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| **Higher Order Critical Thinking Skills (HO/CTS) Elements** | **K** | **1** | **2** | **3** | **4** | **5** |
| 1. The student asks probing, insightful, and relevant questions. | I | I | I | I | D | D |
| 2. The student responds to questions with supporting information that reflects in-depth knowledge of a topic. | I | I | I | I | D | D |
| 3. The student conducts comparisons using criteria. | I | I | I | I | D | D |
| 4. The student makes and evaluates decisions using criteria. | I | I | I | I | D | D |
| 5. The student predicts probable consequences of decisions. | I | I | I | I | D | D |
| 6. The student extrapolates verbal-linguistic (e.g., analogies) and visual-spatial patterns (e.g., tessellations) to determine relationships. | I | I | I | I | D | D |
| 7. The student examines an issue from more than one point of view. | I | I | I | I | I | D |
| 8. The student separates one’s own point of view from that of others. | I | I | I | I | I | D |
| 9. The student identifies stereotypes, biases, and prejudices in one’s own reasoning and that of others. |  |  | I | I | I | D |
| 10. The student distinguishes between assumptions, inferences, and conclusions. |  |  | I | I | I | I |
| 11. The student draws conclusions based upon relevant information while discarding irrelevant information. |  |  | I | I | I | D |
| 12. The student evaluates conclusions based upon relevance, depth, breadth, logic, and fairness. |  |  |  | I | I | I |
| 13. The student traces the source of any large disparity between estimates and calculated solutions to problems and resolves the disparity. |  |  |  | I | I | I |
| 14. The student identifies and illustrates basic principles and the foundational concepts that are central to understanding the essence of a field of study. |  |  | I | I | I | D |
| 15. The student recognizes that the responsibility to examine and challenge existing ideas and theories is an ongoing process. | I | I | I | I | D | D |