

Guide to Assessing Problems

Problems require students to identify needs, establish goals and constraints, seek knowledge via exhaustive research, synthesize new knowledge, tackle project management issues, take risks, work with their mentors, and develop work ethics and habits that contribute to life-long learning. As such, developing prescribed assessment guidelines and rubrics for Problems constrains student development. Rather than placing limitations on student discovery, you are encouraged to assess students on their approach and process to solving the problem rather than arriving at the correct answer or developing a specific product. Student-directed learning is very high when using problem-based learning methods..

Use the following areas to guide your assessment of student work. Recognize that all areas may not be applicable to all Problems. Determine your own scoring system based on classroom needs and feel free to develop additional areas as needed.

Assessment Area	Yes	No	N/A	Degree/ Score
Knowledge and Understanding				
Documents background knowledge of facts and general information related to the context of the problem				
Demonstrates understanding of the problem presented				
Process of Problem-Solving				
Uses scientific processes in the approach to understanding and/or solving the problem				
Addresses each component discussed in the problem statement				
Draws conclusions and solutions from past experiences and materials presented throughout the course to as evidence to validate their conclusions				
Communication through Written or Spoken Modalities				
Uses appropriate methods of communicating knowledge and understanding of the problem and the process used to determine a solution				
Communicates proposed solution to the problem and rationale for their decision				
Discusses the complexity of the solution and the trade-offs for making a decision				