

Rubrics – Student Learning Assessment Tool

A rubric is a scoring tool (*a simple list, chart, or guide*) that describes the criteria being used to score or grade an assignment. Rubrics divide an assignment into its component parts and provide a detailed description of what constitutes acceptable or unacceptable levels of performance for each of those parts. Rubrics can be used for grading a large variety of assignments and tasks like research papers, book critiques, discussion participation, laboratory reports, portfolios, group work, oral presentations, and more. (Suskie, 2004, **Assessing Student Learning: A Common Sense Guide**)

Rubrics are comprised of four basic parts in which the faculty identifies the parameters of the assignment. In its simplest form, the rubric includes a (1) task description (the assignment), (2) a scale of some sort (levels of achievement, possibly in the form of grades), (3) the dimensions of the assignment (a breakdown of the skills/knowledge involved in the assignment), and (4) descriptions of what constitutes each level of performance (specific feedback) all set out on a grid. (Stevens and Levi, 2005, **Introduction to Rubrics**)

Rubric formats are usually described as checklists, rating scales, descriptive rubrics, and holistic rubrics. An **analytic rubric** articulates levels of performance for each criterion so that faculty can assess student performance on each criterion. A **holistic rubric** in contrast to an analytic rubric, does not list separate levels of performance for each criterion. Instead, a holistic rubric assigns a level of performance by assessing performance across multiple criteria as a whole.

The following identifies a number of reasons why to use a rubric as an evaluation method.

- Provides faculty and students whose work is being evaluated with detailed descriptions of what is being learned and what is not—using rubrics can help improve communication between the student and faculty.
- Can be used as a teaching tool – students begin to understand what it is they are or are not learning, and are or are not able to demonstrate what they know and can do. When students begin to see what they are not learning, they can take more responsibility for their learning.
- Can make scoring assignments easier and faster.
- Combats accusations that faculty do not know what they are looking for in course assignments.
- Teaches students the standards of the discipline or the standards of the learning and development experience.
- Allows students to help set the standards of their performance for an outcome.
- Allows students to evaluate themselves and their peers.

Even though rubrics are used most often to evaluate course work like papers, projects, performances, and portfolios, they can also be used to obtain feedback from employers. Rubrics are increasingly being used as assessment tools across K-12 and higher education, and in corporate and government settings. You can begin creating a rubric by looking for models that you can adapt to meet your needs--there is a wealth of rubric examples that can be found on the internet,. (We have included in this packet a number of writing, critical thinking, presentations, and diversity rubrics being used at other institutions.)

Evaluation Tools

Sample Rubric

School _____

Teacher _____

CTE Program - Level III _____

Course Name _____

LEVELS OF PERFORMANCE

3	2	1	0	0
90% +	80% +	70% +	60% +	Less than 60%
Mastered	Exceeded	Attained	Approaching Attainment	Unattained
Student presents a clear, specific understanding of the competency. All notes, assignments, test, work place records and labs required are completed on time, are extremely well organized and questions are answered accurately. High interest and excitement have lead the student to reach far beyond the requirements. Student has read related materials and has used many sources of information for reports and or experiments. The student has used his/her new knowledge when participating in all oral discussions, assignments and written work. Student makes connections between classroom and work place. The students' notes, tests, labs, workplace records, debates, CTSO participation, and assignments are of the highest level of achievement above 90%.	Student presents a clear, specific understanding of the competency. High interest and excitement leads the student to an investigation that reaches beyond requirements. All notes, assignments, tests, workplace records and labs required are completed on time, are very well organized and questions are answered accurately. The student has used more resources than required and demonstrates new knowledge both orally and in written work and uses this knowledge in his/her assignments and oral participation. New knowledge is evident when student shows connections between classroom and work place relationships. Student notes, tests, labs, work place records, CTSO participation, debates and assignments are clearly organized, carefully done, and often go beyond teacher expectations. All tests are beyond the standard level of achievement between 80% to 89%.	Student meets assignment expectations. The student demonstrates new knowledge learned in oral participation and or written tasks. The work is well organized and complete. The student understood the assignments. He/she used the resources required and organized information in all notes, assignments, tests,work place records, debates and labs. All notes, assignments and labs are complete, carefully done and the student meets just above the minimum requirements and expectations. All tests, work place records, CTSO participation, assignments and labs meet the standard level of achievement between 70% to 79%.	Student knowledge of the topic is understood, but at minimum level of competency. The assignments, notes and labs are occasionally incomplete and could be organized better. Some resources have been used, but it is not clear what the student understood. Some of the information included by the student was not important to the topic. Student does most of what is required, but nothing more. Some of the work may not be finished. Tasks are not carefully done and the information from the resources is not used. Tests, labs, notes, CTSO participation, and workbased learning results are at a level of achievement between 60% to 69%.	Student knowledge of the subject is not shown. Steps through the process were not followed. Notes, tests, assignments, workbased learning and labs lack neatness, organization, detail and evidence of new knowledge. Work does not meet requirements. Parts are missing. Participation is weak, or student is often not participating. Labs, tests, CTSO participation, and assignments are poorly done and fall well behind the standard level of achievement. Overall, the student has failed to grasp new concepts covered in the competency. The level of achievement is below 60%.

