

School-Wide Rubric

LHS Critical Thinking and Problem Solving (Academic Expectation #3)

Criteria	4 – Exceeds Expectation	3 – Meets Expectation	2 – Approaches Expectation	1 – Below Expectation	Self-Assessment	Teacher Assessment
Identification of the problem	Demonstrates ability to accurately identify the problem and clearly restate it in writing, figures, diagrams, or in another manner.	Demonstrates some ability to identify the problem and attempts to restate it in writing, figures, diagrams, etc. without assistance; may make minor errors.	Demonstrates some ability to identify the problem, perhaps with guidance or scaffolding, but may have difficulty restating it clearly without assistance.	Demonstrates little or no ability to identify and/or restate the problem.		
Interpretations of data or information	Conducts a comprehensive analysis and makes a valid interpretation and/or evaluation of available information and data	Conducts an analysis, perhaps cursory in nature, and makes an interpretation or evaluation, which may not be entirely accurate, of available information and data	Attempts to conduct an analysis or make an interpretation or evaluation of available information and data, but efforts may be insufficient or require support or scaffolding	Little or no effort to study information or interpret data; may decline or resist assistance		
Determination of strategy	Chooses or designs an appropriate, efficient strategy to solve the problem	Chooses an acceptable, perhaps less efficient, strategy to solve the problem	Chooses a strategy that may not be appropriate to solve the problem	Demonstrates little or no effort to select a strategy or cannot begin to identify an appropriate strategy		
Application of strategy	Successfully executes the strategy to reach thorough, accurate solutions with no reader inference necessary	Executes the strategy to reach a solution; may make minor errors; may require some reader inference to decode the response	Attempts to execute the strategy and may be unable to complete it or unable to solve for the correct solution, perhaps because it was not an appropriate strategy	Unwilling or unable to execute a strategy or to solve for a correct solution		
Reflection/Justification	Communicates the solution with clarity, thoughtfulness, and logic; solutions include written, numerical, symbolic, or graphical representations (two or more types); provides a comprehensive explanation of and rationale for the process used to solve the problem	Communicates the solution with clarity; solutions include written, numerical, symbolic, or graphical representation; provides an explanation of the process used to solve the problem; minor errors or omissions of details may exist	Attempts to communicate the solution, but may have been unable to reach the solution; attempts to explain the process used in solving the problem, but may not be able to accurately articulate it or may do so with content errors	Demonstrates little or no ability or effort to communicate the solution to the problem; demonstrates little to no ability or effort to describe an appropriate process for arriving at a solution		