

Thinking Skills Rubric Inclusions Metacognition

Criteria	Mark Allocation			
	4 <i>Excellent</i>	3 <i>Good</i>	2 <i>Fair</i>	1 <i>Poor</i>
Thought reflection <i>Student displays a reflective disposition by relating present ideas, concepts or process to previous ones.</i>	There is a deep and sustained level of relating present ideas, concepts or processes to previous ones.	There is a significant level of relating present ideas, concepts or processes to previous ones.	There is some evidence of relating present ideas, concepts or processes to previous ones.	There is no evidence of relating present ideas, concepts or processes to previous ones.
Awareness of one's thoughts <i>Student can identify, deliberate upon and communicate their thoughts.</i>	Appropriate thoughts are always identified, deliberated and upon communicated.	Appropriate thoughts are usually identified, deliberated upon and communicated.	Appropriate thoughts are sometimes identified, deliberated upon and communicated.	There is a lack of thoughts being identified, deliberated upon and communicated.
Knowledge of learning styles and preferences <i>Student can identify and explain learning styles and their learning preferences.</i>	There is a high degree of awareness and ability to explain learning styles and preferences.	There is a high degree of awareness and some ability to explain learning styles and preferences.	There is some degree of awareness and some ability to explain learning styles and preferences.	There is a lack of awareness and a lack of the s ability to explain learning styles and preferences.
Understanding the nature of the task <i>Student can deconstruct the task and the skills required to complete it.</i>	There is a thorough understanding and deconstruction of a task and its skills.	There is a thorough understanding and deconstruction of a task and its skills though a difficulty in communicating this.	There is some understanding and deconstruction of a task and its skills.	There is a lack of understanding and deconstruction of a task and its skills.
Formulating strategies to complete work <i>Student can formulate different strategies to undertake a task.</i>	Many different strategies are formulated to undertake a task.	A few different strategies are formulated to undertake a task.	One or two different strategies are formulated to undertake a task.	No strategies are formulated to undertake a task.
Overcoming challenges <i>Student can identify a problem and offer solutions to overcome the problem.</i>	A problem is clearly identified and solutions offered to successfully overcome the challenge.	A problem is identified and solutions offered to possibly overcome the challenge.	A problem is identified and a solution offered to possibly overcome the challenge.	No problem is identified and/or a solution is not offered.
Planning, Monitoring and implementing strategies. <i>Student can plan, monitor and regulate their own work.</i>	There is a high degree of competency in planning, monitoring and regulating one's work.	There is some degree of competency in planning, monitoring and regulating one's work.	There is some ability to undertake planning, monitoring and regulating one's work.	There is an absence of planning, monitoring and regulating one's work.

Thinking Skills Rubric Inclusions

Metacognition

Cognitive Bias <i>Student can recognize when they are biased or scenarios under which they could be deceived and have strategies to counter this cognitive bias.</i>	Aware of cognitive bias and demonstrate the ability to counter its effect on one's own reasoning.	Aware of cognitive bias and demonstrate some ability to counter its effect on one's own reasoning.	Aware of cognitive bias but not effective in recognizing it in one's own work.	No aware of cognitive bias.
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