



College Graduate Competency – GRAD-PSDM-1 PROBLEM-SOLVING & DECISION-MAKING RUBRIC

Used in assessment courses with a problem-solving project or assignment.

Student Name _____ Course/Section _____ Date/Qtr _____ Overall Score _____

Component	1	2	3	4	
C.1 Use a logical problem-solving process when making decisions.					
a. Define the problem: <ul style="list-style-type: none"> ▪ Identifies a problem. ▪ Assesses the impact of the problem (i.e., on a community, personal, and group level). 	Unable to identify and express problem. Difficult to understand.	Identifies problem on a superficial level. Unable to express problem clearly.	Identifies and expresses problem at a competent level.	Expresses problem to others in a clear and concise manner including the scope and impact of the problem (e.g., on the community, personal, and/or group level appropriately).	Pts. _____
b. Gathers and analyzes data/facts from appropriate sources. <ul style="list-style-type: none"> ▪ Differentiates between facts and opinions. ▪ Able to use at least two sources. ▪ Able to isolate the variables that influence the problem. 	Gathers irrelevant data. Relies upon opinions and/or incredulous source(s).	Uses both opinions and facts. Uses limited data with insufficient sources and/or from dubious source(s). Able to isolate some but not all variables that influence the problem.	Uses appropriate data and is able to differentiate between facts and opinions. Uses credible and sufficient sources. Able to isolate nearly all variables that influence the problem.	Demonstrates superior command of data collection and ability to discern the difference between fact and opinion while using ample sources. Able to isolate all variables that influence the problem and analytically describe the influence of each on the problem.	Pts. _____
(Planning) c. Generates multiple potential solutions and identifies the best one. <ul style="list-style-type: none"> ▪ Describes each solution. ▪ Identifies strengths and weaknesses of each solution. ▪ Recognizes and does not use common reasoning errors (e.g., false cause, slippery slope, hasty conclusion, <i>ad populum</i>, appeal to tradition, etc.). 	Unable to identify at least one solution and assess the strengths or weaknesses clearly; demonstrates reasoning errors. Unable to effectively plan a solution and/or corrective action.	Identifies at least two solutions and their strengths and weaknesses, but demonstrates one reasoning error. Partially able to effectively plan a solution and/or corrective action.	Clearly expresses at least two solutions to the problem while choosing the best solution based on the strengths and weaknesses provided while demonstrating no reasoning errors. Able to effectively plan a solution and/or corrective action.	Easily expresses problem to others in a clear and concise manner expressing the impact of the problem on the community, personal, and/or group level appropriately. Plan to solve the problem and/or take corrective action that is viable and likely to be successful.	Pts. _____

