

2.0 HOTS (6-12)

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

Literacy Skills

Skill	Emerging	Developing	Proficient	Exemplary
Broad Thinking	(Process): Learner doesn't consider alternative viewpoints, solutions, or strategies. Displays rigid thinking when presented with new information.	(Process): Learner sometimes considers alternative viewpoints, solutions, or strategies. Displays little flexibility or open-mindedness when presented with new information.	(Process): Learner often considers alternative viewpoints, solutions, or strategies. Displays some flexibility and open-mindedness when presented with new information.	(Process): Learner consistently considers alternative viewpoints, solutions, or strategies. Consistently displays flexibility and open-mindedness when presented with new information.
Clear Reasoning	(Product): Learner doesn't check for relevancy, accuracy, or clarity of reasoning.	(Product): Learner sometimes checks for relevancy, accuracy, or clarity of reasoning.	(Product): Learner often checks for relevancy, accuracy, and clarity of reasoning.	(Product): Learner consistently checks for relevancy, accuracy, and clarity of reasoning.
Construction of Knowledge	(Product): Learner displays only basic recall about the subject	(Product): Learner displays comprehension and/or application of the subject. Learner can summarize, explain, and/or demonstrate to illustrate understanding	(Product): Learner displays analysis and/or synthesis of the subject. Learner can compare & contrast, make inferences, and/or combine & organize information to illustrate understanding	(Product): Learner displays judgment about the subject. Learner can use criteria to evaluate and/or critique information to illustrate understanding.
Curious & Questioning Approach	(Process): Learner doesn't inquire or probe beyond the obvious.	(Process): Learner sometimes inquires or probes beyond the obvious,	(Process): Learner often inquires or probes beyond the obvious	(Process): Learner consistently inquires or probes beyond the obvious.
Organized Thinking	(Process): Learner doesn't apply clear and logical planning.	(Process): Learner sometimes applies clear and logical planning.	(Process): Learner often applies clear and logical planning.	(Process): Learner consistently applies clear and logical planning.
Thinking Time	(Process): Learner doesn't allow sufficient thinking time before drawing conclusions and/or making decisions.	(Process): Learner sometimes allows sufficient thinking time before drawing conclusions and/or making decisions.	(Process): Learner often allows sufficient thinking time before drawing conclusions and/or making decisions.	(Process): Learner consistently allows sufficient thinking time before drawing conclusions and/or making decisions.