

# Rubrics for Observing and Assessing Four Curiosity Traits

Dr. Tim Hudson, Ph.D. developed this curiosity rubric to demonstrate a continuum and range that's helpful for student self-reflection and growth. The following four examples show how curiosity exhibits itself along the dimensions of questioning, skepticism, interest, and mindset. The verbiage in these examples is targeted toward the middle and high school levels, but the vocabulary in these rubrics could easily be adjusted for the elementary levels.

|             | Expert  | Proficient   | Developing  | Novice   |
|-------------|---|--|---|--|
| Questioning | I continually ask insightful questions both inside and outside of class that extend the conversation and learning into new areas.                       | I ask questions before, during, and after class that are relevant to the current conversation and lesson. I'm not complacent with just simple answers.     | I ask unrelated questions or just ask for facts. I ask questions only when prompted, and only think about problems someone else tells me about. | Regardless of the topic, I ask few, if any, questions either before or after being presented with problems, questions, or information. |
| Skepticism  | When presented with information, problems, or questions, I question the underlying assumptions and perspective of the presenter to find deeper meaning. | When I am presented with a problem or new information, I ask questions to determine its meaning and begin reasoning to assess validity and credibility.    | I often trust what I hear or read, but if something sounds really weird, I ask questions to learn more.   | I immediately accept what is presented. I want an easy answer or method, so I can mindlessly use it forever.                           |
| Interest    | I'm always excited to listen, learn, and engage regardless of the topic. I'm genuinely curious about most things.                                       | Though I'm more enthusiastic about learning in areas that interest me, I can work to listen, learn, engage, and ask questions about any subject in school. | It's difficult for me to engage and ask questions if I don't care about the topic. My body language often reveals my engagement.                | If I don't like what I'm learning or don't care about it, I usually don't engage and don't appear interested in the conversation.      |
| Mindset     | When presented with information, problems, or questions, I question the underlying assumptions and perspective of the presenter to find deeper meaning. | When I am presented with a problem or new information, I ask questions to determine its meaning and begin reasoning to assess validity and credibility.    | I often trust what I hear or read, but if something sounds really weird, I ask questions to learn more.   | I immediately accept what is presented. I want an easy answer or method, so I can mindlessly use it forever.                           |