Problem Solving Rubric

New Milford High School

Scale:
Exemplary: 18-20 (A)
Proficient: 13-17 (B)
Developing: 8-12 (C)
Beginning: 6-7 (D)
(F): 0-5

- Students analyze, synthesize, and evaluate to solve problems.
- Students independently and collaboratively set and accomplish goals.
- Students demonstrate innovation and adaptability in various environments.

Name: _____ Date: _____

Task: _____

Teacher: _____ Subject: _____

STUDENT SCORE: _____ TEACHER SCORE: _____

ASSIGNMENT CRITERIA	EXEMPLARY 4	PROFICIENT 3	DEVELOPING 2	BEGINNING 1
Recognizing the Problem	• Demonstrates a broad understanding of the problem • Identifies all related elements. • Identifies the intricate relationship between related elements and the main problem	• Demonstrates a sufficient understanding of the problem • Identifies many related elements • Identifies some relationship between related elements and the main problem	• Demonstrates a partial understanding of the main problem • Identifies some related elements • Weak identification of relationship between related elements and the main problem	• Incorrectly identifies main problem • Does not identify related elements • Does not identify relationship between related elements and the main problem
Gathering Data	• Gathers compelling information and data independently and/or collaboratively • Uses a variety of quality and applicable methods to gather information • Selects credible sources	• Gathers sufficient information and data independently and/or collaboratively • Uses a variety of applicable methods to gather information • Selects some credible sources	• Gathers incomplete information or data • Uses few applicable methods to gather information • Recognizes basic content areas • Selects few credible sources	• Gathers incorrect or invalid information • Does not use applicable methods to gather information • Misses major content areas • Selects sources not relevant to problem OR that do not provide accurate information
Interpreting Data	• Analyzes patterns and/or inconsistencies in the information • Makes purposeful deductions on how the analysis impacts the solution/product • Generates insightful questions	• Identifies most patterns and/or inconsistencies in the information • Makes deductions on how the analysis impacts the solution/product • Generates relevant questions	• Identifies some patterns and/or inconsistencies in the information • Makes limited deductions on how the analysis impacts the solution/product • Asks some questions	• Identifies no patterns or inconsistencies • Does not draw conclusions on how the analysis impacts the solution/product • Fails to question data

Problem Solving Rubric

New Milford High School

Scale:
Exemplary: 18-20 (A)
Proficient: 13-17 (B)
(F): 0-5
Developing: 8-12 (C)
Beginning: 6-7 (D)

ASSIGNMENT CRITERIA	EXEMPLARY 4	PROFICIENT 3	DEVELOPING 2	BEGINNING 1
Developing & Implementing Strategies	• Applies prior knowledge to current problem independently • Integrates new information to solve the problem independently • Develops innovative solutions to the problem independently • Establishes and implements a concise plan to address the problem • Provides several alternative strategies • Creates an innovative solution	• Applies previous knowledge to current problem independently • Integrates new information to problem solving process with minimal guidance • Establishes concise plan to address the problem • Provides a possible alternative strategy • Creates a conventional solution	• Applies previous knowledge to current problem with guidance • Integrates new information to problem solving process with guidance • Establishes a plan that needs further development • Provides no alternative strategies. • Creates a conventional solution that is not a result of careful analysis	• Applying previous knowledge is difficult even with guidance • Integrating new information is difficult even with guidance • Unable to establish a plan without assistance • Offers no solution
Reflecting on Product	• Defends solution decisively/specifically • Critiques implications of solution. • Applies reflection to future work • Independently seeks feedback from others	• Defends solution adequately • Identifies implications of solution independently • Applies reflection to future work • Accepts feedback from others	• Defends solution with limited information • Identifies implications of solution with guidance • Applies reflection to future work with guidance • Accepts feedback from others	• Difficult/impossible to defend due to inconsistencies or erroneous product/solution. • Unable to identify implications of solution • Does not apply reflection to future work • Rejects feedback from others

Civic & Social

New Milford High School

Students demonstrate personal, social, and civic responsibility within our community and global society.

	EXEMPLARY 4	PROFICIENT 3	DEVELOPING 2	BEGINNING 1
Student contributes positively to a diverse learning culture	• Leads and inspires others to contribute positively in a diverse learning environment	• Consistently demonstrates respect for self and others in a diverse learning environment	• Sometimes demonstrates respect for self and others	• Often neglects to demonstrate respect for self and others
Examples of Student Performance/Evidence:				
Student demonstrates ethical behavior	• Promotes academic integrity and inspires others to act honestly and fairly	• Consistently demonstrates honesty, fairness, and academic integrity	• Often demonstrates honesty, fairness, or academic integrity	• Often neglects to demonstrate honesty, fairness, or academic integrity
Examples of Student Performance/Evidence:				
Student exhibits personal responsibility, effort, and perseverance	• Exhibits investment in own learning, always perseveres through academic challenge, and consistently demonstrates effort during learning tasks	• Exhibits investment in own learning, usually perseveres through academic challenge, and regularly demonstrates effort during learning tasks	• Exhibits some investment in own learning, inconsistently perseveres through academic challenge, and usually demonstrates effort during learning tasks	• Exhibits little investment in own learning, rarely perseveres through academic challenge, and consistently demonstrates little effort during learning tasks
Examples of Student Performance/Evidence:				
Student practices personal wellness	Consistently makes positive choices and demonstrates emotional maturity. ☐ YES ☐ NO			
Student demonstrates community and global awareness	Consistently recognizes his/her role in a global society through academic pursuits and participation in community service activities. ☐ YES ☐ NO			

Technology Rubric

New Milford High School

Name: _____ Date: _____

Task: _____ Subject: _____

Teacher: _____

Students demonstrate technological literacy using relevant research tools to access and collect information to formulate new understandings.

