

School-wide Rubric for Problem Solving

CRITERIA	Exceeds the standard	Meets the standard	Almost meets the standard	Does not meet the standard
Defining and Identifying the Problem	<ul style="list-style-type: none"> ▪ Describes dilemma accurately and skillfully and artfully explains why it is problematic ▪ Identifies all components of the problem (possible causes, possible outcomes, etc.) in skillful manner 	<ul style="list-style-type: none"> ▪ Describes dilemma accurately & explains why it is problematic ▪ Identifies all components of the problem (possible causes, possible outcomes, etc.) 	<ul style="list-style-type: none"> ▪ Describes dilemma accurately but fails to explain why it is problematic ▪ Identifies some components of the problem (possible causes, possible outcomes, etc.) 	<ul style="list-style-type: none"> ▪ Demonstrates little or no recognition of dilemma or why it is a problem ▪ Demonstrates little or no insight into the components of the problem (possible causes, possible outcomes, etc.)
Examination of Problem	<ul style="list-style-type: none"> ▪ Brainstorms numerous ways to solve the problem ▪ Connects background knowledge to problem consistently and skillfully ▪ Hypothesizes multiple alternative solutions ▪ Identifies many positive and negative aspects of each solution strategy 	<ul style="list-style-type: none"> ▪ Brainstorms required ways to solve the problem ▪ Connects background knowledge to problem consistently ▪ Hypothesizes required possible solutions ▪ Identifies positive and negative aspects of each solution strategy 	<ul style="list-style-type: none"> ▪ Brainstorms ways to solve the problem, but some do not adequately address problem ▪ Connects background knowledge to problem sporadically ▪ Hypothesizes some possible solutions ▪ Identifies only one aspect (negative) (positive) of each solution strategy 	<ul style="list-style-type: none"> ▪ Demonstrates little or no effort at brainstorming solution(s) ▪ Demonstrates little or no effort to connect background knowledge to problem ▪ Demonstrates little or no effort to hypothesize ▪ Demonstrates little or no effort to identify positive and negative aspects to each solution
Implementation of Solution	<ul style="list-style-type: none"> ▪ Gathers numerous pieces of evidence/data ▪ Demonstrates numerous creative and accurate solution strategies ▪ Asks for support/ help when needed ▪ Verifies and validates all solutions in skillful manner 	<ul style="list-style-type: none"> ▪ Gathers required evidence/data ▪ Demonstrates correct solution strategy (ies) ▪ Asks for support/ help when needed ▪ Verifies and validates solution in logical manner 	<ul style="list-style-type: none"> ▪ Gathers inadequate amount of evidence/data ▪ Demonstrates part of correct solution strategy ▪ Asks for support/ help sometimes ▪ Attempts to verify solution in logical manner, but does not complete successfully 	<ul style="list-style-type: none"> ▪ Gathers little or no evidence/data ▪ Demonstrates little or no attempt at solution strategy ▪ Demonstrates little or no recognition of the need for support/ help ▪ Demonstrates little or no attempt to verify solution
Evaluation of Process and Reflection	<ul style="list-style-type: none"> ▪ Demonstrates skillful evaluation of relative strengths and weaknesses of solution(s) ▪ Demonstrates thorough evaluation of implementation process ▪ Demonstrates extensive insight and reflection of process and learning 	<ul style="list-style-type: none"> ▪ Evaluates strengths and weaknesses of solution(s) ▪ Evaluates implementation process ▪ Reflects on the process and the learning 	<ul style="list-style-type: none"> ▪ Attempts to evaluate strengths and weaknesses of solution(s) with some success ▪ Attempts to evaluate implementation process with some success ▪ Reflects on one aspect (process) (learning), but not both 	<ul style="list-style-type: none"> ▪ Demonstrates little or no attempt to evaluate strengths and weaknesses of solution(s) ▪ Demonstrates little or no attempt to evaluate implementation process ▪ Demonstrates little or no attempt to reflect on either process or learning