

## Sample Problem-based Rubric

	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Unacceptable</b>
<b>Gathering of Information</b>	Multiple sources of appropriate and relevant information are identified and used. Decisions are well defended with research. Sources are appropriately cited.	Limited sources of appropriate and relevant information are used and cited. Decisions are weakly defended with research.	Few sources are cited or most sources are not relevant to the arguments. Decisions are not defended with research.
<b>Content Knowledge</b>	Presentation shows a strong grasp of the content knowledge around the problem. Students use accurate content to support their decision-making.	Presentation shows students mostly understand the content around the problem. There are no inaccurate statements, however, students could show a better use of content to support their decision-making.	Presentation shows little grasp of content knowledge. Students are confused by many of the facts. It is obvious students have not developed the content knowledge they need to complete the task.
<b>Design of Action Plan</b>	Action plan for research is clear and well thought out, incorporating the what, who and when for each step of the	Action plan shows room for improvement. Not all tasks have been considered or the work is not divided evenly	Action plan is not complete and is missing key research tasks. The work could not be completed following this

	research process.	and logically among team members.	outline.
<b>Analysis of solutions</b>	At least three reasonable solutions are proposed. Realistic pros and cons of each solution are clearly outlined and weighed in decision-making.	Not all three solutions analyzed are reasonable to solving the problem. The analysis of pros and cons is not thorough. Many potential ideas are missing.	Solutions are not logically planned. The pros and cons for each are not outlined or not considered in analysis of the group's solutions.
<b>Effectiveness of chosen solution</b>	Solution meets the constraints and indicators for success as well as possible. Solution will most likely lead to a resolution of the identified problem.	Solution mostly meets the constraints. Although some expectations are unreasonable and not possible.	Constraints and success indicators are not considered in the chosen solution. Solution is likely to be ineffective in solving the problem outlined.
<b>Presentation of solution</b>	Presentation is well organized and clear. Arguments in support of the solution are clearly outlined and convincing.	Presentation is mostly organized and clear. Arguments in support of the solutions are not entirely thorough or convincing.	Presentation is unorganized and arguments are not logically outlined.
<b>Teamwork</b>	Team is able to work well together, coming to	Team mostly works well together and solves conflicts	Team is not functional. Teacher repeatedly

	consensus and resolving conflicts respectfully without the aid of the teacher.	with minimal teacher intervention.	intervened in order for the group to successfully complete their tasks.
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