

### Rubric to Evaluate PBL Problems

	Name:		Title:	
Criteria	Descriptors			
		3 (ideal)	2	1
<b>Title</b>		Informative; interesting; sometimes clever; subtitles for each stage.	Too long; contrived; uninteresting.	Lacking or obscure.
<b>Realism</b>		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.
<b>Content</b>		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.
<b>Engagement</b>		Stimulates discussion and inquiry through its relevance and presentation.	Generates limited or superficial discussion; provokes little curiosity.	Lacks a "hook"; obscure or pedantic presentation.
<b>Complexity</b>		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.
<b>Resolution</b>		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.
<b>Structure</b>		Progressive disclosure via multiple stages, builds on existing student knowledge.	Staging does not flow well; transitions between pages weak.	Too much or too little information provided at once; short cuts thinking/research.
<b>Illustrations</b>		Carefully selected or created to suit the problem or situation; augment text; provide interest; sources cited.	Distracting or poorly connected to the problem; purpose unclear; sources not fully apparent.	Lacking or inappropriate; sources lacking.
<b>Questions</b>		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.
<b>Research</b>		Promotes substantive research using multiple resources.	Research limited to textbook material.	Limited necessity for research.
<b>Teaching Notes</b>		Clearly articulated learning objectives linked to course objectives; expected student performance described; significant resources identified.	Learning objectives vague or trivial; unrealistic expectations for student performance; references superficial or peripheral to topic.	Learning objectives lacking or irrelevant; expectations low or missing; devoid of authoritative resources.