

Figure 4
Rubric for Conceptual Thinking Complexity, and Content Depth

	Grade-Level Expectation	Advanced Response	Gifted Response
Content Depth	Valid content; accurate facts and details but little depth or elaboration; conveys a general idea or understanding	Covers topic effectively; well developed; explores the topic beyond basic facts and details	Precise data; in-depth; well-supported; develops beyond grade level concepts and relationships; insightful; evaluates the issues of the topic
Complexity	Simple and basic information; limited critical thinking	Critical thinking is evident; compares and contrasts; integrates topics, time, or disciplines	Analyzes, synthesizes, and evaluates across time and disciplines; creatively integrates multiple perspectives and issues; uses beyond grade-level resources
Conceptual Thinking	Concrete ideas; appropriate but literal; event based	Concludes appropriate relationships; uses some metaphors to develop relationships; discusses concepts and principles based on events	Symbolic or metaphorical; abstract thinking is evident; concludes beyond concrete realities or specific objects; idea based

Adapted from Kingore, B. (2004). *Differentiation: Simplified, Realistic, and Effective*.
 Austin, TX: Professional Associates Publishing.