# TACOMA COMMUNITY COLLEGE

# PROBLEM SOLVING VALUE RUBRIC

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AAC&U Association of American Colleges and Universities

| | **Definition**<br>Use sound thinking skills to solve problems. | | | | |
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| | **Exceeds Expectations (4)** | **Meets Expectations (3)** | **Approaching Expectations (2)** | **Expectations Barely/Not Met (1)** | **N/A (0)** |
| **Problem/Model Identification** | Demonstrates the ability to clearly identify the problem with appropriate models. Broadens scope of models beyond the immediate class focus. | Demonstrates the ability to identify the problem with appropriate models from those taught at student's level. | Begins to demonstrate the ability to identify the problem with appropriate models but problem statement or model is superficial or incomplete. | Demonstrates a limited ability in identifying problem statement or recognizing appropriate models. | |
| **Hypotheses or Proposed Strategies** | Proposes an hypothesis or multiple approaches for solving the problem that indicate detailed comprehension of the problem. | Proposes an hypothesis or one or more approaches for solving the problem that indicate comprehension of the problem. | Proposes an hypothesis or an approach for solving the problem that does apply within a specific context. | Proposes an hypothesis or approach for solving the problem that does not apply within a specific context. | |
| **Identification and Analysis of Variables and Necessary, Relevant Information** | Assigns appropriate weight to items of information, and uses information at hand to identify appropriate new information to seek. | Assigns appropriate weight to items of information. | Distinguishes between relevant and irrelevant information, but does not assign appropriate weight to items of information. | Does not distinguish between relevant and irrelevant information. | |
| **Logical Presentation of Solution/Process** | Solution or process is elegant (for example, contains thorough explanation) and demomstrates sound logic/reasoning. | Solution or process is adequate (for example, contains a complete explanation) and demonstrates logic/reasoning. | Solution or process shows some flaws in logic/reasoning. | Solution or process shows minimal logic/reasoning. | |
| **Outcome Evaluation** | Reviews results to determine reasonability and optimality of solution(s). | Reviews results to determine reasonability of solution(s). | Reviews results with some attention to reasonability of solution(s). | Fails to review results or reviews with no attention to reasonability of solution(s). | |
| **Integration of Prior Learning** | Integrates information from beyond the current focus of the assignment, either from earlier in the course or from other courses. | Integrates some information from beyond the current focus of the assignment. | Integrates information from the current assignment. | Integrates only some information from the current assignment. | |