Family Secrets

#1: PROBLEM SOLVING RUBRIC

Student:	1 Limited	2 Developing	3 Proficient	4 Advanced	5 Exemplary	Self	Team
Identifies Relevant Facts ("*What do we know?*")	Cannot identify facts, or mixes facts with opinions.		Identifies most relevant facts.		Helps distinguish facts from opinions/inferences.		
Asks Relevant Questions ("What more do we want to know?")	Asks no questions or ones unrelated to script.		Asks basic kinds of "who, what, where, when" questions.		Asks higher-level questions which reflect depth of thought.		
Organizes Questions for Research	Is unable to organize questions into categories.		Organizes questions into appropriate categories.		Identifies questions that fit into multiple categories.		
Selects Useful Information from Appropriate Sources	Cannot locate information to answer research questions.		Obtains relevant information from key sources provided.		Obtains reliable and wide-ranging information from sources beyond those provided.		
Organizes and Presents Information Effectively	Does not organize information to clearly present answers to research question(s).		Organizes information to clearly present answers to research question(s)		Summarizes information from many sources; presentation is concise accurate, and insightful.		
Identifies Major Problem(s) and Stakeholders	Cannot state a major problem or identify important stakeholders.		Identifies major problem and major stakeholders.		Distinguishes between major & minor problems; identifies direct & indirect stakeholders.		
Develops Multiple Solutions to Major Problem(s)	States only one (obvious) course of action to major problem.		Develops two or more solutions to the major problem(s)		Develops multiple solutions based on pros/cons and stakeholder perspectives.		
Chooses a Course of Action and Supports Choice	Cannot select or support a course of action.		Selects and supports a course of action based on ethics or risks/benefits to one stakeholder		Selects a solution based both ethics and risks/benefits to multiple stakeholders		

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#2: PBL TEAMWORK AND TEAM PROCESSING RUBRIC

Team Members:	1 Limited	2 Developing	3 Proficient	4 Advanced	5 Exemplary	Self	Team
Distribute Tasks	Do not distribute tasks equally.		Distribute tasks equally.		Distribute tasks based on team members' skills.		
Collaborate and Contribute Equitably	Let one or two team members do most of the work.		Ensure that all team members contribute fully.		Know and encourage each other's strengths to do quality work.		
Manage Conflict	Do not recognize or take action to reduce conflict		Resolve conflicts to continue to stay "on task."		Identify and actively use "win-win" solutions to manage conflict.		
Use Brainstorm "Rules"	Do not use brainstorm "rules"; allow others to block the process.		Follow brainstorming "rules" and contribute ideas equally.		Develop new "rules" as needed to facilitate the brainstorming process.		
Effectively Reflect on Teamwork	Do not contribute to discussions about their work as a team.		Use the results of this rubric to suggest ways to improve teamwork.		Regularly monitor and assess teamwork of individuals and group as a whole.		
Build Consensus	Do not attempt consensus process.		Use consensus process to work effectively.		Seek out feedback and process this information to improve teamwork.		
Manage Time	Do not monitor their progress or recognize time constraints.		Use time efficiently and complete all tasks on time.		Regularly monitor and assess progress to exceed task expectations.		
Produce Quality Work	Show no, or limited, attention to making quality products.		Create high school products that meet expectations		Create products that resemble practicing professionals "in the field."		
Stay on Task	Are easily distracted or frequently go "off task."		Use time in focused & productive ways.		Create work-plan agenda and monitor progress.		
Come Prepared	Are not consistently prepared with needed materials.		Are consistently prepared with needed materials.		Take time daily to assure that materials are ready for next work session.		
Maintain Positive Attitude	Exhibit negative behaviors; use "put down" expressions.		Exhibits positive attitudes/behaviors towards work and others.		Assist others in maintaining positive attitudes and behaviors.		

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PBL Problem Solving and Teamwork Reflection Questions:

1. Describe a specific example of something you learned from your PBL team (e.g., information or a problem solving or teamwork skill) that you probably would not have learned on your own.

2. Describe a specific example of something that your team members learned from you (e.g., information or a problem solving or teamwork skill) that they probably would not have learned without you on their team.

3. Suggest one specific, practical change the team could make that would improve the team's learning, problem solving or teamwork skills.