

NLCP's Higher-Order Thinking Skills (HOTS)

Definitions, using As to Bs
2013-2014

↑
Apply: to (independently) practice a skill or
schema in a (multiple) new context(s).

<u>Create:</u>	To construct from one's own critical understanding
<u>Evaluate:</u>	To judge the worth and/or validity of a text, source, data, or evidence
<u>Synthesize:</u>	To argue/explain the interrelationships of multiple, diverse components (As) to ideas (Bs), contextualizing conflicting relationships when possible
<u>Analyze:</u>	To argue/explain the relationship between a component (A) and idea (B)
<u>Notice Patterns:</u>	To recognize the repetition of important components (As) or ideas (Bs)
<u>Notice:</u>	To recognize a component (A) or idea (B) that stands out

<u>Comprehend:</u>	To link clusters of symbols, e.g., words/sentences/paragraphs/images/data/graphs, to literal meaning
<u>Decode:</u>	To recognize symbols as sound, e.g., letters and numbers

Interdisciplinary Examples of As

(As = smaller components in the particular learning context)

graphs	key terms
charts	statistics
facts	evidence
figures	reasons
diagram	data
table	patterns
trend	literary elements
supporting details	rhetorical elements
images	

Interdisciplinary Examples of Bs

(Bs = Bigger Ideas in that learning context)

Hypothesis	Claim
Conclusion	Bias
Main idea	Slant
Central idea	Argument
Position	Math Proof
Theme	Context
Thesis	Justification