Problem Solving Skills Rubric

| CATEGORY | 3 | 2 | 1 | 0 |
| --- | --- | --- | --- | --- |
| Quality of Work | Provides work of the highest quality. | Provides high quality work. | Provides work that occasionally needs to be checked/redone by other group members to ensure quality. | Provides work that usually needs to be checked/redone by others to ensure quality. |
| Problem-solving | Actively looks for and suggests solutions to problems. | Refines solutions suggested by others. | Does not suggest or refine solutions, but is willing to try out solutions suggested by others. | Does not try to solve problems or help others solve problems. Lets others do the work. |
| Attitude | Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s). | Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s). | Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s). | Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s). |
| Organization | Content is well organized using headings or bulleted lists to group related material. | Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed. | Content is logically organized for the most part. | There was no clear or logical organizational structure, just lots of facts. |
| Purpose | Establishes a purpose and maintains a clear focus; strong awareness of audience. | Focuses on a purpose; communicates with an audience. | Some evidence of communicating with an audience for a specific purpose; some lapse in focus. | Limited awareness of audience and/or purpose. |
| Support for Position | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument. | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. | Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. | Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences). |
| Evidence and Examples | All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position. | Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position. | At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position. | Evidence and examples are NOT relevant AND/OR are not explained. |
| Brainstorming (Problems) | Students identify more than 4 reasonable, insightful barriers/problems that need to change. | Students identify at least 4 reasonable, insightful barriers/problems that need to change. | Students identify at least 3 reasonable, insightful barriers/problems that need to change. | Students identify fewer than 3 reasonable, insightful barriers/problems that need to change. |
| Brainstorming (Solutions) | Students identify more than 4 reasonable, insightful possible solutions/strategies to encourage change. | Students identify at least 4 reasonable, insightful possible solutions/strategies to encourage change. | Students identify at least 3 reasonable, insightful possible solutions/strategies to encourage change. | Students identify fewer than 3 reasonable, insightful possible solutions/strategies to encourage change. |
| Working with Others | Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together. | Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group. | Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player. |
| Monitors Group Effectiveness | Routinely monitors the effectiveness of the group, and makes suggestions to make it more effective. | Routinely monitors the effectiveness of the group and works to make the group more effective. | Occasionally monitors the effectiveness of the group and works to make the group more effective. | Rarely monitors the effectiveness of the group and does not work to make it more effective. |

Developed using rubric items from Rubistar (4teachers.org). 2019.  
This page on CTE/Employability Frameworks by the MN Dept. of Education and MN Partnership for Collaborative Curriculum is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License