

**Massachusetts Academy of Mathematics and Science at WPI
Problem-Solving Rubric**

Criteria	4	3	2	1
Definition	States the problem clearly and insightfully so that feasible methods of investigation are evident.	States the problem clearly, but misses some insights.	States the problem only with assistance from the instructor, but misses insights and compromises clarity.	States the problem only based on an idea provided by the instructor.
Collection and Synthesis	Utilizes valid, appropriate materials from diverse sources to obtain pertinent information; employs various strategies to identify potential information sources.	Utilizes appropriate materials to obtain useful information from electronic and print sources only; employs some strategies to identify potential information sources.	Utilizes information from a limited range of sources, which vary in their relevance to the problem; employs limited strategies in identifying potential information sources.	Utilizes information that lacks breadth, depth, and/or relevance to the problem; does not employ strategies for identifying potential information sources.
Work Plan Development	Develops a realistic, flexible, sequential timeline of the essential tasks; keeps external deadlines in focus; develops contingency plans in the event that difficulties are encountered with materials, equipment, or other essential resources.	Develops a competent timeline, but some essential tasks, deadlines, and/or materials are omitted; develops contingency plans as needed.	Develops a timeline that jeopardizes the project through faulty timing, unrealistic deadlines, omitted tasks, or other deficiencies; does not develop contingency plans.	Does not develop a timeline or contingency plans.
Work Plan Execution	Completes all work in a timely manner, utilizing excellent time management skills.	Completes the work, and time management is generally good.	Does not complete all components of the work and does not meet some deadlines.	Does not complete work and does not meet deadlines.

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Summary and Reflection	Reviews carefully the problem and its outcome for accuracy; summarizes all results concisely; draws conclusions only from the supporting evidence; reflects objectively on the work completed to identify all possible sources of error and several areas for future investigation.	Reviews the problem and its outcome for accuracy; summarizes results; draws some conclusions from the evidence; reflects on the work to identify some sources of error and some areas for future investigation.	Reviews the problem and its outcome; draws conclusions, reflects, and develops ideas for future investigation only with guidance from the instructor	Does not review or reflect on the problem or its outcome; does not draw conclusions, reflect, nor identify areas for future investigation, even with guidance from the instructor.
Communication	Presents the problem and its outcome using excellent communication skills and a professional demeanor; provides thorough explanations of both the problem and its outcome.	Presents the problem and its outcome competently.	Presents the problem and its outcome reluctantly to the school community; explains the outcome in inaccurate, excessively brief, and/or general terms.	Does not present the problem nor communicate its outcome.