of 188 students with their performance on these assessment methods. The WG-III showed a corrected correlation of .29. When compared to the other assessment methods used by the university, the WG-III was found to be more predictive than the admission interview and essay portions of the admissions process.

The WG-III for professional programs

The Bar Standards Board examined the impact of using a variation of the WG-III for screening students into their highly competitive barrister training program. TalentLens researchers assessed 988 graduating students, correlating their score on the assessment with their overall performance on the training program. Results of the analysis showed that, at a correlation of .55, the assessment and performance on the training program were significantly positively correlated. As a result, the board worked with TalentLens to determine an effective minimum score that all applying students must achieve in order to be considered for admittance into the training program.

Conclusions

Critical thinking has become one of the most necessary skills for success in the 21st century. Recognising faulty assumptions, evaluating diverse arguments, and drawing logical conclusions are important in both higher education and in the workplace. As these case studies show, the WG-III is consistently able to predict performance for a range of educational and training programs. Universities looking to improve the quality of their selection system can benefit from the WG-III – the gold standard in critical thinking assessment.