Rubric to Evaluate PBL Problems

Criteria	Descriptors			
		3 (ideal)	2	1
Realism		Based on an actual or fictionalized real-world situation linking topic to learner.	Contrived or contains unrealistic elements that decrease credibility.	Unrealistic, lacking relevant context.
Content		Addresses significant conceptual issues; directly related to major content goals.	Encourages superficial rather than in-depth understanding concepts.	Relevance of topic peripheral or not apparent.
Engagement		Stimulates discussion and inquiry through its relevance and presentation.	Generates limited or superficial discussion; provokes little curiosity.	Lacks a "hook"; obscure or pedantic presentation.
Complexity		Appropriately challenging; group effort and cooperation required; some ambiguity appropriate; integrates multiple concepts.	Difficult but may encourage a "divide and conquer" approach. Concepts not well integrated.	Solution accessible to most students working alone; focused on single concept.
Resolution		Open to multiple resolutions or multiple pathways to solution, depending on student assumptions and reasoned arguments.	Resolution is more obvious but allows reasonable opportunity for judgment and discussion.	One right answer is expected; limited opportunity for analysis and decision making.
Structure		Progressive disclosure via multiple stages, builds on existing student knowledge.	Staging does not flow well; transition could be improved.	Too much or too little information provided at once; short cuts thinking/research.
Questions		Limited in number, short, and open-ended; stimulate probing for deeper understanding.	Most are directive; preempt student-generated learning issues.	Lead to "yes-no" answers rather than thoughtful discussion.
Research		Promotes substantive research using multiple resources.	Research limited to textbook material.	Limited necessity for research.

Other possible rubrics:

- **Problem Delivery and Process**
- **Associated Assignments**
- **Student Products and Presentations**