Example Rubric for Grading Problem-Based Learning Projects

Student(s) Name(s): _____

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

Category/Score	4	3	2	1
Identifies Relevant Facts (*"What do we know?"*)	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.
Organization & Structure	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.
Understanding of the Topic	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.
Selects Useful Information from Appropriate Sources	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.
Develops Multiple Solutions for the Problem	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.
Chooses a	Selects a solution	Selects a solution	Selects a	Does not select a

Course of Action and Supports Choice	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.
Learning Outcome	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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