Critical thinking is an important learning outcome for higher education, yet the definitions used on campuses and national assessment instruments vary. This article describes a mapping technique that faculty and administrators can use to evaluate the similarities and differences across these definitions. The definition was developed as a part of a campuswide workshop on teaching critical thinking in general education and was generated by collecting the responses of groups of participants to the following question and prompt: "What learning behaviors (skills, values, attitudes) do students exhibit that reflect critical thinking? To learn critical thinking, take on complex problems. To learn oral communication, present. To learn written communication, write. To learn technology, use technology. To develop citizenship, take on civic and global issues. To learn about careers, do internships. Students can't improve or become managers of their own learning without constant, real-time assessment and feedback, referred to in PBL instruction as assessment for learning, as opposed to assessment for school, district, or classroom accountability. (See "Healthier Testing Made Easy: The Idea of Authentic Assessment," April / May 2006.) We cannot expect students to learn critical thinking at any substantive level through one or a few semesters of instruction. Viewed as a process covering twelve to sixteen years and beyond, and contributed to by all instruction, both at the K-12 as well as the college and university level, all of the competencies we articulate, and more, can be achieved by students. If we want to develop rubrics for learning in general, they should be expressed in terms of the thinking one must do to succeed in the learning. Students need to think critically to learn at every level. Sometimes the critical thinking required is elementary and foundational.