

PLYMOUTH REGIONAL HIGH SCHOOL

21st Century School-Wide Learning Expectations

Academic Expectation #3

Students will engage in the process of critical thinking and problem solving

CRITICAL THINKING AND PROBLEM SOLVING RUBRIC

Definition:

Critical thinking and problem solving are habits of mind characterized by the exploration of issues and implementation of strategies to formulate opinions and conclusions in order to achieve the desired goal.

	Advanced	Proficient	Developing	Beginning
Explain Issues or Problem	Issue/problem to be considered critically is identified correctly, clearly and skillfully stated and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is identified correctly, stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is identified correctly, stated but description leaves some terms undefined, inconsistencies are unexplored.	Issue/problem to be considered critically is incorrectly identified or is stated without clarification or description.
Gather Evidence (Selecting and using information to investigate a point of view or conclusion)	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints/validity/bias of sources are examined thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints/validity/bias of sources are subject to examination.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints/validity of sources are taken as mostly fact, with little examination regardless of bias.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints/validity/bias of sources are taken as fact, without examination.
Develop Proposal (Hypothesis/Thesis/Solution) And Strategies	Specific proposal is imaginative, taking into account the complexities of an issue. Limits of proposal are clearly identified.	Specific proposal takes into account the complexities of an issue. Limits of proposal are identified.	Specific proposal acknowledges different sides of an issue.	Specific proposal is stated, but is simplistic and obvious.
Implementation	Implementation addresses all identified aspects of the issue/problem, thoroughly and deeply, in the appropriate context.	Implementation addresses all identified aspects of the issue/problem in a surface manner in the appropriate context.	Implementation addresses the issue/problem but omits identified aspects.	Implementation does not address the issue/problem.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences, implications and feasibility of solution) are logical, thorough and reflect student's informed evaluation.	Conclusions and related outcomes (consequences, implications and feasibility of solution) are logical and reflect student's informed evaluation.	Conclusion is incorrectly tied to the information	Conclusion is irrelevant to the original hypothesis.

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PLYMOUTH REGIONAL HIGH SCHOOL

21st Century School-Wide Learning Expectations

Social Expectation #2

Students will work independently and responsibly

INDEPENDENT AND RESPONSIBLE LEARNER RUBRIC

Definition:

An independent and responsible learner is one who is characterized by utilizing time and managing workload efficiently. The learner also monitors, defines, prioritizes and completes tasks without direct oversight.

	Advanced	Proficient	Developing	Beginning
Initiative	Generates and pursues opportunities to expand knowledge, skills, and abilities.	Identifies and pursues opportunities to expand knowledge, skills, and abilities.	Identifies and sometimes pursues opportunities to expand knowledge, skills, and abilities.	Identifies opportunities to expand knowledge, skills, and abilities.
Perseverance	Faces challenges with resourcefulness and innovation; determination and persistence and flexibility	Faces challenges with some resourcefulness and innovation; determination and persistence and some flexibility	Faces challenges with determination and persistence.	Faces challenges with minimal determination and persistence.
Independence	Pursues knowledge and/or experiences beyond course expectations. Investigates problems or lack of understanding without reliance on the teacher.	Pursues knowledge and/or experiences independently within course expectations. Investigates problems or lack of understanding without reliance on the teacher.	Pursues knowledge and/or experiences independently within course expectations with minimal reliance on the teacher. Investigates problems or lack of understanding with some assistance from the teacher.	Pursues knowledge and/or experiences independently within course expectations with considerable reliance on the teacher. Investigates problems or lack of understanding with substantial assistance from the teacher.
Responsibility and Effort	Accepts complete responsibility for own effort, ability and actions. Gives maximum effort (participates fully). Always on-task and is prepared for class.	Accepts most responsibility for own effort, ability and actions. Demonstrates effort without prompting (often participates). Generally stays on task and is prepared for class.	Accepts some responsibility for own effort, ability and actions. Demonstrates inconsistent effort (sometimes participates) or requires prompting. Occasionally prompted to stay on-task. Occasionally comes unprepared for class.	Accepts minimal responsibility for own effort, ability and actions. Demonstrates minimal effort (rarely participates) Often prompted to stay on-task. Often comes unprepared for class.

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