase of it might read, “Democracy exists only to the extent that there is a broad basis of equality of political power among the people at large. This means that all people within the state should have relatively equal power and equal input in determining what the laws will be. By implication, a state fails to be democratic to the extent that a few people—whether they be wealthy or otherwise influential—have significantly more political power than others.” The paraphrase helps open up the text because it points us to possible problems in assessing the degree to which any country is democratic—for example, “Does it restrict the influence of the wealthy so they cannot use it to exercise a disproportionate influence in the decision-making of the government?”

### Second Level—Explicating

In this proficiency we assess the thinker’s (reader’s) ability to state, elaborate, exemplify, and illustrate the thesis of a paragraph. Consider the four questions that can be used to assess writing for clarity:

1. Could you state your basic point in one simple sentence?
2. Could you elaborate your basic point more fully (in other words)?
3. Could you give an example of your point?
4. Could you give an analogy or metaphor to help clarify what you mean?

Each of these clarification strategies requires substantive writing skills.

### Clarification Strategies

- **The ability to state a thesis clearly in a sentence.** If we cannot accurately state our key idea in a sentence using our own words, we don’t really know what we want to say.