Definition of Rubric:

"A rubric is a printed set of guidelines that distinguishes performances or products of different quality. A rubric has descriptors that define what to look for at each level of performance. Rubrics also often have indicators providing specific examples or tell-tale signs of things to look for in work."

The word rubric derives from the Latin word for red. Long ago, a rubric was the set of instructions for a law or liturgical service, typically written in red. Thus, a rubric instructs people on how to "lawfully" judge a performance. A good rubric allows valid and reliable--criterion-referenced--discrimination of performance.

Evaluation Tools

Accounting and Related Services

EVALUATION OF BUSINESS PLAN

http://projects.edtech.sandi.net/memorial/franchise/business_plan_rubric.htm

	BEGINNING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
Summary and Product/Service	Gives the name of the franchise and service sold.	Explains name, location, and services sold.	Addresses name, location, history of the company, and goods/services sold.	Adequately addresses name, location, detailed history of the company, and the goods/services sold.
Management Experience/Expertise	Report tells who the owners are.	Report tells who owners are and how they will be managed.	Report tells who the owners are and how they will work together, and how they will manage.	Report explains who owners are specifically how they will work together, and how management will work.
Personnel Requirements	Hiring procedures are addressed.	Training is addressed and hiring procedures are briefly discussed.	Training is addressed and provides a detailed explanation of how employees will be hired	Specific explanation of training for owners and employees, how people will be hired, and criteria for job placement.
Market Analysis	Very little numerical data is given	Numerical data is basically copied from website. No calculations.	Report provides some numerical data involving calculations and analysis. May or may not use charts or graphs.	Report provides calculated data and analysis for how this company is successful. Report includes charts and graphs.
Oral Presentations	Student exhibits fair voice projection, fair body language, correct grammar and pronunciation. No visual aid is used.	Student exhibits fair voice projection, fair body language, correct grammar and pronunciation. Has few or poor quality visual aids.	Student exhibits good voice projection, appropriate body language, correct grammar and pronunciation. Report contains adequate visual aids that complement the oral presentation.	Student exhibits good voice projection, appropriate body language, correct grammar and pronunciation. Report also includes visual aids that enhance the oral presentation.

Evaluation Tools

Accounting and Related Services

ACCOUNTING DEPARTMENT WRITING RUBRIC

Christopher Newport University, Newport News, VA
www.cnu.edu

Attribute	Grade of A	Grade of B	Grade of C	Grade of D	Grade of F
Accounting Concepts	Especially skillful identification and analysis of accounting concepts	Clear and competent use of accounting concepts	Accurate but limited use of accounting concepts	Limited grasp of accounting concepts	Inaccurate use of accounting concepts
Assertions	Fully developed and supported assertions	Developed and supported assertions	Assertions exist but are not developed or supported adequately	Assertions exist but are not developed or supported accurately	Lack of assertions, development and/or support
Structure	Particularly clear ideas with logical transitions throughout	Consistent focus and good transitions	Paragraph flow and transitions are adequate	Weak paragraph structure and illogical transitions	Lack of focus
Language	Language especially clear and concise with flawless mechanics.	Free of errors in mechanics. Clear and concise language	Minor errors in mechanics. Sentences could be more effective	Fundamental mechanics errors. Lack of clarity and concision	Serious errors in mechanics. Lack on clarity and concision.

