

**Problem-Solving Skills Rubric**  
**Assessment of Effective Use of Critical Thinking Skills**

| <b>NAME:</b>   |   |   | <b>COURSE:</b>  |   | <b>DATE:</b> |  |
|--|---|---|---|---|--------------|--|
| <b>Intended Outcome: The student will demonstrate critical thinking through written/oral/skill-based activities.</b> |   |   |   |   |              |  |
| Performance Area   | <i>Score = 3</i><br><i>Exceptional</i>  | <i>Score = 2</i><br><i>Meets the standards</i>  | <i>Score = 1</i><br><i>Needs Improvement</i>  | <i>Score = 0</i><br><i>Does not meet standards</i>  | Score        |  |
| <b>Definition of the Problem</b>   | Clearly defines the problem and considers all relevant aspects of the problem.  | Adequately defines the problem and considers all relevant aspects of the problem.                           | Inadequately defines the problem or fails to consider all relevant aspects of the problem.                                    | Unable to define the problem or defines the problem incorrectly.  |              |  |
| <b>Develops a plan to solve the problem</b>  | Selects appropriate concepts, procedures and strategies to solve the problem.   | Lacks some of the concepts, procedures and strategies to solve the problem.                                 | Lacks the concepts, procedures or strategies to solve the problem.  | Selects inappropriate concepts, procedures or strategies to solve the problem.                                    |              |  |
| <b>Collects and analyzes appropriate information</b>   | Thoroughly collects reliable, relevant and sufficient information. Accurately and creatively interprets evidence, data and questions. | Collects reliable, relevant and sufficient information. Accurately interprets evidence, data and questions. | Inadequately collects reliable, relevant and sufficient information. Inaccurately interprets information, data and questions. | Collects unreliable, irrelevant and/or insufficient information. Does not interpret evidence, data and questions. |              |  |
| <b>Interprets findings to determine plausible solutions.</b>   | Uses sound reasoning throughout in an accurate and creative manner to reach a valid conclusion.                                       | Uses sound reasoning to accurately reach a valid conclusion.  | Some reasoning exists, but student fails to reach a conclusion.   | No evidence of reasoning or reasoning does not support conclusion.  |              |  |
| <b>Communicates the results</b>  | Conclusions are clearly, effectively and persuasively stated along with strong evidence.  | Conclusions are clearly and effectively stated with adequate evidence.                                      | Conclusions are generally correct, but vague or ambiguous. Weak evidence is presented.  | No explanation for conclusions or unrelated to problem. Vague, ambiguous data; details absent.                    |              |  |
| <b>Comments:</b>   |   |   |   |   |              |  |