

Higher Order Thinking Rubric

Definition

Higher Order Thinking is the development of students' ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluation standards; and demonstrate the ability to reflect upon and refine those problem-solving skills. This involves creative thinking, critical thinking, and quantitative literacy.

SLO: Recognize the problematic elements of presentations of information and argument. (H1)

Performance Indicator	Proficient 3	Developing 2	Emerging 1	Insufficient 0	Not Applicable to the Assignment
(P1) Identifies elements of presentations of information	Identifies <i>most</i> elements of presentations of information	Identifies <i>some</i> elements of presentations of information	Identifies <i>few</i> elements of presentations of information	<i>Does not</i> identify any elements of presentations of information	
(P2) Identifies problematic elements of presentations of information	Identifies <i>most</i> of the problematic elements of presentations of information	Identifies <i>some</i> of the problematic elements of presentations of information	Identifies <i>few</i> of the problematic elements of presentations of information	<i>Does not</i> identify any of the problematic elements of presentations of information	
(P3) Identifies elements of presentations of argument	Identifies <i>most</i> elements of presentations of argument	Identifies <i>some</i> elements of presentations of argument	Identifies <i>few</i> elements of presentations of argument	<i>Does not</i> identify any elements of presentations of argument	
(P4) Identifies problematic elements of presentations of argument	Identifies <i>most</i> of the problematic elements of presentations of argument	Identifies <i>some</i> of the problematic elements of presentations of argument	Identifies <i>few</i> of the problematic elements of presentations of argument	<i>Does not</i> identify any of the problematic elements of presentations of argument	

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SLO: Formulate diagnostic questions for resolving issues and solving problems. (H2)

Performance Indicator	Proficient 3	Developing 2	Emerging 1	Insufficient 0	Not Applicable to the Assignment
(P1) Identifies problems and/or issues	<i>Consistently</i> identifies problems and/or issues	<i>Sometimes</i> identifies problems and/or issues	<i>Rarely</i> identifies problems and/or issues	<i>Never</i> identifies problems and/or issues	
(P2) Generates diagnostic questions that aid in solving problems	<i>Consistently</i> generates diagnostic questions that problems	<i>Sometimes</i> generates diagnostic questions that aid in solving problems	<i>Rarely</i> generates diagnostic questions that aid in solving problems	<i>Never</i> generates diagnostic questions that aid in solving problems	
(P3) Generates diagnostic questions that aid in resolving issues	<i>Consistently</i> generates diagnostic questions that aid in resolving issues	<i>Sometimes</i> generates diagnostic questions that aid in resolving issues	<i>Rarely</i> generates diagnostic questions that aid in resolving issues	<i>Never</i> generates diagnostic questions that aid in resolving issues	

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SLO: Use linguistic, mathematical or other symbolic approaches to describe problems, identify alternative solutions, and make reasoned choices among those solutions. (H3)

Performance Indicator	Proficient 3	Developing 2	Emerging 1	Insufficient 0	Not Applicable to the Assignment
(P1) Uses linguistic, mathematical or other symbolic approaches to describe problems	Uses linguistic, mathematical, or other symbolic approaches to describe problems <i>most</i> of the time.	Uses linguistic, mathematical, or other symbolic approaches to describe problems <i>some</i> of the time.	Uses linguistic, mathematical, or other symbolic approaches to describe problems <i>rarely</i> .	<i>Does not</i> use linguistic, mathematical, or other symbolic approaches to describe problems.	
(P2) Uses linguistic, mathematical or other symbolic approaches to identify alternative solutions to problems	Uses linguistic, mathematical, or other symbolic approaches to identify alternative solutions to problems <i>most</i> of the time.	Uses linguistic, mathematical, or other symbolic approaches to identify alternative solutions to problems <i>some</i> of the time.	Uses linguistic, mathematical, or other symbolic approaches to identify alternative solutions to problems <i>rarely</i> .	<i>Does not</i> use linguistic, mathematical, or other symbolic approaches to identify alternative solutions to problems.	
(P3) Uses linguistic, mathematical or other symbolic approaches to make reasoned choices among alternative solutions	Uses linguistic, mathematical, or other symbolic approaches to make reasoned choices between alternative solutions to problems <i>most</i> of the time.	Uses linguistic, mathematical, or other symbolic approaches to make reasoned choices between alternative solutions to problems <i>some</i> of the time.	Uses linguistic, mathematical, or other symbolic approaches to make reasoned choices between alternative solutions to problems <i>rarely</i> .	<i>Does not</i> use linguistic, mathematical, or other symbolic approaches to make reasoned choices between alternative solutions to problems.	

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SLO: Defend conclusions using relevant evidence and reasoned argument. (H4)

Performance Indicator	Proficient 3	Developing 2	Emerging 1	Insufficient 0	Not Applicable to the Assignment
(P1) Articulates conclusion(s)	Articulates the conclusion <i>most</i> of the time.	Articulates the conclusion <i>some</i> of the time.	Articulates the conclusion <i>rarely</i> .	<i>Does not</i> articulate the conclusion.	
(P2) Defends conclusion(s) with relevant evidence	Defends the conclusion with relevant evidence <i>most</i> of the time.	Defends the conclusion with relevant evidence <i>some</i> of the time.	Defends the conclusion with relevant evidence <i>rarely</i> .	<i>Does not</i> defend the conclusion with relevant evidence.	
(P3) Defends conclusion(s) with reasoned arguments	Defends the conclusion with reasoned arguments <i>most</i> of the time.	Defends the conclusion with reasoned arguments <i>some</i> of the time.	Defends the conclusion with reasoned arguments <i>rarely</i> .	<i>Does not</i> defend the conclusion with reasoned arguments.	