

Level	Discussion	I notice...	I think...	I wonder...
4	Speaking and listening are balanced like in a natural conversation. Responses are related directly to the topic being discussed. Appropriate eye contact is used.	Focuses on subtle facts or details which are related to key understandings.	INSIGHTFUL...identifies key understandings and their significance clearly, sees connections between ideas, supports opinions with persuasive, clear evidence, and sees subtleties and ironies in alternate points of view.	Question invites discussion promoting more than one point of view, personal connections, and understanding of the story or topic.
3	Speaking is balanced with listening. Responses usually relate to the topic being discussed. Eye contact may be limited.	Focuses on obvious facts or details which are related to key understandings.	PERCEPTIVE...helpful interpretation of key understandings, sees more than one point of view, supports opinions with clear evidence, and begins to make personal connections to ideas.	Question invites discussion with more than one point of view. Discussion of the question will increase understanding of the story or topic.
2	Speaking and listening are unbalanced. Responses are not always related to the topic being discussed. Eye contact may be limited.	Focuses on subtle facts or details without connecting them to key understandings.	AWARE...reasonable/sensible response goes beyond facts, starts to look for meaning, and supports opinions with limited evidence.	Question invites discussion and begins to explore key understandings.
1	Unprepared or participates minimally in discussions. Seems distracted, not focused on discussions.	Focuses on obvious facts or details without connecting them to key understandings.	EMERGING...restates what was read or taught, jumps to conclusions without support, simple or superficial understanding of meaning.	Question invites discussion of unimportant facts or details which are not related to key understandings.

Diagram 1: Notice, Think, and Wonder Rubric (Nancy Cook, 2007)

The top level of the rubric is intended to indicate a “WOW” response or contribution that either synthesizes new information, forms a new theory, or promotes a much deeper discussion.

We introduced our rubric with a task entitled “Making the Video.” Students were asked to bring in a favorite school-appropriate CD and create a PowerPoint music video with a song of