Rubric Examples

Evaluation Tools

Accounting and Related Services

EVALUATING STUDENT PRESENTATIONS

Developed by Information Technology Evaluation Services,
North Carolina Department of Public Instruction
www.ncsu.edu

	1	2	3	4
Organization	Audience cannot understand presentation because there is no sequence of information	Audience has difficulty following presentation because student jumps around	Student presents information in logical sequence which audience can follow	Student presents information in logical, interesting sequence which the audience can follow
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject	Student is uncomfortable with information and is able to answer only rudimentary questions	Student is at ease with expected answers to all questions, but fails to elaborate	Student demonstrate full knowledge (more than required) by answering all class questions with explanations and elaboration
Mechanics	Presentation has four or more spelling errors and/or grammatical errors	Presentation has three misspellings and/or grammatical errors	Presentation has no more than two misspellings and/or grammatical errors	Presentation has no misspellings or grammatical errors
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation	Student's graphics relate to text and presentation	Student's graphics explain and reinforce screen text and presentation
Elocution	Student mumbles, incorrectly pronounces terms, and speaks to quietly for students in the back of class to hear	Student's voice is low. Student incorrectly pronounces some terms. Audience members have difficulty hearing	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear
Eye Contact	Student reads all of report with no eye contact	Student occasionally uses eye contact, but still reads most of report	Student maintains eye contact most of the time but frequently returns to notes	Student maintains eye contact with audience , seldom returning to notes

Rubric Examples

Evaluation Tools

Accounting and Related Services

JOB INTERVIEW SCORING RUBRIC

Developed by Tonya Skinner, found on www.angelfire.com

Competency	Needs Work	Better	Best
First Impressions	Shows up late for the interview, does not shake hands, and/or chews gums; does not bring a copy of the resume or references	Shows up on time for the interview with a copy of resume in hand	Shows up early for the interview with a copy of the resume in hand
Preparation	Knows nothing about the company or seems to make up information as he/she goes along	Knows some general information about the company and/or its purpose	Has researched the company and the position thoroughly and is apparent by answers given in response to questions
Personal Attributes	Overbearing, overaggressive, egotistical; or shy, reserved, and overly nervous	Somewhat nervous, some lapses in eye contact; speaks too loudly or softly	Good eye contact and poise during interview; confident
General attitude	Lack of interest and enthusiasm about the position; passive and indifferent; or overly enthusiastic	Seems interested in the position but could be better prepared or informed on certain topics	Interested in the position and enthusiastic about the interview
Personal Appearance	Dressed way below what is expected for someone in that position or "overdoes it" (too much makeup, jewelry, cologne, etc.)	Dressed similar to what employees in that position would wear or in business casual clothes	Dressed appropriate business attire; no sandals, tennis shoes, t-shirts, shorts, short skirts, etc.
Responses	Answers with "yes" or "no" and fails to elaborate or explain; talks negatively about past employers	Gives well-constructed responses, but sounds rehearsed and unsure	Gives well-constructed, confident responses that are genuine.

Evaluation Tools

Accounting and Related Services

RESUME RUBRIC

Developed by the University of Maine (www.umeedu.maine.edu)

	1	2	3	4	5
Application to Job	Resume does not apply to the job in any way	A few aspects of the resume apply to the job	Half of the resume applies to the job	Most of the resume applies directly to the job	Resume is excellent, applies directly to the job
Clarity of Writing	The writing is unclear and has no consistency to it	Very little of the writing is clear and the consistency is inadequate	Meets task, but lacks some clarity and consistency	Writing is mostly clear and reasonably consistent	Writing is very clear
Voice	Voice lacks any professionalism and is not positive	Voice lacks professionalism, but is mostly positive	Voice is generally positive and has some professional parts	Voice is good, but lacks personality	Voice is both professional and positive
Layout	Resume is poorly spaced and takes up either more than one page or significantly less than one page. No attempt has been made to layout the information	Resume is poorly spaced in that it is longer than one page or too short, but an obvious effort has been made	Resume meets length requirements, but layout is too cramped or words are too small to read	Resume is generally well-spaced, but is either a bit cramped or has a little too much white-space	Resume is well-spaced, taking up one page
Mechanics	Resume contains frequent or serious errors in mechanics, usage and structure	Resume contains a pattern or accumulation of errors in mechanics, usage or structure	Resume presents some errors in mechanics, but not a pattern of such errors	Resume is generally free from errors in mechanics, usage and sentence structure	Resume is free from errors in mechanics, usage and structure

Rubric Examples

Blackboard Participation Rubric

All LTU Online courses require students to participate in Blackboard discussion forums. Depending on the course content, some instructors may require you to participate in a certain number of discussion questions during each module, to post a specific number of contributions during a module, to post contributions across multiple days of a module, or to meet other expectations. See the syllabus for specific participation requirements established by your instructor.

