

SKILL 5: REASON ABSTRACTLY & EMPLOY INVENTIVE THINKING

Higher-Order Thinking Rubric

CRITERIA	EXCEEDS NM Standard 4	MEETS NM Standard 3	APPROACHING, but does not meet NM Standard 2	Beginning to Learn the NM Standard 1	Not Attempted, Assessable, or Observed 0
REASON H.O.T. Compare /Contrast	Student compares and contrasts items clearly. Work points to specific examples to illustrate the comparison and includes relevant information	Student compares and contrasts items clearly but the work points to relevant, but general information only.	Student compares and contrasts items but the supporting information is incomplete or irrelevant to the comparison	Student compares or contrasts, but not both. Very little or no supporting information	Student can identify characteristics of one item or needs assistance to make comparisons.
REASON H.O.T. Trends/Patterns	Student can examine multiple data sources and identify trends or patterns in them insightfully. Work points to specific examples to illustrate the trend	Student can examine several data sources and identify general trends. Work points to relevant, but general information only.	Student can examine one or two data sources and identify a pattern, but the supporting information is incomplete or irrelevant to the comparison	With help, the student can identify trends and patterns in one or two data sources	Student cannot accurately identify a trend or pattern in a data source
REASON H.O.T. Cause & Effect	Student provides many examples of causes and effects and weighs the importance of each	Student provides several examples of causes and effects but does not weigh the relative importance	Student provides a single cause or effect and cannot weigh the importance of it	Student provides a plausible but erroneous cause or effect of an event	With assistance, the student can identify a single cause and effect.
REASON H.O.T. Influence of context and assumptions	Student systematically and methodically analyzes own and others' assumptions & evaluates the relevance of the context when taking a position	Student can identify his/her own and others' assumptions and identify the context of a situation accurately	Student is more aware of others' assumptions than his/her own or vice versa. Can identify how the context influences the situation	Student can identify relevant assumptions or context but not both.	Student, with assistance, can identify relevant assumptions or context but not both.
REASON H.O.T. Student's position	Student takes a specific position on an issue while acknowledging limitations of it. Others points of view are synthesized into it	Student takes a position that takes into account the complexities of an issue	Student takes a position on an issue and can acknowledge the opposing side	Student can state a position, but it is simplistic and obvious	Student, with assistance, can state a position.
REASON H.O.T. Implications & Consequences	Implications and consequences are predicted which are logical and weighted by importance	Student can draw conclusions from a range of information and can identify implications and consequences of an action	Student can logically draw conclusions when information is readily available to fit the desired conclusion	Student can draw conclusions that are inconsistent from the information discussed, implications could be over-simplified	With help, the student can logically draw conclusions and make a prediction of a consequence