

**Table I – Problem Solving Skills**

<b>Knowledge – have</b>	<b>Beliefs, Expectations &amp; Motivation</b>	<b>Processes – do</b>
Math – basic add/sub/mult/div	Confidence	Acquires Info 1 <sup>st</sup> time through
Math – equation formation	Attribution (takes responsibility for their actions)	Plan ideas (What – ask questions)
Reading comprehension	Judgment of information based on the source	Plan way to get answer (How)
Spatial – mapping	Wants to solve the problem for self	Plan – big picture (Visualization)
Previously known facts	Wants to solve the problem for interviewer	Keep problem framework in mind
Real World knowledge	Wants to succeed on the “test”	Connect steps and pieces
Knowledge of own Strengths	Interested in the context of the problem	Check calculations of others
Knowledge of own Weaknesses	Enjoyed solving the problem	Aware of how others helped
Number Sense	Enjoyed analyzing interns	Meta-process – step outside of problem solving to see if own actions are useful.
Estimation	Enjoyed complete experience	Skepticism
Ability to analyze interns	Real life vs. student Careful/Thorough	Estimation Creativity Adaptability (shifts direction easily) Can throw out useless info Judgment of reasonable issues Judgment of importance of number values (is it material) Tie in personal experiences Tie in info provided by another Scientific Process (each step justified with evidence not by gut feeling) Remember previously noted facts Remember what s/he has calculated or reasoned.

**For a description specific behavior associated with each category see Rubric in Appendix B**