

Example Rubric for Grading Problem-Based Learning Assignments

Scale: 4 = Excellent, 3 = Above Average, 2 = Average, 1 = Below Average

Category/Score	4	3	2	1
Problem Recognition	Demonstrates the ability to identify problems.	Demonstrates the ability to identify problems with some assistance.	Demonstrates the ability to identify problems with a great deal of assistance.	Not able to identify any problems.
Organization & Structure	All arguments were clearly tied to an idea and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea and organized in a tight, logical fashion.	All arguments were clearly tied to an idea but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea.
Understanding of the Topic	Demonstrates an in-depth, high-level understanding of the topic and issues.	Demonstrates an understanding of the topic and issues.	Demonstrates a low-level of understanding of the topic and issues.	Fails to demonstrate an understanding of the topic and issues.
Argument	All information presented in the argument was clear, accurate and thorough.	Most information presented in the argument was clear, accurate and thorough.	Most information presented in the argument was clear and accurate, but was not thorough.	Information had several inaccuracies or was usually not clear.
Counter-Argument	All counter-arguments were accurate, relevant and strong.	Most counter-arguments were accurate, relevant, and strong.	Some counter-arguments were accurate and relevant, but several were weak.	Counter-arguments were not accurate and/or relevant
Learning Outcome	Demonstrates an understanding of information that is relevant, fosters higher-level thinking, and clearly relates to the skills and content in the curriculum.	Demonstrates an understanding of information that is semi-relevant, fosters higher-level thinking, and begins to relate to the skills and content in the curriculum.	Demonstrates an understanding of information that touches on relevant information, displays lower-level thinking, and begins to relate to the skills and content in the curriculum.	Demonstrates an understanding of information that is not relevant, discourages higher-level thinking, and fails to relate to the skills and content in the curriculum.