Think-Aloud Rubric

Use this rubric to self- or peer-assess a think-aloud used for modeling thinking skills for students. Modify it for students to use when analyzing their own thinking processes.

	4	3	2	1
Skill	I model a specific, concrete skill that can be practiced and observed in a class period.	I model a specific skill.	I model a skill that is difficult to identify or practice in a class period.	I model a skill that is so general that it can't be observed or practiced in a class period.
Perspective	I use first person and always speak as if I'm thinking out loud while using the skill.	I usually use first person and describe what I'm thinking.	I sometimes lapse into describing general practices.	I lecture on what students should do.
Adaptations	I describe different ways to approach the skill and ask students for additional strategies.	I describe at least two ways to approach the skill.	I only describe one way to approach the skill.	I give the impression that there's only one way to approach the skill correctly.
Student Practice	I follow the think-aloud with an activity where students practice the skill in a meaningful context and get feedback.	I follow the think-aloud with an activity where students need to practice the skill.	I follow the think-aloud with an activity where students might need to practice the skill.	My think-aloud isn't connected to the work that students are doing.
Timing	My think-aloud is 5–15 minutes long.	My think-aloud is slightly more or less than 5–15 minutes.	My think-aloud is a few minutes longer than 15 minutes.	My think-aloud is much longer than 15 minutes.

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