The following rubric is one example of how your instructor may evaluate your discussion forum contributions.

High Quality	Medium Quality	Low Quality
<i>Criteria</i>		
<ul style="list-style-type: none"> Original thoughts not already contained in the threaded discussion Cited examples from other sources, including URL references. Critical and respectful review of other students' contributions with justification. 	<ul style="list-style-type: none"> Some original thoughts Some repeat of what has already been contributed by other students. 	<ul style="list-style-type: none"> Simple "agree" or "disagree" statements. No explanation
<i>Posting Examples</i>		
<p>Blackboard participation is indeed a large part of online learning. Not only does it provide an avenue to communicate with other classmates but it forces us to formulate answers in a clear and concise manner. One reason why I feel this way is that the asynchronous nature of Blackboard allows me to consider my response before posting it.</p> <p>Participation also provides an opportunity to hone researching skills using the Internet and using Blackboard skills as I attempt to justify my statements.</p>	<p>Blackboard participation is a large part of our online learning experience and our grade.</p> <p>I agree that is a large part on online learning and forces us to become comfortable in responding to other students posts.</p>	<p>IMO nice job, Sally!</p>
<p>I love the way that the following site says about models:</p> <p>http://www.architectural-models.com/whymodels.html</p> <p>"Models tell a story that everyone can understand and the story starts the second your eyes see the model. The story may last 15 seconds for an overview, or it may last 30 minutes for the interested viewer."</p> <p>This definition can be used outside of the architectural reference that it is used. It can be applied to most models no matter the project they are used in.</p>	<p>Models are helpful because they allow you to demonstrate concepts, ideas, plans, etc. in a way that most folks can understand.</p> <p>Models are somewhat like pictures because "they are worth 1,000 words."</p>	<p>Adam, I don't agree with your statement.</p>

High Quality	Medium Quality	Low Quality
<p>The site also gives a general answer to how models are used within architecture: communication tool, project inspection, design review, fund raising, project credibility, conventions, preconstruction, advertising, and sales.</p> <p>Models can be rendered in two or three dimensions. Two dimensional blueprints need to be developed to show the outer appearance of a building or the layout of plumbing, electrical, and structural foundations.</p> <p>On a personal note, I worked for some time in an architectural firm. I was involved with using tools to develop 2-D an 3-D models. As Rich noted earlier, we used 3-D models to show that the concept was viable and not just a dream. We also used models to help engage the customer about what the final product will look like.</p>		

Grading Rubric For Written Assignments

You will be asked to prepare written assignments for your LTU Online courses. LTU Online instructors use the following grading rubric to evaluate your work. Some instructors will use point totals rather than letter grades to evaluate your work; see the course syllabus for complete information about assignments and expectations.

Letter Grade	Criteria
“A” Paper (Exemplary)	<ul style="list-style-type: none"> Complies fully with the assignment. Information clearly and effectively supports a central purpose or thesis and displays a thoughtful, in-depth analysis of a sufficiently limited topic. The reader gains insights. Is directed towards and meets the needs of a defined audience (is persuasive or argumentative). Begins, flows, and ends effectively. The introduction, body and conclusion of the paper are sound. Provides compelling supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion. Is well-organized and unified with ideas and sentences that relate to the main topic. The ideas are arranged logically to support the thesis. Uses appropriate, direct language: writing is compelling; sentences are well-phrased and varied in length and structure. Paragraphs are well-structured, use of headings is excellent, and paper shows strong organization. Correctly acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.). Is free of errors in grammar, punctuation, word choice, spelling, and format. Maintains a level of excellence throughout, and shows originality and creativity in realizing 1-6.
“B” Paper (Proficient)	<ul style="list-style-type: none"> Complies in a competent manner with the assignment. Information provides firm support for a central purpose or thesis, and displays evidence of a basic analysis of a sufficiently limited topic. The paper demonstrates overall competency. It shows some originality, creativity, and/or genuine engagement with issues at hand. Is directed towards and meets the needs of a defined audience (is persuasive argumentative or informational). Begins, flows, and ends effectively. The introduction, body and conclusion of the paper are adequate. Provides adequate supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion. Is well-organized and unified: sentences relate to main topic; ideas are arranged logically to support the thesis. Paragraphs are well structured; use of headings is good, and paper shows general organization and flow. Is comprised of well-phrased sentences that are varied in length and structure. There are occasional violations in the writing, but they don’t present a major distraction or obscure the meaning. Correctly acknowledges and documents sources in APA style (e.g., in-text

