

2.0 HOTS (0-5)

A rubric to assess higher order thinking skills at the elementary level.

Literacy Skills

Skill	Emerging	Developing	Proficient	Exemplary
Broad Thinking	Doesn't understand or recognize that other people may have ideas that are different	Understands that other people have different ideas, but doesn't pay attention to these different ideas.	When coming across ideas that are from a different point-of-view, tries to understand them.	Tries to find ideas that are from a different point-of-view and evaluates them to decide if they make sense " even when the ideas are unusual.
Curious	Begins working without looking for alternative ideas.	Begins working...seldom looking for alternative ideas.	Begins working...sometimes looking for alternative ideas.	Begins working ...consistently looking for alternative ideas.
Metacognition	Describes thinking when solving a problem or doing other kinds of mental tasks, but the description given is confusing	Doesn't include very much information when trying to describe how he/she is thinking when solving a problem or doing other kinds of mental tasks.	Describes thinking when he/she is solving a problem or doing other kinds of mental tasks.	Describe, in detail, the steps of his/her thinking when solving a problem or doing other kinds of mental tasks.
Planning	Begins working and let things happen as they happen. Does not describe the steps that must be taken and does not make a plan to accomplish the task.	Begins working with unclear goals. Describes a few of the steps that must be taken to achieve goals, and makes an incomplete plan to accomplish the task.	Sets clear goals and describes some steps that must be taken to achieve them. Makes and uses a plan to accomplish the task.	Sets clear goals and describes each step that must be taken to achieve them. Makes a detailed plan for each step and closely follow the plan to accomplish the task.
Questioning	Begins working without asking questions.	Begins working and asking questions with constant help from the teacher.	Begins working and will ask questions but sometimes needs help from the teacher.	Begins working and can independently ask own questions.
Thinking Time	Rushes through work without thinking.	Spends little time thinking about the work.	Spends some time thinking about the work.	Carefully thinks through all parts of the work.