



Thinking Rubric

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<p>CRITICAL THINKING</p> <p>The student is able to demonstrate the ability to make connections and accept the viewpoints of others in order to solve problems based on evidence.</p>	<ul style="list-style-type: none"> • Questions are not relevant and/or logical • Has difficulty making connections • Has difficulty making inferences/predictions • Has difficulty making decisions based on evidence • Demonstrates little understanding of others' points of view / perspectives • Has difficulty forming simple and/or relevant evaluations 	<ul style="list-style-type: none"> • Asks relevant and/or logical questions some of the time • Makes simple connections • Makes simple inferences/predictions • Requires support to make decisions based on criteria and/or evidence • Demonstrates some understanding of others' points of view / perspectives • Requires support to evaluate (may not be based on criteria and/or evidence) 	<ul style="list-style-type: none"> • Asks relevant and logical questions • Makes relevant connections • Makes logical inferences/predictions based on evidence • Makes decisions based on criteria and evidence • Demonstrates understanding of others' points of view / perspectives • Evaluates based on criteria and evidence 	<ul style="list-style-type: none"> • Asks relevant and insightful questions • Makes complex and relevant connections • Makes complex inferences/predictions based on evidence • Makes and justifies decisions based on evidence • Demonstrates ability to incorporate others' perspectives into thinking process • Evaluates and justifies based on criteria and evidence
<p>CREATIVE THINKING</p> <p>The student is able to demonstrate curiosity through asking questions and making connections, take learning risks and synthesize ideas in new, innovative and productive ways.</p>	<ul style="list-style-type: none"> • Has difficulty demonstrating curiosity • Has difficulty being open-minded and flexible • Has difficulty taking risks with new learning • Has difficulty making inferences / predictions • Has difficulty accepting uncertainty in the learning process • Has difficulty making connections 	<ul style="list-style-type: none"> • Demonstrates curiosity some of the time through questioning • Is open-minded and flexible some of the time • With support is willing to take risks with new learning • Makes simple inferences / predictions • With support accepts uncertainty in the learning process • Makes simple connections 	<ul style="list-style-type: none"> • Demonstrates curiosity through questioning • Is open-minded and flexible most of the time • Willingness to take risks with new learning • Makes inferences / predictions with some insight • Accepts uncertainty in the learning process • Makes deep, relevant connections 	<ul style="list-style-type: none"> • Demonstrates curiosity and initiates action • Is consistently open-minded and flexible • Independently and confidently takes risks with new learning • Makes insightful inferences / predictions • Values the uncertainty in the learning process • Makes complex and relevant connections

	<ul style="list-style-type: none"> • Needs guidance to think creatively in a productive way • Has difficulty synthesizing new ideas and information • Has difficulty extending thinking through innovation 	<ul style="list-style-type: none"> • With support is able to think creatively in a productive and responsible way • With support is able to synthesize new ideas and information • With support is able to extend thinking through innovation 	<ul style="list-style-type: none"> • Thinks creatively in a productive and responsible way • Synthesizes new ideas and information • Extends thinking through innovation 	<ul style="list-style-type: none"> • Creative thinking is flexible, complex, and/or innovative • Independently synthesizes new ideas and information • Strategically and independently extends thinking through innovation
<p>REFLECTIVE THINKING</p> <p>The student is able to think metacognitively by making connections, explaining their thinking, and selecting specific strategies that support their learning.</p>	<ul style="list-style-type: none"> • Has difficulty setting learning goals • Has difficulty making connections • Has difficulty explaining their thinking • Has difficulty making choices • Has difficulty identifying ways to improve learning • Unable to be honest with self or confront own beliefs, biases and/or ideas 	<ul style="list-style-type: none"> • Sets learning goals with support • Makes simple connections • With support is able to explain their thinking • With support, makes decisions to support learning • With support identifies ways to improve learning • Requires support to be honest with self through confronting own beliefs, biases and/or ideas 	<ul style="list-style-type: none"> • Sets learning goals independently • Makes deep, relevant connections • Is able to explain thinking • Makes choices that supports learning • Identifies strategies to improve learning • Is honest with self through confronting own beliefs, biases and ideas 	<ul style="list-style-type: none"> • Sets specific and accurate learning goals • Makes complex and relevant connections • Accurately and/or concisely explains their thinking • Makes choices that best supports learning • Strategically and independently identifies strategies to improve learning • Is honest with self through confronting and questioning own beliefs, biases and ideas; is self-reflective

Sample 'I can' statements:

I can think metacognitively

This means...

- I can identify what worked and what didn't work in relation to my goal
- I can identify what helped my learning
- I can identify what to do next