

Student Name: _____ Class: _____ Teacher: _____ Assignment: _____ Date: _____

MSMHS Problem Solving: Student can think critically to solve problems

☐ Approaching Proficient ☐ Proficient

Feedback for Growth	Proficient (meets <u>all</u> applicable targets)	Commendables
- Frame the problem with as much detail as possible, identify the knowns and unknowns - Break down the issue into small and more manageable parts - Go beyond restating the assigned question/problem by giving context, more background, and/or referencing similar problems	☐ Introduces/describes the problem to be solved accurately and completely including relevant background information	- Makes clear and compelling connections to prior knowledge or broader topics - Identifies multiple relevant viewpoints related to the problem - Reflects personally on the problem-solving process, identifying strengths or weaknesses in their approach - Supports/leads a shared learning experience for the group/class (as opposed to parceling out the work) - Includes and effectively addresses possible counter-claims - Willingness to change course when presented with new evidence - Offers help/support/feedback to peers during learning process - Asks for other perspectives, feedback and input from peers - Promotes a highly collaborative environment with group members to drive impactful problem-solving - Uses real life examples when relevant to further explain thought process _____
- Consider research beyond what is provided in the assignment - Ask peers for support - Be specific in examples when describing your strategies	☐ Attempts to solve the problem independently or collaboratively using appropriate strategies or resources before seeking help from teacher	
- Be flexible and open to new ideas - Think about the different ways you could approach the problem - Document/provide evidence for ideas you considered - Make your thinking visible	☐ Generates a range of ideas or solution pathways (from multiple viewpoints if appropriate) that directly connect to the problem (making thinking visible)	
- Think about the answers you need in order to generate good questions - Add or revise questions throughout the process	☐ Asks relevant investigatable question(s) throughout the problem solving process (making thinking visible)	
- Consider the source of your information and what makes it a credible/reliable source - Include more evidence	☐ Gathers reliable information/evidence/sources	
- Consider how you applied the evidence you gathered when you created your solution - Cite your sources	☐ Uses and cites evidence/data appropriately to develop a workable or new solution	
- Be aware of the audience you are presenting the solution to - Explain how and why your solution works - Anticipate questions and concerns the audience might have - Connect solution back to the initial problem	☐ Explains the solution in a way that is clear, detailed, and convincing for the appropriate audience	
- Identify ways could your solution be flawed - Look at the evidence you chose - Is it biased? Does it represent all sides? - Identify errors during the problem solving process	☐ Identifies sources of error and/or limitations of solution	