

	1—Novice	2—Developing	3—Effective	4—Advanced
Organization	<ul style="list-style-type: none"> • Student needs to have the problem explained. • Student needs specific direction to identify parts of the problem. • Student needs specific direction to use appropriate tools (writing, drawing, acting, etc.) to organize known and unknown information 	<ul style="list-style-type: none"> • Student tries to comprehend the problem but needs cueing and/or clarification. • Student often starts to solve before understanding the problem. • Student looks for key words, phrases, numbers, units and ideas but needs direction for completion. • Student can attempt to break down the problem into smaller parts, but needs frequent guidance. • Student needs direction to use appropriate tools (writing, drawing, acting etc.) to organize known and unknown information. 	<ul style="list-style-type: none"> • Student works toward comprehending the problem before starting to solve. • Student can break down the problem into smaller parts. • Student uses key words, phrases, numbers, units and ideas to identify known and unknown information. • Student needs occasional cueing, clarification or affirmation. • Student uses appropriate tools (writing, drawing, acting etc.) to organize known and unknown information. 	<ul style="list-style-type: none"> • Student works toward fully comprehending the problem before starting to solve. • Student can effectively break the problem down into smaller parts. • Student uses key words, phrases, numbers, units and ideas to identify known and unknown information. • Student is cognizant of the processes used and can explain to others. • Student effectively uses appropriate tools (writing, drawing, acting, etc.) to organize known and unknown information.
Associations, Connections & Relationships	<ul style="list-style-type: none"> • Student needs specific direction to make associations between known and unknown information. • Student needs substantial remediation of assumed skills/knowledge. 	<ul style="list-style-type: none"> • Student can make associations between known and unknown information, but needs frequent guidance. • Student tends to make incorrect associations or associations based on incorrect knowledge. • Student may need some remediation of assumed skills/knowledge. 	<ul style="list-style-type: none"> • Student utilizes previous knowledge to build accurate associations between known and unknown information, but needs occasional cueing, clarification, or affirmation. • Student can learn new knowledge to make associations, but needs prompting, cueing, or direction. • Students can explain the associations with cueing. 	<ul style="list-style-type: none"> • Student utilizes previous knowledge to build accurate associations between knowns and unknowns. • Student can research and learn new knowledge to make associations • Student and successfully explain the associations. Student can make new associations (create new knowledge, genuine synthesis).
Completion	<ul style="list-style-type: none"> • Student needs specific, constant direction to reach a solution. 	<ul style="list-style-type: none"> • Student can solve the problem with substantial guidance. • Student reports of the solution are incomplete. 	<ul style="list-style-type: none"> • Student can solve the problem. Student checks if it is reasonable or valid when prompted. • Student reports of the solution tend to be incomplete. • Student can recognize applications and connections beyond the immediate solution if directed. 	<ul style="list-style-type: none"> • Student can independently solve the problem and check if it is reasonable or valid. • Student is able to report the solution in terms of the original problem. • Student regularly recognizes applications and connections beyond the immediate solution.
Critique	<ul style="list-style-type: none"> • Student is unaware of the problem-solving process 	<ul style="list-style-type: none"> • Student attempts to use the processes • Student needs direction to identify processes • Student needs substantial practice to master problems at the current level. 	<ul style="list-style-type: none"> • Student can explain the process with prompting and/or cueing • Student may not identify all mistakes or flawed reasoning • Student can solve additional problems at the same level, but needs practice before moving to next level or problems. • Student can give and accept positive and negative critique from others. 	<ul style="list-style-type: none"> • Student can explain the processes used. • Student consistently identifies mistakes or flawed reasoning and applies this to correct the process. • Student is ready to solve problems at the next level. • Student can give and accept and utilize positive and negative critique to/from other that is beneficial.