

Higher-Level Thinking Assessment Example

LOS OJOS DE CARMEN, por Verónica Moscoso EXAMEN FINAL

For the final test on this novel, the higher order thinking questions will be in English but you must answer them in Spanish. The goal is for you to express your thinking with language that you have picked up as you read the book. You are expected to use vocabulary and grammatical structures similar to those that are found in the book. Some of the questions are deeper than others, and you may disclose your thoughts and feelings as you see fit. As you answer the questions you choose, remember that in your answers **you are demonstrating that:**

- A) **You have read the novel.**
- B) **You have understood the novel** (and can support your opinions about it).
- C) **You can use examples from the novel in your answers** (at least two [2] in each answer).
- D) **You can express yourself in comprehensible Spanish** (You can use elements of the grammar and vocabulary in the novel as well as other grammar and vocabulary that is at course level).

Pick three (3) of the following and answer each with a short essay of 150 to 200 words in Spanish:

THINKING ABOUT... THE NOVEL AND YOURSELF

1. What would you do if you were in a similar situation as the main character in this story?
2. What lesson(s) have you been reminded of or learned from this story?
3. How does this story relate to your own life? What does it say to you?
4. With whom do you identify in the story? (This can be more than one character or elements of several characters)
5. What parts of this story apply in your life?
6. Do you face, or have you faced, similar challenges in your life?
7. What parallels can you draw with your life? Why? How?
8. What in this story might help to prepare you for the drama/challenges/battles that you now facing or that you anticipate are coming in your life?
9. Is this a story that matters, that you think will stick in your mind? If so, how? If not, why?
(Not asking if it is a classic or life-changing here, just if there are parts that seem memorable to you)
10. After reading this novel, would you ever want to go to Ecuador? Why? / Why not?

THINKING ABOUT... THE STORYTELLING ELEMENTS IN THE NOVEL

11. This story is a work of fiction, yet many of the human reactions ring true. Besides the facts and the setting, what else might be true about this story? (Attitudes, reactions, situations, elements of human nature, etc.)
12. What was the author's purpose was in writing this story?
13. What parts of this story might relate to societies all over the world?

THINKING ABOUT... THE CULTURAL ELEMENTS IN THE NOVEL

14. What have you learned about the history, culture and geography of Ecuador from this story?
15. Discuss the social class differences in Ecuador and the similarities and differences that you see in your own culture and life.
16. How would you have reacted to Daniel's cousin's response after he spoke on a personal level with the maids?
17. If one of your family members were sick, would you steal to support them? Compare your answer to the situation in the novel.

THINKING ABOUT... THE CHARACTERS IN THE NOVEL

18. How did Daniel change as a result of his time in Ecuador?
19. Discuss Daniel's reaction to the theft he observed. What would you do in a similar situation?
20. Why do you think Daniel's cousins and their friends looked as if they were shunning their own culture and acting more American than Ecuadorian? Make connections with observations from your own life.

Obviously, you will need to have read and understood the novel to answer these questions well. You will probably need to **re-read the entire novel**, and perhaps **parts of it several times**, to internalize the ideas, grammatical structures and vocabulary so that you can "show you know" and demonstrate a high level of understanding for this test.



If you do not know a word just circumlocute—write around it; use words you know to express the same thought. The ability to talk around words that you do not know (circumlocution) can often be more important than having a large vocabulary. For example, if you do not know the Spanish word for “challenge” you might be able to substitute the words “situation” or “thing” and add a short description instead.

Don't like any of the questions above? That's fine—we encourage creative problem solving here. Write your own higher level thinking questions and answer them. Please discuss the questions you wish to write about with your instructor first to be sure they involve higher level thinking (Analyzing, Evaluating and Designing) rather than simplistic lower-level thinking (mere Memorizing, Describing and Outlining).

Student-Generated Higher Order Thinking Questions

21. _____

22. _____

For the test you will need to choose **three (3) questions** and answer each one with a **150-200 word answer in Spanish**. This is about one hand-written page and it is not an outrageous request—remember that we expect level 1 students to write 100 words in comprehensible Spanish in five minutes for free writes. In your answers, show that you understand the content of the novel and how it applies to the questions you choose. Use an appropriate level of vocabulary and grammar for this course, focusing on that found in the novel.

↓ **GRADING RUBRIC:** Each answer is worth 40 points Total for #1, #2 & #3: _____/120

Answer #1: _____/40 (Circle) the descriptions ↓ that best correspond to each component of your answer ↑

	10	8	7	1 - 5
A. Length of Answer	150 – 200 words	100 – 149 words	75 – 99 words	Less than 74 words
B. Answers the Question	Answer with many elements of analyzing & evaluating	Answer with some analyzing & evaluating but also describing & summarizing	Answer which is mainly lists, descriptions or summaries	Nonsensical or mostly off-task answer
C. Appropriate Vocabulary & Grammar	Uses vocabulary & grammar from the novel richly and appropriately	Uses much vocabulary & grammar from the novel	Uses some vocabulary & grammar from the novel	Very little obvious use of vocabulary & grammar from the novel
D. Examples From The Novel	At least two (2) precise and clear examples	Two (2) vague examples	One (1) example or two (2) weak examples	No clear examples from the novel

↓ Answer #2: _____/40 (Circle) the descriptions ↓ that best correspond to each component of your answer

	10	8	7	1 – 5
A. Length of Answer	150 – 200 words	100 – 149 words	75 – 99 words	Less than 74 words
B. Answers the Question	Answer with many elements of analyzing & evaluating	Answer with some analyzing & evaluating but also describing & summarizing	Answer which is mainly lists, descriptions or summaries	Nonsensical or mostly off-task answer
C. Appropriate Vocabulary & Grammar	Uses vocabulary & grammar from the novel richly and appropriately	Uses much vocabulary & grammar from the novel	Uses some vocabulary & grammar from the novel	Very little obvious use of vocabulary & grammar from the novel
D. Examples From The Novel	At least two (2) precise and clear examples	Two (2) vague examples	One (1) example or two (2) weak examples	No clear examples from the novel

↓ Answer #3: _____/40 (Circle) the descriptions ↓ that best correspond to each component of your answer

	10	8	7	1 – 5
A. Length of Answer	150 – 200 words	100 – 149 words	75 – 99 words	Less than 74 words
B. Answers the Question	Answer with many elements of analyzing & evaluating	Answer with some analyzing & evaluating but also describing & summarizing	Answer which is mainly lists, descriptions or summaries	Nonsensical or mostly off-task answer
C. Appropriate Vocabulary & Grammar	Uses vocabulary & grammar from the novel richly and appropriately	Uses much vocabulary & grammar from the novel	Uses some vocabulary & grammar from the novel	Very little obvious use of vocabulary & grammar from the novel
D. Examples from The Novel	At least two (2) precise and clear examples	Two (2) vague examples	One (1) example or two (2) weak examples	No clear examples from the novel