Steps for Better Thinking Competency Rubric

		Performance Pattern 0 "Confused Fact Finder"	Performance Pattern 1 "Biased Jumper"	Performance Pattern 2 "Perpetual Analyzer"	Performance Pattern 3 "Pragmatic Performer"	Performance Pattern 4 "Strategic Revisioner"
Step 1 Skills	Identify relevant information **Circle ALL that apply**	Identifies facts, definitions, and/or experts' opinions.	Identifies information[1] that is relevant to the problem	Explores a wide range of relevant information[1]	Focuses on the most important relevant information[1]	Develops viable strategies for generating important relevant information[1] over time
	Recognize and address uncertainties[2] **Circle ALL that apply**	Identifies at least one reason for temporary uncertainty[2]	Identifies at least one reason for significant and permanent uncertainty[2]	Addresses significant and permanent uncertainties[2] when interpreting information	Identifies and discusses the significance of the most important uncertainties[2]	Develops viable strategies for minimizing important uncertainties[2] over time
Step 2 Skills	Integrate multiple perspectives[3] and clarify assumptions[4] **Circle ALL that apply**		Acknowledges more than one potential solution, approach, or viewpoint	Analyzes information from multiple perspectives,[3] including assumptions[4] and alternative objectives	Provides reasonable and substantive justification for assumptions[4] used in analysis	Argues convincingly using a complex, coherent discussion of own perspective; Articulates strengths and weaknesses of position
	Interpret and organize information **Circle ALL that apply**		Uses evidence logically to support a point of view; Correctly applies concepts/theories/techniques	Qualitatively interprets information and develops meaningful categories for analysis	Preserves problem complexity, but emphasizes the most important and/or most relevant and reliable information	Systematically re-interprets information as circumstances change or new information becomes available
Step 3 Skills	Use guidelines or principles to judge objectively across options **Circle ALL that apply**			Avoids reaching a biased conclusion	Maintains objectivity while establishing reasonable priorities for reaching a well-founded conclusion	Uses a systematic process of critical inquiry to build a solution; Articulates how problem solving approach and criteria can be refined, leading to better solutions or greater confidence over time
	Communicate and implement conclusions **Circle ALL that apply**				Appropriately tailors communication or implementation plans to the setting and audience	Provides appropriate information to motivate and engage others in long-term strategies
Step 4 Skills	Address solution limitations **Circle ALL that apply**				Focuses on most efficient ways to address limitations or to gather additional information	Articulates solution limitations as a natural part of addressing open-ended problems
	Engage in continuous improvement **Circle ALL that apply**					Identifies uncertainties and limitations as opportunities for continuous improvement; Engages in lifelong learning
Overall Approach to the Problem **Circle ONLY ONE**		Proceeds as if goal is to find the single, "correct" answer	Proceeds as if goal is to stack up evidence and information to support own conclusion	Proceeds as if goal is to establish an unbiased, balanced view of evidence and information from different points of view	Proceeds as if goal is to come to a well-founded conclusion based on objective consideration of priorities across viable alternatives	Proceeds as if goal is to strategically construct knowledge, to move toward better conclusions or greater confidence in conclusions as the problem is addressed over time

[1] Information can take many forms, including facts, descriptions, definitions, arguments, opinions, ideas, claims, theories, concepts, observations, research findings, values, perceptions, beliefs, influences, effects, and so on. Information can be obtained in many ways such as reading, seeing, hearing, touching, feeling, experiencing, interacting, thinking, etc.

[2] Uncertainties can relate to many aspects of the problem, including the problem definition, availability of solution alternatives, quality and interpretation of information, effects of alternatives, priorities and values of the decision maker and others, and so on. Temporary uncertainties relate to conditions that will become known in the future (e.g., experts will find the answer, information will become available, or effects will be knowable).

[3] Perspectives can relate to any type of grouping that is meaningful to the problem, such as categories of people, cultures, societies, roles, races, genders, hierarchies, theories, concepts, ideas, beliefs, attitudes, physical locations, time, disciplines, values, emotions, and so on.

[4] Assumptions are hypotheses, suppositions, conjectures, assertions, presumptions, beliefs, or premises that are taken for granted or that lie behind an argument. Assumptions are made because of uncertainties; the "truth" cannot be known or proven. Some assumptions are better than others. Better assumptions are more reasonable, logical, comprehensive, plausible, likely, rational, impartial, objective, justified, credible, and/or believable.