



Pearson

Watson-Glaser Critical Thinking Appraisal

Critical thinking is essential for success in education and the workplace. Mentions of critical thinking as a requirement in job postings in the United States more than doubled between 2009 and 2014. For many, the purpose of earning a post-secondary degree is to learn the knowledge and skills to demonstrate they are qualified for employment — including critical thinking.

The Watson-Glaser Critical Thinking Appraisal assesses an individual's ability to analyze written information, interpret it, and draw logical conclusions from it. It addresses the challenges of higher education professionals, HR professionals, and employers by giving them the means to measure critical thinking ability as a first step toward supporting its development.

Watson-Glaser™ III at a glance

- Measures the ability to Recognize Assumptions, Evaluate Arguments, and Draw logical Conclusions
- Large item bank of business-relevant items suitable for international use
- Online or paper-based administration
- Administered with 30-minute time limit
- Un-timed version available in US English for development or reasonable accommodations
- Languages: US English, UK English, French, French Canadian, US Spanish, and Dutch (German coming in 2021)

Assessment and scoring

The Watson-Glaser assessment presents test-takers with a series of passages or scenarios, each accompanied by a number of items to respond to. The test is completed online, and is suitable for both supervised and unsupervised administration.

The structure of the Watson-Glaser assessment and its scoring was informed by the RED model, which breaks critical thinking down into the ability to Recognize assumptions, Evaluate arguments, and Draw conclusions.

As well as an overall score, Watson-Glaser produces a development report for each test-taker, which breaks down their scores in each of these three areas separately -- revealing areas where the individual should concentrate, or might need support, in order to develop their critical thinking skills.



What the evidence says

Since work began on the first version of Watson-Glaser in the 1920s, the assessment has been extensively studied.

We judge the efficacy of assessments like Watson-Glaser against three Assessment Quality Indicators (AQIs): validity, reliability, and fairness.

Validity

Over the years, studies comparing Watson-Glaser scores with a number of on-the-job performance indicators have found positive correlations ranging from 0.16- 0.58, suggesting that test-takers who perform well on the Watson-Glaser are also likely to perform well at work. And studies comparing Watson-Glaser scores with final course grades among college students have found correlations ranging from 0.38 to 0.62, suggesting that the test is a very beneficial predictor of likely course success.

Fairness

There is evidence that Watson-Glaser does not favor or disadvantage any particular group of test-takers in any way that could influence the real-world decisions the test is intended to support. The evidence also shows that the assessment can be provided in different modes, to suit different administrators' and test-takers' needs, without influencing the results.

Watson-Glaser in action

Thousands of organizations, colleges, and schools use this critical thinking assessment to hire great managers, develop high-potential employees, and admit students into challenging programs.

Colleges have found that Watson-Glaser is most effective when the test is mandatory for students, and instructors take time to explain how it is being used and how it will help them. When it is implemented in this way, people respond to Watson-Glaser with openness and curiosity.

Workplaces report that Watson-Glaser is most effective when implemented early in the recruitment process, before interview, as a way of screening candidates and discovering appropriate areas of focus for interviews.

"We have made it part of the campus culture ... this is what we do here." — University of South Florida

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Reliability

There is evidence that Watson-Glaser scores are internally consistent, and consistent both over time and across different forms of the assessment.

Adequate applicability	Good applicability	Excellent applicability
Correlations between testing occasions - evidence that results are consistent over time (0.73-0.89)		
Consistency of test items - evidence that all items in the test measure the same thing in the same way (0.83)		
Correlations between different forms of the test - evidence that different selections of items yield lead to similar scores (0.82-0.88)		

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