



## Example Rubric for Grading Individual Problem-Based Learning Projects

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

Scale: 4 = Excellent, 3 = Above Average, 2 = Average, 1 = Below Average

| Category/Score   | 4   | 3  | 2   | 1  |
|--|---|--|---|--|
| <b>Identifies Relevant Facts</b><br><i>("What do I know?")</i> | Identifies all of the relevant facts and helps distinguish facts from opinions or inferences. | Identifies most of the relevant facts.   | Identifies a few of the relevant facts.   | Not able to identify facts, or mixes facts with opinions.      |
| <b>Organization &amp; Structure</b>                            | All solutions were clearly tied to the problem and organized in a logical manner.             | Most solutions were clearly tied to the problem and organized in a logical manner.               | Many solutions were not clearly tied to the problem and/or were sometimes not clear or logical. | Solutions were not clearly tied to the problem.                |
| <b>Understanding of the Topic</b>                              | Demonstrates an in-depth, high-level understanding of the topic and issues.                   | Demonstrates an understanding of the topic and issues.   | Demonstrates a low-level understanding of the topic and issues.                                 | Fails to demonstrate an understanding of the topic and issues. |
| <b>Selects Useful Information from Appropriate Sources</b>     | Obtains reliable and wide-ranging information.  | Obtains some reliable information, some of the information presented is from unreliable sources. | Obtains most of the information from unreliable sources.  | Cannot locate information.                                     |
| <b>Develops Multiple Solutions for the Problem</b>             | Develops multiple solutions based on pros/cons and different perspectives.                    | Develops two or more solutions that are applicable to the problem.                               | Develops one solution that is applicable to the problem.  | Does not develop a solution that is applicable to the problem. |
| <b>Chooses a</b>   | Selects a solution  | Selects a solution   | Selects a   | Does not select a  |



|   |  |  |   |   |
|---|--|--|---|---|
| <b>Course of Action and Supports Choice</b> | based on risks/benefits and multiple perspectives.   | based on risks/benefits for one person's/group's perspective.  | solution, but does not support their choice.  | solution.   |
| <b>Learning Outcome</b>                     | Demonstrates an understanding of information that is relevant, fosters higher-level thinking, and clearly relates to the skills and content in the curriculum. | Demonstrates an understanding of information that is semi-relevant, fosters higher-level thinking, and begins to relate to the skills and content in the curriculum. | Demonstrates an understanding of information that touches on relevant information, displays lower-level thinking, and begins to relate to the skills and content in the curriculum. | Demonstrates an understanding of information that is irrelevant or does not demonstrate an understanding of relevant information, discourages higher-level thinking, and fails to relate to the skills and content in the curriculum. |

**Total:** \_\_\_\_/28

**Additional Comments:** \_\_\_\_\_

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