

PROBLEM SOLVING VALUE RUBRIC

for more information please contact info@value.org



The utility of the VALUE rubrics is to facilitate a common dialog and understanding of student

desired goal.

Problem solving by students may involve problems that range from real-world settings. This rubric distills the common elements of most problem-solving contexts and is designed to function across diverse learners, yet is concise and descriptive in its scope to determine how well students have maximized their respective

learning experiences rather than the quality of an end-product. As a result, work samples or collections of work will need to include some evidence of the problem-solving process from problem to proposed solution; steps in a problem-based learning assignment; record of think-aloud protocol or other evidence of problem resolution is insufficient without insight into the student's problem-solving process. Because the focus is on the process, evidence gathered in capstone courses, may be appropriate as well.

Glossary

The glossary items that follow were developed to clarify terms and concepts used in this rubric only. Terms such as "cultural differences" (such as biases) and desired additional knowledge which affect how the problem can be best solved in the real world

examples.

Context includes available resources, necessary buy-in, and limits of the assignment or task. Examples include a problem that is not rooted in everyday experience but not tailored to the problem at hand (e.g. holding a bake sale to "save" an underfunded public library).

Approach refers to the method of solution. (If the problem is a river that needs to be crossed, there could be a construction-oriented, cooperative (build a bridge) or individual (swim across alone) approach. An approach that partially applies would be a personal, physical approach for someone who

is not an expert in the field of solution.

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Definition

Problem solving is the process of designing, evaluating and i