

Performance Criteria	Poor (1)	Fair (2)	Acceptable (3)	Good (4)	Superior (5)
(Inquire) Identify and define key issues and/or problems	None of the key issues/problems are identified or defined.	The key issues/problems are identified or defined inaccurately.	Identifies some key issues/problems. May have some inaccuracies, omissions or errors present that interfere with meaning.	Identifies most key issues/problems. Some minor inaccuracies or omissions may be present, but do not interfere with meaning.	Clearly, accurately, and appropriately identifies all key issues/problems.
(Analyze) Present and Analyze Data/ Information	Does not present relevant and appropriate data/information. Fails to analyze the data/information.	Uses inaccurate or inappropriate analysis of data/information. Copies information without analysis.	Presents some appropriate data/information. May miss or ignore relevant data/information.	Presents sufficient and appropriate data/information. Generally analyzes data/information for accuracy, relevance and validity. Minor inaccuracies or omissions do not interfere with analysis or meaning.	Presents appropriate, sufficient and credible data/information. Clearly analyzes information for accuracy, relevance, and validity. Information clearly relates to meaning.
(Evaluate) Apply a Multi-Dimensional approach/ Consider context	Student’s position is grounded in a singular, often personal perspective. No awareness that position may have limits or context.	Student’s position may be simplistic and obvious. Little awareness that position may have limits or context.	Somewhat simplified position with some sense of multiple approaches. Minor or vague synthesis of perspectives. Some acknowledgement position may have limits. May not acknowledge context.	Acknowledges multiple approaches. Some synthesis of perspectives. May not fully acknowledge limits of position or context, but is aware of limits or context.	Clearly applies a multi-dimensional approach. Synthesizes various perspectives. Acknowledges limits of position or context.
(Solve) Demonstrate Sound Reasoning and Conclusions	Reasoning is illogical or absent. Conclusion is simplistic and stated as an absolute.	Reasoning is simplistic or inconsistent. Conclusion is inconsistent with evidence or reasoning. Lack of coherent or clear conclusion.	Reasoning contains elements of logic and/or creative insight, but not fully resolved. May have minor inconsistencies or omissions. Conclusion is relevant but abbreviated or simplified, not fully supported, and/or contains minor inconsistencies.	Reasoning is mostly logical, complete, and consistent. Demonstrates some unique or creative insight. Conclusion is generally complete, supported, and mostly consistent and relevant.	Reasoning is logical and creative, consistent, complete and often unique. Conclusion is complex and/or detailed, well supported, creative, complete, and relevant.