STUDENT SCORE: _____ TEACHER SCORE: _____

ASSIGNMENT CRITERIA	EXEMPLARY 4	PROFICIENT 3	DEVELOPING 2	BEGINNING 1
Assesses information efficiently and effectively	• Displays a careful understanding of content • Addresses bias • Displays a careful understanding of how the source conveys specific information relevant to the issue at hand	• Displays an understanding of content and applies it to the issue or task at hand • Displays an understanding of how the source conveys information relevant to the issue or task at hand	• Displays a limited understanding of content and/or how it could apply to an issue or task • Displays a limited understanding of how the source conveys information	• Attempts to understand content and how it could apply to an issue or task • Attempts to understand how a source conveys information
Uses appropriate technologies to organize, evaluate, and communicate information while giving proper credit to sources	• Uses the full capacity of technology skillfully to make a product as efficient and creative as possible • Displays technology use that clearly enhances the communication of information • Demonstrates respect for the importance of crediting all sources of information gathered	• Uses the full capacity of technology to make a product as creative as possible • Displays technology use that enhances the communication of information • Gives correctly formatted credit to sources of information	• Uses technology in a limited way to make a product • Displays the technology use that communicates information • Usually gives credit to sources of information	• Attempts to use technology to make a product • Displays technology use that attempts to communicate information • Does not give adequate or correctly formatted credit to sources
Research/ Analysis	• Consistently uses a variety of research tools to provide comprehensive analysis of information and draws logical conclusion	• Usually uses a variety of research tools to provide a complete analysis of information to draw logical conclusion	• Inconsistently uses research tools; provides a limited analysis of information and incomplete conclusions	• Rarely or never uses any research tools; analysis of information and conclusions are often faulty
Safe, responsible use of technology				

Practices safe, legal, and responsible use of information, technology, and equipment

[ ] YES [ ] NO (1 Point Given for Yes)

Abides by the acceptable use policy as outlined in the student handbook

[ ] YES [ ] NO (1 Point Given for Yes)

Communication

New Milford High School

Scale:
Exemplary: 18-20 (A)
Proficient: 13-17 (B)
(F): 0-5
Developing: 8-12 (C)
Beginning: 6-7 (D)

Name: _____ Date: _____

Task: _____

Teacher: _____ Subject: _____

Students communicate ideas/information clearly and effectively in a meaningful way using a variety of methods.

STUDENT SCORE: _____ TEACHER SCORE: _____

ASSIGNMENT CRITERIA	EXEMPLARY 4	PROFICIENT 3	DEVELOPING 2	BEGINNING 1
Purpose /Focus	• Task achieves intended purpose • Focus is consistent & strong	• Task shows awareness of purpose • clear focus	• Some awareness of purpose • some focus	• Purpose not achieved • Work lacks focus
Organization Unity, Coherence	• Content has a clear and effective structure creating unity & completeness • Form and structure enhance meaning	• Content has an identifiable structure and form that supports meaning • Form and structure clearly relate to meaning	• Content shows some structure and form that relates to meaning but less identifiable • Form somewhat supports meaning	• Content lacks structure and completion • Form and structure do not align with purpose
Development	• Content relevant, accurate and supported with evidence • Analysis and conclusions are drawn from rich and varied sources • Consistent Point of view • Sources are relevant, varied and balanced	• Content supported by evidence • Some analysis & conclusions drawn from sources • Consistent point of view • Sources are varied	• Content somewhat supported by evidence • Less analysis; evidence somewhat related to task • Emerging point of View • Singularity of sources	• Content not supported by evidence • No analysis or conclusions drawn. • No clear point of view • Inappropriate or too few sources
Language and/or media	• Language used is effective, purposeful and fluid • Varied vocabulary and figurative language used enhance and/or develop subjects • Visuals, audio and other media enhance and/or develop subjects	• Language appropriate and purposeful • Vocabulary and figurative language appropriate to task • Visuals and other media clearly develop subjects	• Language somewhat appropriate • Vocabulary and language somewhat related to task • Visuals and other media somewhat related to task	• Language, vocabulary, visuals and other media not appropriate to task

Name: _____

Date: _____

Communication

Scale:

Exemplary: 18-20 (A)
Proficient: 13-17 (B)
(F): 0-5

Developing: 8-12 (C)
Beginning: 6-7 (D)

Task: _____

Teacher: _____

Subject: _____

New Milford High School

Conventions	• Correct Elements of style*/usage • Correct Citations & documentation	• Few errors in elements of style*/usage • Correct Citations & documentation	• Some errors in elements of style*/usage • Some citation errors	• Many errors in elements of style*/usage • Many citation errors

*Elements of style include: grammar, vocabulary, sentences, tone, pacing, spelling, paragraphing and punctuation