**SBGE Graduate Applied Problem Solving/Contextualizing Rubric**

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| **TRAIT** | **Unacceptable (0-1)** | **Acceptable (2-3)** | **Exemplary (4-5)** | **Score** |
| **Issue Identification** | Fails to identify a problem issue or identifies an irrelevant issue whose resolution would not constructively contribute to the situation. | Hypothesizes/identifies a tractable problem issue whose resolution would contribute constructively to the situation. | Clearly hypothesizes/identifies the most important root problem issue showing creativity in articulating its resolution as a goal worth pursuing. |  |
| **Analysis** | Ignores relevant information. Uses information in an uncritical way failing evaluate its quality and relevance. Fails to identify meaningful implications for addressing the problem issue. Fails to consider technologies that may change the nature of the situation. Ignores, or uses irrelevant, theoretical faming. | Critically collects and considers relevant information and identifies meaningful implications for addressing the problem issue, including technologies and global issues that may change the nature of the situation. Applies an appropriate theoretical framework. | Presents a nuanced, multi-perspectival, critical, qualitative and quantitative assessment of the value and implications of relevant information, including additional information acquired from secondary and primary research, as well as the roles of technologies and global issues that may change the nature of the situation. Leverages multiple appropriate theoretical frameworks. |  |
| **Identifies and Evaluates Alternatives** | Shows little imagination with respect to identifying applicable alternative resolution approaches and/or to their pro’s, con’s and consequences. | Shows some imagination in identifying at least two practical alternative problem resolution approaches and assesses their associated pro’s, con’s and consequences/outcomes. | Thoughtfully and creatively crafts a range of practical alternative resolution approaches and assesses, in detail, their pro’s, con’s, outcomes, and relative effectiveness in resolving the problem issue. |  |
| **Chooses an Action/Recommendation** | Has difficulty identifying and justifying an appropriate resolution approach from among posed alternatives. | Selects and justifies a feasible, contextually appropriate resolution approach from among the posed alternatives. Identifies reasonably expected outcomes. | Clearly and compellingly advocates for a highly viable and values-based/ethical resolution approach befitting the context and fully leveraging resources and available technologies. Identifies, in detail, the metrics of success and realistic expected outcomes given the dynamics of the situation. |  |
| **Plans for Implementing** | Fails to plan for implementation. Fails to address change management issues. Fails to address risks associated with uncertainties in the situation. | Formulates an implementation plan that is sensitive to change management issues and identifies contingencies and risks. | Demonstrates creativity in formulating a well developed and viable plan of implementation that is sensitive to change management issues & “buy-in”, fully addressing the risks associated with uncertainties in the situation and posing contingency plans. Identifies metrics of successful implementation. |  |
| **Demonstrates relevant subject matter mastery** | Fails to demonstrate mastery of relevant subject matter/disciplinary knowledge. | Demonstrates sufficient mastery of relevant subject matter/disciplinary knowledge. | Demonstrates excellent mastery of relevant subject matter/disciplinary knowledge. |  |
| **Demonstrates ability to think and act strategically** | Fails to demonstrate ability to think and act strategically; fails to connect strategies with goals that leverage resources in the face of uncertainties | Demonstrates sufficient ability to think and act strategically; connects strategies with goals that leverage resources in the face of the most important uncertainties | Demonstrates nuanced, multi-perspectival, critical strategic thinking and action planning; connects strategies with goals that leverage resources in the face of uncertainties |  |
| **Demonstrates critical-thinking skill** | Fails to demonstrate critical thinking (does not evaluate information quality and relevance; does not consider logic flow and coherence). | Demonstrates sufficient mastery of critical thinking (evaluates information quality/relevance; evaluates logic, | Demonstrates excellence in critical thinking (evaluates information quality and relevance; identifies and makes reasonable effort to obtain necessary additional information; considers logic flow and coherence) |  |