

## CRITICAL THINKING & PROBLEM SOLVING RUBRIC

Dimension Assessed	Accomplished 4	Proficient 3	Developing 2	Beginning 1
<b>(Inquire)</b>  <b>Identify and define key issue/s and/or problem/s</b>	Clearly, accurately, and appropriately identifies key issue/s and/or problem/s.	Identifies most or all key issue/s and/or problem/s. Some minor inaccuracies or omissions may be present, but do not interfere with meaning.	Identifies some key issue/s and/or problem/s. May have some inaccuracies, omissions or errors present that interfere with meaning.	Most or all of key issues/ and/or problem/s are not identified or defined, or are identified or defined inaccurately. Meaning is unclear.
<b>(Analyze)</b>  <b>Present and Analyze Data/ Information</b>	Presents appropriate, sufficient and credible data/information.  Clearly analyzes information for accuracy, relevance, and validity. Information clearly relates to meaning.	Presents sufficient and appropriate data/information.  Generally analyzes data/information for accuracy, relevance and validity. Minor inaccuracies or omissions do not interfere with analysis or meaning.	Presents some appropriate data/information. May miss or ignore relevant data/information.  Analysis is limited or somewhat inappropriate. May contain inaccuracies or omissions that interfere with analysis and/or meaning.	Does not present relevant and appropriate data/information.  Fails to analyze, or uses inaccurate or inappropriate analysis of data/information. Copies information without analysis.
<b>( Evaluate)</b>  <b>Apply a Multi-Dimensional approach/ Consider context</b>	Clearly applies a multi-dimensional approach. Synthesizes various perspectives.  Acknowledges limits of position or context.	Acknowledges multiple approaches. Some synthesis of perspectives.  May not fully acknowledge limits of position or context, but is aware of limits or context.	Somewhat simplified position with some sense of multiple approaches. Minor or vague synthesis of perspectives.  Some acknowledgement position may have limits. May not acknowledge context.	Student's position is grounded in a singular, often personal perspective. Position may be simplistic and obvious.  Little or no awareness that position may have limits or context.
<b>(Solve)</b>  <b>Demonstrate Sound Reasoning and Conclusions</b>	Reasoning is logical and creative, consistent, complete and often unique.  Conclusion is complex and/or detailed, well supported, creative, complete, and relevant .	Reasoning is mostly logical, complete, and consistent. Demonstrates some unique or creative insight.  Conclusion is generally complete, supported, and mostly consistent and relevant	Reasoning contains elements of logic and/or creative insight, but not fully resolved. May have minor inconsistencies or omissions.  Conclusion is relevant but abbreviated or simplified, not fully supported, and/or contains minor inconsistencies	Reasoning is illogical, simplistic, inconsistent or absent.  Conclusion is simplistic and stated as an absolute, or inconsistent with evidence or reasoning. Lack of coherent or clear conclusion.