

PBL ASSESSMENT RUBRIC

	EXCEPTIONAL (A)	PROFICIENT (B)	FAIR (C)	POOR (D)
INQUIRY SKILLS	<ul style="list-style-type: none"> - Actively looks for and recognizes inadequacies of existing knowledge - Consistently seeks and asks probing quest. - Identifies learning needs & sets learning obj. - Utilizes advanced search strategies - Always evaluates inquiry by assessing reliability & appropriateness of sources 	<ul style="list-style-type: none"> - Recognizes inadequacies of existing knowledge - Usually asks probing questions - Utilizes appropriate search strategies - Mostly evaluates inquiry by assessing reliability and appropriateness of sources - Utilizes effective search strategies 	<ul style="list-style-type: none"> - Occasionally claims areas of inquiry but mostly takes what is left - Occasionally asks questions - Uses search engines like Google to find easily available info of questionable reliability or appropriateness 	<ul style="list-style-type: none"> - Takes whatever is left for inquiry - Rarely, if ever, asks questions - Fails to recognize limits of understanding - Fails to assess the reliability or appropriateness of sources - Demonstrates unsystematic search strategies
KNOWLEDGE BUILDING	<ul style="list-style-type: none"> - Thoroughly digests findings and effectively communicates findings to others - Consistently identifies deep principles for organizing knowledge as evidence/reasoning - Constructs an extensive & thorough knowledge base in all problem aspects - Continually asks probing questions 	<ul style="list-style-type: none"> - Usually digests findings & communicates those to others in group - Usually identifies deep principles for organizing knowledge as evidence - Constructs a thorough knowledge base in most problem aspects - Usually asks probing questions 	<ul style="list-style-type: none"> - Reads inquiry results to group without thorough understanding of material - Learns own area of inquiry, but not those of others - Occasionally asks probing questions 	<ul style="list-style-type: none"> - Fails to understand or be able to communicate inquiry findings - Rarely asks probing questions - Fails to use the problem to develop or enhance course related knowledge
PROBLEM SOLVING	<ul style="list-style-type: none"> - Repeatedly explores the problem statement or case to identify critical or key features - Defines/redefines the problem and identifies problem goals - Breaks problem down into appropriate parts - Identifies and defines appropriate criteria - Appropriately uses white board to assist in problem exploration or solving - Develops models, hypotheses or frameworks 	<ul style="list-style-type: none"> - Usually explores the problem statement or case to identify critical or key features - Seeks to understand problem goals - Identifies criteria - Uses inquiry to problem solve - Uses white board to assist in problem solving - Occasionally develops models, hypotheses or frameworks 	<ul style="list-style-type: none"> - Relies on group to identify critical features - Lets group identify problem goals and then goes along with group - Sometimes applies inquiry to problem 	<ul style="list-style-type: none"> - Fails to define problem - Articulates no problem goals - Never uses the white board - Fails to apply inquiry to problem - Never suggests a plan of approach - Fails to develop analytical framework
TEAM SKILLS	<ul style="list-style-type: none"> - Actively helps group develop team skills - Willingly foregoes personal goals for group - Always avoids contributing excessive or irrelevant information - Consistently expresses disappointment or disagreement directly - Clearly demonstrates enthusiasm, involvement and emotional support toward others - Always completes tasks on time - Shows appreciation for others' contributions 	<ul style="list-style-type: none"> - Usually supports group goals - Usually avoids contributing irrelevant info. - Expresses disagreement directly - Gives emotional support to others - Demonstrates enthusiasm and involvement - Facilitates interaction with other members - Completes tasks on time - Generally shows appreciation for others 	<ul style="list-style-type: none"> - Goes along with the group - Follows but does not lead - Avoids confrontation, even when angry or frustrated - Engages in limited interaction with other members - Occasionally comes unprepared with no explanation 	<ul style="list-style-type: none"> - Does not help in developing team skills - Gives no emotional or intellectual support to team members - Lets group down by failing to complete tasks on time - Contributes little to group process - Shows little or no enthusiasm or involvement