

Apply Reasoning and Problem Solving

Criteria	Exemplary	Proficient	Developing	Beginning
	*student has gone above and beyond requirements	*student has met the requirements	*student has satisfied some of the requirements	*student has yet to satisfy the requirements
Identify the problem	Accurately identifies the implications or complexities of the problem	Accurately identifies the problem and some of the important implications	Demonstrates a partial understanding of the problem	Does not identify the problem
Identify and/or collect necessary materials and/or evidence	Assembles and can justify all highly relevant evidence/facts.	Collects and can justify appropriate evidence/facts.	Collects limited evidence/facts with some relevance.	Collects inappropriate or too little evidence/facts.
Develop and execute the plan to obtain a solution	Accurately identifies and implements a thoughtful, well-developed and expedient plan.	Accurately identifies and implements an appropriate plan.	Provides an inaccurate plan; or merely provides a solution with minimal support.	Does not present a plan; or provides an inappropriate plan; or merely provides a solution with no support.
Evaluate appropriateness of solution	Can accurately identify implications and consequences. Solution makes sense and can be defended within the context of the problem.	Can accurately identify implications and consequences. Recognizes that the solution makes sense.	Does not explain, provides inaccurate information, solutions, or merely provides a list of ideas; or only discusses one area.	Does not identify or evaluate any conclusions, solutions, implications or consequences.
For collaborative assignments:				
Contributions to the group	Consistently and actively contributes useful knowledge, opinions and skills.	Contributes knowledge, opinions, and skills without prompting.	Contributes to the group with occasional prompting.	Contributes to the group only when prompted.
Consensus building skills	Values the knowledge, opinion and skills of all group members and encourages their contributions	Values the knowledge, opinion and skills of some group members and encourages their contribution.	Recognizes the knowledge, opinions and skills of some group members and may encourage their contribution.	May recognize the knowledge, opinions and skills of a few group members.

The student uses higher order thinking skills to research analyze and evaluate information/problems.

1. Identification of the problem (see first row of rubric) could be verbal, a formula, topic sentence of paragraph, observation, etc. No need to limit this to formal written assignments.
2. In “Collect necessary materials and/or evidence,” this addresses both ideas as well as tangible elements.