

Rubric to Evaluate PBL Problems

	Name:	Title:		
Criteria	Descriptors			
	4 (ideal)	3	2	1 (consider revision)
Realism/ Relevance	Based on an actual or fictionalized situation, understandable and relevant to learners.			Unrealistic, lacking relevant context.
Content	Addresses significant conceptual issues and objectives; directly relates to course outcomes.			Relevance of topic peripheral or not apparent.
Engagement	Stimulates discussion and inquiry through its presentation.			Lacks a “hook”; obscure or pedantic presentation.
Complexity	Appropriately challenging; group effort and cooperation required; some ambiguity appropriate; integrates multiple concepts.			Solution accessible to most students working alone; focused on a single concept.
Structure	Progressive disclosure via multiple stages, builds on existing student knowledge.			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.			Lead to “yes-no”/formulaic answers rather than thoughtful discussion.
Solution	Open to multiple answers or multiple pathways to a solution, depending on student assumptions and reasoned arguments.			One right answer is expected; limited opportunity for analysis and decision making.
Research	Promotes substantive research using multiple resources.			Requires little to no student research.