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BIP Project

A rubric designed to assess critical thinking skills involved in creating a plan for addressing social skills deficits.

built by [rachaclark](#)

Rubric Code: **SX47XC**

Possible Points: **16.00**

- Ready to use
- Public Rubric

Directly link to this rubric or embed it on your website:

- url: <http://www.rcampus.com/r>
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Keywords: social skills, critical thinking

Categories: Subjects: Psychology
Types: Project

Grade Levels: Undergraduate, Graduate

BIP Project

Address a social skills deficit based upon assessment information, student background, observation data

	Sub-standard 1 pts D and Below	Good 2 pts "C" Range	Very Good 3 pts "B" Range	Best 4 pts "A" Range
Context Identifies and considers the influence of context on the behavior/social skills deficit	Sub-standard Does not address context beyond the classroom; Describes behavior from a single perspective	Good Acknowledges the existence of different contexts, but does not present the problem behavior as having connections to other contexts	Very Good Analyzes the behavior with a clear sense of context, addresses long-term considerations related to context	Best Evaluates behavior plan including context and generalization concerns
Evidence Identifies and assesses the quality of supporting data/evidence on the chosen plan	Sub-standard Merely repeats information as provided, taking it as truth; Does not interpret data/evidence; Presents plan that is solely based upon personal experience as a student	Good Identifies only data/evidence to support own conclusion; Equates personal opinion with other forms of evidence Uses anecdotal evidence	Very Good Examines evidence and source of evidence from multiple perspectives; Draws on additional data/evidence from outside sources Some use of textbook and notes	Best Defends evidence from multiple perspectives; Evaluates worth of various perspectives of behavior Uses textbook/notes as a resource for program choice
Identifies the problem Identifies the problem behavior and implications and consequences of this behavior for the student and others	Sub-standard Does not identify the problem behavior correctly; Problem stated in dichotomous terms such as right/wrong, or good/bad	Good Fails to assess the implications of not addressing the social skills deficit	Very Good Identifies nuances and implicit aspects of the problem; Identifies most important aspect(s) of the problem	Best Anticipates future problems if deficit is not addressed; predicts the outcome for the student if plan is successful; Demonstrates sound knowledge of disciplinary concepts, conventions, and terms
Approach to Critical Thinking	Sub-standard No evidence of outside research for additional perspectives or views; Analysis founded on	Good Proceeds as if goal is to stack up evidence and information to support a particular conclusion	Very Good Evidence of original thinking and analysis; acknowledges additional perspectives;	Best Defends BIP with regard to anticipated challenges and threats to generalizability; Able to discuss outside,