CRITICAL THINKING RUBRIC for PBL: for grades 3-5

Critical Thinking Opportunity at Phases of a Project	Below Standard	Approaching Standard	At Standard	Above Standard ✔
Launching the Project: Analyze Driving Question and Begin Inquiry	• I cannot explain what I would need to know to be able to answer the Driving • Question I still need to learn how another person might think differently about the Driving • Question I still need to learn how to ask questions about what our audience or product users might want or need	• I can identify a few things I would need to know to be able to answer the Driving • Question I can understand that another person might think differently about the Driving • Question I can ask a few questions about what our audience or product users might want or need	• I can explain what I would need to know to be able to answer the Driving Question I can explain how different people might think about the Driving Question I can ask lots of questions about what our audience or product users might want or need	
Building Knowledge, Understanding, and Skills: Gather and Evaluate Information	• I still need to learn how to use information from different sources to help answer the • Driving Question I still need to learn how to think about whether my information is relevant or if I have enough	• I can use information from different sources to help answer the Driving • Question, but I may have trouble putting it together I can think about whether my information is relevant and if I have enough, but I don't always decide carefully	• I can use information from different sources to help answer the Driving • Question I can decide if my information is relevant and if I have enough	
Developing and Revising Ideas and Products: Use Evidence and Criteria	• I still need to learn how to identify the reasons and evidence an author or speaker uses to support a point I still need to learn how to decide if an idea for a product or an answer to the Driving • Question is a good one I still need to learn how to use feedback from other students and adults to improve my writing or my design for a product	• I can identify some of the reasons and evidence an author or speaker uses to support a point I can tell when an idea for a product or an answer to the Driving Question is a good one, but cannot always say why I can sometimes use feedback from other students and adults to improve my writing or my design for a product	• I can explain how an author or speaker uses reasons and evidence to support a point that helps me answer the Driving • Question I can explain how to decide if an idea for a product or an answer to the Driving • Question is a good one I can use feedback from other students and adults to improve my writing or my design for a product	
Presenting Products and Answers to Driving Question: Justify Choices	• I still need to learn how to explain my ideas in an order that makes sense • I still need to learn how to use appropriate facts or relevant details to support my ideas	• I can explain my ideas, but some might be in the wrong order • I can use some facts and details to support my ideas, but they are not always appropriate and relevant	• I can explain my ideas in an order that makes sense • I can use appropriate facts and relevant details to support my ideas	