

Name: \_\_\_\_\_

Score: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

**Problem Solving School-wide Rubric**

<b>Expectations</b>	<b>Exceeds standard 4</b>	<b>Meets standard 3</b>	<b>Nearly meets standard 2</b>	<b>Below standard 1</b>
<p><b>Understands the problem and devises a plan</b></p> <p><i>Must meet standard on this expectation to meet the overall standard</i></p>	<p>Skillfully demonstrates a thorough understanding of problem's elements through a variety of strategies.</p> <p>Selects an appropriate content-specific problem-solving strategy that will lead to a logical solution and/or quality product.</p> <p>Creates a logical progression/sequence of information, which allows an audience who is unfamiliar with this topic to successfully complete the procedure with ease.</p>	<p>Demonstrates understanding of problem's elements through a variety of strategies, such as summarizing the problem in own words, listing all relevant information, identifying missing information, etc. <i>M5a, b, c ; R-10-7.1,2</i></p> <p>Selects at least one appropriate content-specific problem-solving strategy that will lead to a logical solution and/or quality product. <i>M5a ,b ,c</i></p> <p>Creates a logical progression/sequence of information, which allows an audience who is unfamiliar with this topic to successfully complete the procedure with minimal confusion. <i>W-10-8.4; R-10-7.3</i></p>	<p>Attempts to demonstrate understanding of problem's elements, but several elements are inaccurate and/or incomplete.</p> <p>Attempts to select an appropriate content-specific problem-solving strategy, but strategy is inaccurate or inappropriate for problem, which will not lead to a logical solution and/or quality product.</p> <p>Creates a progression/sequence. Some steps or omissions may cause audience confusion in completing the procedure.</p>	<p>Does not demonstrate understanding of problem's elements.</p> <p>Does not select an appropriate content-specific problem-solving strategy.</p> <p>Progression/sequence is not logical or major omissions exist, which prohibit successful completion of procedure.</p>
<p><b>Implements a plan</b></p> <p><i>Must meet standard on this expectation to meet the overall standard</i></p>	<p>Skillfully fulfills all discipline-specific and task requirements.</p> <p>Skillfully implements the plan of action and content-specific strategy in order to solve a problem.</p> <p>Demonstrates insightful and logical reasoning throughout the problem-solving process to reach accurate and effective solutions.</p> <p>Checks work throughout implementation, revising work as needed.</p>	<p>Fulfills all discipline-specific and task requirements.</p> <p>Effectively and accurately implements the plan of action and content-specific strategy in order to solve a problem. <i>M5a, b, c</i></p> <p>Demonstrates logical reasoning throughout the problem-solving process to reach accurate and effective solutions with minor errors. <i>M5d; R-10-1, 2,5, 6</i></p> <p>Checks work throughout implementation, revising work as needed. <i>S5c</i></p>	<p>Attempts to fulfill all discipline-specific and task requirements, but one element may be inaccurate or incomplete.</p> <p>Attempts to implement the plan of action and/or content-specific strategy, but errors result in inaccurate solutions.</p> <p>Demonstrates some logical reasoning, but several errors result in inaccurate and/or ineffective solutions.</p> <p>Inconsistently checks work throughout implementation or does not revise work as needed.</p>	<p>Does not fulfill several discipline-specific and task requirements.</p> <p>Does not implement plan of action and/or content-specific strategy.</p> <p>Demonstrates little to no logical reasoning.</p> <p>Does not check work and does not revise work as needed.</p>
<p><b>Reflects on Results</b></p> <p><i>Must meet standard on this expectation to meet the overall standard</i></p>	<p>Skillfully justifies the solution and/or quality product by interpreting data and/or results.</p> <p>Appropriately cites all required information with no errors (when appropriate).</p> <p>Insightfully reflects upon problems, mistakes, or misunderstandings encountered during the problem-solving process.</p>	<p>Effectively justifies the solution and/or quality product by interpreting data and/or results. <i>S7b</i></p> <p>Appropriately cites required information with minor errors (when appropriate). <i>W-10-6.5</i></p> <p>Reflects upon problems, mistakes, or misunderstandings encountered during the problem-solving process.</p>	<p>Attempts to justify the solution and/or product by interpreting data/results, but reflection is insufficient and/or some confusion results.</p> <p>Cites most required information, but errors compromise information (when appropriate).</p> <p>Attempts to reflect upon problems, mistakes, or misunderstandings, but some confusion results.</p>	<p>Does not justify solution and/or product.</p> <p>Does not interpret data and/or results.</p> <p>Does not cite sources of information (when appropriate).</p> <p>Does not reflect upon problems, mistakes, or misunderstandings.</p>
<p><b>Creates an organizing structure</b></p>	<p>Uses an organizational structure that enhances the response.</p> <p>Skillfully represents data and/or results in an effective manner, using technology when appropriate.</p>	<p>Uses an organizational structure that allows for a progression of ideas to develop. <i>W-10-1-4, 3.4, 4.6, 14.3 &amp; 5</i></p> <p>Represents data and/or results in an effective manner, using technology when appropriate. <i>S7a</i></p>	<p>Uses an organizational structure that causes confusion.</p> <p>Ineffectively represents data and/or results.</p>	<p>There is little evidence of organization.</p> <p>Does not represent data and/or results.</p>
<p><b>Demonstrates understanding of written language conventions (when appropriate)</b></p>	<p>Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.</p>	<p>Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. <i>W-10-9.1, 9.2, 9.4, 9.5</i></p> <p>Occasional errors do not usually interfere with meaning.</p>	<p>Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Errors do interfere with meaning.</p>	<p>Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Numerous errors interfere with meaning.</p>