

## Problem Solving Skills Rubric

Student \_\_\_\_\_ Course \_\_\_\_\_ Date \_\_\_\_\_

**Intended Outcome: the student will use inquiry, quantitative, & analytical reasoning to solve problems.**

| Performance Area                              | Rating = 4                                                                                                                       | Rating = 3                                                                                                             | Rating = 2                                                                                                           | Rating = 1                                                     | Score |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-------|
| Defining the Problem                          | Student states the problem clearly and identifies underlying issues.                                                             | Student adequately defines the problem.                                                                                | Student fails to define the problem adequately.                                                                      | Student does not identify the problem.                         |       |
| Developing a Plan to Solve the Problem        | Student develops a clear and concise plan to solve the problem, with alternative strategies, and follows the plan to conclusion. | Student develops an adequate plan and follows it to conclusion.                                                        | Student develops a marginal plan, and does not follow it to conclusion.                                              | Student does not develop a coherent plan to solve the problem. |       |
| Collecting and Analyzing Information          | Student collects information from multiple sources and analyzes the information in-depth.                                        | Student collects adequate information and performs basic analyses.                                                     | Student collects inadequate information to perform meaningful analyses.                                              | Student collects no viable information.                        |       |
| Interpreting Findings and Solving the Problem | Student provides a logical interpretation of the findings and clearly solves the problem, offering alternative solutions.        | Student provides an adequate interpretation of the findings and solves the problem, but fails to provide alternatives. | Student provides an inadequate interpretation of the findings and does not derive a logical solution to the problem. | Student does not interpret the findings/reach a conclusion.    |       |
| Total                                         |                                                                                                                                  |                                                                                                                        |                                                                                                                      |                                                                |       |
| Overall Score = Total/4                       |                                                                                                                                  |                                                                                                                        |                                                                                                                      |                                                                |       |