Letter Grade	Criteria
	<p>citations, works cited pages, etc.).</p> <ul style="list-style-type: none"> Contains minimal errors in grammar, punctuation, word choice, spelling, and format.
“C” Paper (Marginal)	<ul style="list-style-type: none"> Complies adequately with the assignment. Information supports the thesis at times. Analysis is basic or general. The purpose is not always clear. The paper completes (rather than engages in) the assignment. Presents an unclear (either persuasive or argumentative) rhetorical position. Has partial or inadequate introduction and conclusion. Does not provide adequate supporting arguments, evidence, examples and/or details. Is not arranged logically. Ideas fail to make sense and are not expressed clearly. The reader can figure out what the writer probably intends, but may not be motivated to do so. Contains some awkwardly constructed sentences that present an occasional distraction for the reader. Paragraphs are unstructured, headings are missing, and general organization and flow is lacking. Incorrectly or partially acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.). Although occasional references are provided, the writer relies on unsubstantiated statements. The reader is confused about the source of ideas. Contains numerous errors in grammar, punctuation, word choice, spelling, and format which distract the reader.
“D” Paper (Unacceptable)	<ul style="list-style-type: none"> Does not adequately comply with the assignment. The paper does not successfully identify the thesis. Analysis is vague or not evident. Has no rhetorical position. Has an inadequate introduction and conclusion. Does not provide adequate supporting arguments, evidence, examples and/or details. Paragraphs may “string together” quotations without a context of discussion. Is not arranged logically. Frequently, ideas fail to make sense and are not expressed clearly. The reader cannot identify a line of reasoning. Contains frequent errors in sentence structure, which present a major distraction to the reader. Paragraphs are unstructured, headings are missing, and the paper lacks general organization and flow. Incorrectly or partially acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.). Although occasional references are provided, the writer relies on unsubstantiated statements. The reader is confused about the source of ideas. Contains numerous errors in grammar, punctuation, word choice, spelling, and format, which obscure the meaning of the passage. The reader is confused and stops reading.

**ANTHROPOLOGY PROGRAM ASSESSMENT
SHORT ESSAY RUBRIC (03-04)**

	Poor (2)	Fair (2)	Good (2)	score
TOPIC	Topic inappropriate	Topic appropriate with some tangents	Topic completely appropriate	
USE OF ANTHROPOLOGICAL TERMS	none or only those presented in essay question	a few basic terms used	many and varied terms used	
KNOWLEDGE OF CULTURAL BELIEFS AND BEHAVIORS (eg: clothes, food, language, kinship, religion)	lack of understanding of cultural traits	hazy understanding of cultural traits	clear understanding of cultural traits	
NEW UNDERSTANDING OF CULTURE	no indication of non-ethnocentric understanding	unclear understanding of ethnocentric concept	ideas indicate non-ethnocentric understanding of culture discussed	
ORGANIZATION, GRAMMAR & MECHANICS	Difficult to follow and significant errors	Can grasp some logic of ideas but with some errors	Information presented in logical sequence with few errors	

Lori Tigner and Jan Morrison July 2004

ANTHROPOLOGY PROGRAM ASSESSMENT
SHORT ESSAY RUBIC – Revised for 04-05

	Poor (2)	Fair (2)	Good (2)	score
TOPIC and ORGANIZATION	Topic unfocused around the question	Topic somewhat focused, with tangents	Topic completely focused on question	
USE OF ANTHROPOLOGICAL TERMS (eg: ethnocentrism, status, relativism, values, beliefs, behaviors, indigenous, etc)	none or only those presented in essay question	a few basic terms used	many and varied terms used	
KNOWLEDGE OF CULTURAL BELIEFS AND BEHAVIORS (eg: subsistence, language, kinship, religion, family, technology, economics, politics, etc)	lack of understanding of cultural traits	general understanding of cultural traits	specific understanding of cultural traits	
NEW UNDERSTANDING OF CULTURE	no indication of non-ethnocentric understanding	unclear understanding of ethnocentric concept	ideas indicate non-ethnocentric understanding of culture discussed	
GRAMMER & MECHANICS	Difficult to follow / significant errors	Can grasp some ideas but some errors interfere	Clear and articulate with few errors	

