

Critical Thinking and Problem Solving Rubric

Ability to recognize and define a question or issue, integrate and analyze relevant data and resources, and engage in creating and implementing innovative ideas to achieve the most effective conclusion or resolution.

Problem Solving

-Exploring and Understanding

-Representing and Formulating

-Planning and Executing

-Monitoring and Reflecting

	Dimensions; Other Rubrics	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
	<p>[Also see Critical Thinking and Problem Solving” Rubrics from the following organizations and universities:</p> <ul style="list-style-type: none"> •AAC&U Critical Thinking Value Rubric •AAC&U Problem Solving Value Rubric •Boise State University Problem Solving Rubric •Foundation for Critical Thinking QEP Critical Thinking Rubric •Lane Community College Critical Thinking and Problem Solving Rubric •Lawrence Technological University Critical Thinking Rubric •Northeastern Illinois University Critical Thinking Rubric •Rollins College Critical Thinking Rubric 					

Problem Solving (PS): Exploring and Understanding	<ul style="list-style-type: none"> •Rollins College Problem Solving Rubric •Texas A&M University Critical Thinking Rubric •UNC Wilmington Critical Thinking Rubric •University of Northern Iowa Critical Thinking Rubric •Washington State University Critical Thinking Rubric •Washington State University Critical and Integrative Thinking Rubric] 					
	[Also see “Creative Thinking” rubrics from other organizations and universities: •AAC&U Creative Thinking Value Rubric]					
	[Also see “Inquiry and Analysis” rubrics from other organizations and universities: •AAC&U Inquiry and Analysis Value Rubric •Clemson University Analytical Skills Rubric]					
		<ul style="list-style-type: none"> •Never explores the problem situation by observing it •Never searches for information and finds limitations or obstacles •Never demonstrates understanding of the information 	<ul style="list-style-type: none"> •Rarely explores the problem situation by observing it •Rarely searches for information and finds limitations or obstacles •Rarely demonstrates understanding of the information 	<ul style="list-style-type: none"> •Sometimes explores the problem situation by observing it •Sometimes searches for information and finds limitations or obstacles •Sometimes demonstrates understanding of 	<ul style="list-style-type: none"> •Almost always explores the problem situation by observing it •Almost always searches for information and finds limitations or obstacles •Almost always demonstrates understanding of the information 	

		given and the information discovered while interacting with the problem situation	given and the information discovered while interacting with the problem situation	the information given and the information discovered while interacting with the problem situation	given and the information discovered while interacting with the problem situation	
PS: Representing and Formulating		<ul style="list-style-type: none"> •Never uses tables, graphs, symbols, or words to represent aspects of the problem situation •Never formulates hypotheses about the relevant factors in a problem and the relationships between them to build a coherent mental representation of the problem situation 	<ul style="list-style-type: none"> •Rarely uses tables, graphs, symbols, or words to represent aspects of the problem situation •Rarely formulates hypotheses about the relevant factors in a problem and the relationships between them to build a coherent mental representation of the problem situation 	<ul style="list-style-type: none"> •Sometimes uses tables, graphs, symbols, or words to represent aspects of the problem situation •Sometimes formulates hypotheses about the relevant factors in a problem and the relationships between them to build a coherent mental representation of the problem situation 	<ul style="list-style-type: none"> •Almost always uses tables, graphs, symbols, or words to represent aspects of the problem situation •Almost always formulates hypotheses about the relevant factors in a problem and the relationships between them to build a coherent mental representation of the problem situation 	
PS: Planning and Executing		<ul style="list-style-type: none"> •Never devises and executes a plan or strategy to solve the problem 	<ul style="list-style-type: none"> •Rarely devises and executes a plan or strategy to solve the problem 	<ul style="list-style-type: none"> •Sometimes devises and executes a plan or strategy to solve the problem 	<ul style="list-style-type: none"> •Almost always devises and executes a plan or strategy to solve the problem 	
PS: Monitoring and Reflecting		<ul style="list-style-type: none"> •Never monitors progress •Never reacts to feedback •Never reflects on the solution, the information provided with the problem, or the strategy adopted 	<ul style="list-style-type: none"> •Rarely monitors progress •Rarely reacts to feedback •Rarely reflects on the solution, the information provided with the problem, or the strategy adopted 	<ul style="list-style-type: none"> •Sometimes monitors progress •Sometimes reacts to feedback •Sometimes reflects on the solution, the information provided with the problem, or 	<ul style="list-style-type: none"> •Almost always monitors progress •Almost always reacts to feedback •Almost always reflects on the solution, the information provided with the problem, or the strategy adopted 	

				the strategy adopted		
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Problem solving portions of this rubric derived from *PISA 2012 Results: Creative Problem Solving—Students' Skills in Tackling Real Life Problems* by OECD, 2014

<http://www.oecd.org/pisa/keyfindings/PISA-2012-results-volume-V.pdf>