Assessing Projects: Demonstrating Understanding
Skills Demonstrations Rubric

Performance Task Analysis Rubric

A version of this rubric can be found in the Assessment Library in the *Assessing Projects* application.

	4	3	2	1
Determines the Problem	**Analyzes and Readily Understands Task** I show my understanding of the ideas and processes. I identify all of the important elements. I exclude unnecessary information.	**Understands Task** I show my understanding of some of the ideas and/or processes. I identify most of the important elements. I choose and use the necessary information but am confused by the unnecessary information.	**Partially Understands Task** I show some understanding of the ideas and processes but may not express them clearly. I identify some important elements. I assume information that is not correct or use unnecessary information.	**Misunderstands Task** I have trouble showing that I understand the ideas and processes. I need help identifying the elements of the task.
Chooses Strategy	**Develops Efficient and Workable Strategy** I change the problem into useful processes using correct terms and reasoning. I choose the most efficient skills, strategies, and processes. I review my work using a different strategy and explain which strategy is easier to evaluate.	**Develops Workable Strategy** I change the problem into useful processes. I choose skills, strategies, processes that fit the problem. I review my work to see if it makes sense.	**Uses Appropriate Strategy Some of the Time** I use only part of the information given in the problem. I choose skills, strategies, processes that partially fit the problem. I review my work using the same strategy.	**Uses Inappropriate or Unworkable Strategy** I change the problem into incorrect processes. I can not choose skills, strategies, processes without help or I choose ones that don't work. I don't review my work.

Applies Strategy	Shows Explicit Evidence	Infers Some Evidence But Not Always Clear	Possible Evidence of a Plan	No Evidence of Carrying Out the Plan
	I communicate effectively with complete responses. I have a clear, coherent and logical explanation. I have strong supporting evidence. I include examples and counterexamples. I include clear and elegant diagrams and models.	I have a clear response, but not as complete. Some people may not understand my thinking. I include some supporting arguments. My diagrams and models fit the problem.	My response is incomplete and my explanation is muddled. My arguments are incomplete and unconvincing. My diagrams and models are unclear.	I leave out portions of the problem. I have errors in my response. My diagrams and models conflict with the problem.
Makes Connections	Synthesizes and Generalizes	Connects and Applies Answer	Partial Connection of Answer	No Connections
	I go beyond the requirements of the problem. I find a relationship, connection, or extension to a new situation or concept. I ask, "What if……?, I wonder….."	I complete the requirements of the problem, but do not go beyond. If asked, I can connect and apply answer to a new problem, but I may not see relationships or connections to other concepts or situations.	I don't complete the requirements of the problem. I partially connect and apply my answer to a new problem. My connection may be incorrect.	I can not complete the requirements of the problem without assistance. My connections do not apply. I don't provide evidence that the solution makes sense.