Lori Tigner and Jan Morrison October 2004

Rubric Examples

ANTH 200 DaGrossa

Rubric for Cultural Anthropology Homework Assignments (5 points each)

	1	1.5	2	2.5	3	3.5	4	4.5	5
preparation / use of concepts	no evidence that material was read	meets at least 2 criteria for a "2" response	some evidence that material was read; parroting or quoting of words	meets at least 2 criteria for a "3" response	some key words and concepts used; may include quoting and some parroting	meets at least 2 criteria for a "4" response	key words and concepts used; some evidence of use and explanation in own words	meets at least 2 criteria for a "5" response	explains relevant concepts in own words
completeness of response	does not respond to the question asked		response has little to do with the question asked		responds to only part of the assignment		responds to all parts of the assignment, though not thoroughly		answers all parts of the question in a thorough manner
application of concepts	does not apply information at all		applies information incorrectly to address or solve a particular aspect of the assignment		applies information in an unspecific and unoriginal manner to address or solve particular aspect of the assignment		applies information in specific OR original way to address or solve particular aspect of the assignment		applies information in specific AND original way to address or solve particular aspect of the assignment
quality of writing	writing quality renders answer incomprehensible (incomplete sentences, incorrect use of words, ungrammatical, poor punctuation, lacks organization, and/or difficult to understand)		writing quality significantly interferes with comprehensibility of answer (incomplete sentences, incorrect use of words, ungrammatical, poor punctuation, lacks organization, and/or difficult to understand)		some significant writing errors (incomplete sentences, incorrect use of words, ungrammatical, poor punctuation, lacks organization, and/or difficult to understand)		minor writing errors (incomplete sentences, incorrect use of words, ungrammatical, poor punctuation, lacks organization, and/or difficult to understand)		no writing errors (complete sentences, correct punctuation, correct word use); well organized; good word choice

Cooperative Learning Project

Rubric B: Outcome or Product

Name _____ Date _____

Class _____

	Exceptional	Admirable	Acceptable	Amateur
Organization	Extremely well organized; logical format that was easy to follow; flowed smoothly from one idea to another and cleverly conveyed; the organization enhanced the effectiveness of the project	Presented in a thoughtful manner; there were signs of organization and most transitions were easy to follow, but at times ideas were unclear	Somewhat organized; ideas were not presented coherently and transitions were not always smooth, which at times distracted the audience	Choppy and confusing; format was difficult to follow; transitions of ideas were abrupt and seriously distracted the audience
Content Accuracy	Completely accurate; all facts were precise and explicit	Mostly accurate; a few inconsistencies or errors in information	Somewhat accurate; more than a few inconsistencies or errors in information	Completely inaccurate; the facts in this project were misleading to the audience
Research	Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project; and utilized more than 8 types of resources to make project effective	Did a very good job of researching; utilized materials provided to their full potential; solicited more than 6 types of research to enhance project; at times took the initiative to find information outside of school	Used the material provided in an acceptable manner, but did not consult any additional resources	Did not utilize resources effectively; did little or no fact gathering on the topic
Creativity	Was extremely clever and presented with originality; a unique approach that truly enhanced the project	Was clever at times; thoughtfully and uniquely presented	Added a few original touches to enhance the project but did not incorporate it throughout	Little creative energy used during this project; was bland, predictable, and lacked “zip”

Cooperative Learning Project

Rubric A: Process

Name _____ Date _____

Class _____

	Exceptional	Admirable	Acceptable	Amateur
Group Participation	All students enthusiastically participate	At least 3/4 of students actively participate	At least half the students confer or present ideas	Only one or two persons actively participate
Shared Responsibility	Responsibility for task is shared evenly	Responsibility is shared by most group members	Responsibility is shared by 1/2 the group members	Exclusive reliance on one person
Quality of Interaction	Excellent listening and leadership skills exhibited; students reflect awareness of others' views and opinions in their discussions	Students show adeptness in interacting; lively discussion centers on the task	Some ability to interact; attentive listening; some evidence of discussion or alternatives	Little interaction; very brief conversations; some students were disinterested or distracted
Roles Within Group	Each student assigned a clearly defined role; group members perform roles effectively	Each student assigned a role but roles not clearly defined or consistently adhered to	Students assigned roles but roles were not consistently adhered to	No effort made to assign roles to group members

