Grades 3–5 Critical-Thinking Rubric for Problem-Based Learning

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.	

CRITICAL-THINKING OPPORTUNITY AT PHASES OF A PROJECT	BELOW STANDARD	APPROACHING STANDARD	AT STANDARD	ABOVE STANDARD ✓
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.	

Source: Adapted from Buck Institute for Education. (2013b). Critical-thinking rubric for PBL (for grades 3–5). *Accessed at https://bie.org /object /document/3_5_critical_thinking_rubric_non_CCSS on June 3, 2015. Used with permission.*