

CRITICAL THINKING RUBRIC for PBL: for grades 3-5; CCSS ELA aligned

Critical Thinking Opportunity at Phases of a Project	Below Standard	Approaching Standard	At Standard	Above Standard ✓
<p>Launching the Project: Analyze Driving Question and Begin Inquiry</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	
<p>Building Knowledge, Understanding, and Skills: Gather and Evaluate Information</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • I can use information from different sources to help answer the Driving Question (CC 3-5.RI.7, W.7) • I can decide if my information is relevant and if I have enough 	
<p>Developing and Revising Ideas and Products: Use Evidence and Criteria</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • I can explain how an author or speaker uses reasons and evidence to support a point that helps me answer the Driving Question (CC 3-5. RI.8, SL.3) • 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 (CC 3-5.W.5) 	
<p>Presenting Products and Answers to Driving Question: Justify Choices</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • I can explain my ideas in an order that makes sense (CC 3-5.SL.4) • I can use appropriate facts and relevant details to support my ideas (CC 3-5.SL.4) 	