

This resource is a learning progression for high level thinking, with a focus on analysis, use of claims and evidence, reasoning, question posing, and attention to multiple perspectives. It was designed by Learner-Centered Initiatives, to assist teachers in recognizing and assessing the nature and quality of students' thinking.

LEARNING PROGRESSION										
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a) with prompting and support, retell facts about a topic	a) retell and explain specific facts about a topic	a) retell and explain specific facts about a topic with examples as support	a) compare and contrast facts about a topic or concept	a) compare and contrast facts, concepts and/or processes	a) analyze facts, ideas or processes logically and with support	a) analyze facts, ideas or processes logically, using specific and relevant support	a) analyze facts, ideas, processes or issues, using sound reasoning and specific and relevant support	a) analyze facts, ideas, processes or issues, using sound reasoning, specific and relevant support, and illustrative examples	a) analyze facts, ideas, processes or issues to deconstruct or to identify patterns, using sound reasoning, specific and relevant support, and illustrative examples	a) analyze ideas, processes, issues or data, to deconstruct a whole or to identify patterns and inconsistencies, using sound reasoning, specific and relevant support, illustrative examples and counter examples
b) with prompting and support, make predictions using prior knowledge	b) make plausible predictions and inferences using prior knowledge	b) make plausible predictions and inferences using prior knowledge and new content as support	b) make plausible inferences and draw conclusions, using prior knowledge and content learning as support	b) draw sound conclusions using prior knowledge and content learning to support ideas	b) draw logical and specific conclusions using prior knowledge and content learning as support	b) make claims and support them with clear reasons and relevant evidence from class content and resources	b) make claims, distinguish them from opposing claims, and support them with clear reasons and relevant evidence from class content and resources	b) make claims, distinguish them from opposing claims, support them with clear reasons and relevant evidence evaluate claims, logically and assess credibility	b) make precise claims, distinguish them from opposing claims, support the claims with clear, relevant and sufficient evidence evaluate claims, counterclaims, reasons, and evidence, addressing strengths and limitations	b) make precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and support them with the most relevant and persuasive evidence evaluate claim(s) and counterclaims fairly, addressing strengths and limitations and recognizing concerns, values, and possible biases.

LEARNING PROGRESSION (continued)										
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c) with prompting and support, ask questions about a topic or process to: - deepen literal understanding	c) ask specific questions about a topic to: - deepen literal understanding	c) ask specific questions about a topic or concept to: - deepen literal and conceptual understanding	c) ask specific questions about topics and concepts to: - deepen factual and conceptual understanding - draw conclusions	c) ask questions about topics, concepts or processes to: - deepen factual, conceptual and procedural understanding - to draw conclusions	c) formulate specific questions about topics, concepts and processes to: - deepen factual, conceptual and procedural understanding - draw conclusions - examine support	c) formulate specific questions about topics, concepts and processes to: - draw conclusions - analyze support/reasons - question purpose	c) formulate specific questions about topics, concepts and processes to: - draw conclusions - analyze support/reasons - question purpose - examine language, style, approach	c) formulate specific questions about topics, concepts and processes to: - draw conclusions - examine support/reasons - question purpose - examine language, style, approach - look for underlying values	c) formulate specific questions about topics, concepts and processes to: - draw conclusions - analyze support/reasons - examine the impact of language, style, approach - explore underlying values and assumptions	c) formulate specific and targeted questions about topics, concepts and processes to: - analyze and evaluate - probe underlying assumptions and values - examine quality of reasoning, process or style
d) with prompting and support, identify two different perspectives	d) identify two different perspectives	d) describe the obvious and literal differences between two perspectives use examples as support	d) describe significant differences between two perspectives use examples, prior knowledge, and new content as support	d) explain significant differences between two perspectives use examples, new content and textual evidence as support	d) explain significant and minor similarities and differences between two perspectives use specific examples, new content and textual evidence as support	d) analyze multiple perspectives noting significant and minor similarities and differences among them use specific examples, relevant content and textual evidence as support	d) analyze multiple perspectives, probe underlying values and biases use examples, prior knowledge, new content and textual evidence to support analysis	d) analyze multiple perspectives, probe underlying values, biases and cultural influences use examples, prior knowledge, new content, textual evidence and cultural knowledge to support analysis	d) analyze and evaluate multiple perspectives, describe underlying values, biases and cultural and societal factors that may influence those perspectives use examples, prior knowledge, new content, textual evidence, cultural knowledge and historical patterns to support analysis	d) analyze and evaluate multiple perspectives fairly, describe underlying values, biases, cultural and societal influences on perspectives, acknowledging own biases that influence evaluation use examples, prior knowledge, new content, textual evidence and cultural knowledge and historical patterns to support analysis