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 ✔
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 (CC 3-5.RI.7, W.7) ▶ 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 (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)	
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 (CC 3-5.SL.4) ▶ I can use appropriate facts and relevant details to support my ideas (CC 3-5.SL.4)	