Cooperative Learning Project Evaluation Form A: Process

Name _____ Date _____

Class _____

	Exceptional	Admirable	Acceptable	Amateur
Group Participation				
Shared Responsibility				
Quality of Interaction				
Roles Within Group				

COMMENTS:

Rubric Examples

Presentation Mechanics	Was engaging, provocative, and captured the interest of the audience and maintained this throughout the entire presentation; great variety of visual aids and multimedia; visual aids were colorful and clear	Was well done and interesting to the audience; was presented in a unique manner and was very well organized; some use of visual aids	Was at times interesting and was presented clearly and precisely; was clever at times and was organized in a logical manner; limited variety of visual aids and visual aids were not colorful or clear	Was not organized effectively; was not easy to follow and did not keep the audience interested; no use of visual aids
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Rubric Examples

Cooperative Learning Project Evaluation Form B: Product

Name _____ Date _____

Class _____

	Exceptional	Admirable	Acceptable	Amateur
Organization				
Content Accuracy				
Research				
Creativity				
Presentation Mechanics				

COMMENTS:

Rubric Examples

Project Rubric						
Assignment: Communicate complete information on an African American Inventor						
	Beginner: 1 point	Novice: 2 Points	Intermediate: 3 points	Expert: 4 points	Self Evaluation	Teacher Evaluation
Topic/Content	Includes little essential information and one or two facts	Includes some essential information with few citations and few facts.	Includes essential information with most sources properly cited. Includes enough elaboration to give readers an understanding of the topic.	Covers topic completely and in depth. Includes properly cited sources and complete information. Encourages readers to know more.		
Technical Requirements	Includes few pictures, products incomplete, few outside sources, no interpretation of importance	Includes fewer than 3 genres, fewer than 3 pictures or drawings, minimal interpretation of importance	Includes at least 3 genres, at least 3 pictures or drawings, some interpretation of importance.	Includes at least 5 genres, more than 5 pictures and drawings, with citations and interpretation.		
Mechanics	Includes more than 5 grammatical errors, misspellings, punctuation errors, etc.	Includes 3-4 grammatical errors, misspellings, punctuation errors, etc.	Includes 2-3 grammatical errors, misspellings, punctuation errors, etc.	Grammar, spelling, punctuation, capitalization are correct. No errors in the text.		
Cooperative Group Work	Cannot work with others in most situations. Cannot share decisions or responsibilities.	Works with others, but has difficulty sharing decisions and responsibilities.	Works well with others. Takes part in most decisions and contributes fair share to group.	Works well with others. Assumes a clear role and related responsibilities. Motivates others to do their best.		
Oral Presentation Skills	Great difficulty communicating ideas. Poor voice projection. Little preparation or incomplete work.	Some difficulty communicating ideas, due to voice projection, lack of preparation, or incomplete work	Communicates ideas with proper voice projection. Adequate preparation and delivery.	Communicates ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery.		
Scale: 18 - 20=Expert 15 - 17=Intermediate 10 - 14=Novice 6 - 9=Beginner				Total Points		



Class Debate : African-American Inventors and the Invention Process

Teacher Name: **Mrs. Fannin**

Student Name: _____

CATEGORY	20-Expert	15-Proficient	10-Knowledgeable	5-Novice
Respect for Other Team	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were consistently not respectful.
Information	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
Rebuttal	All counter-arguments were accurate, relevant and strong.	Most counter-arguments were accurate, relevant, and strong.	Most counter-arguments were accurate and relevant, but several were weak.	Counter-arguments were not accurate and/or relevant
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
Presentation Style	Team consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	One or more members of the team had a presentation style that did not keep the attention of the audience.
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea (premise).
Understanding of Topic	The team clearly understood the topic in-depth and presented their information forcefully and	The team clearly understood the topic in-depth and presented their information with ease.	The team seemed to understand the main points of the topic and presented those with ease.	The team did not show an adequate understanding of the topic.

	convincingly.			
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Rubric Examples

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Evaluation Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
You wrote an original folktale in the Gullah tradition by following teacher guidelines.	You wrote a folktale in the Gullah tradition but it was not original.	You wrote a folktale in the Gullah tradition and made the tale somewhat original.	You wrote an original folktale in the Gullah tradition. You followed the teacher guidelines.	You expertly wrote an original folktale and inspired your teacher with its plot, vocabulary, and depth.	
You had a most attractive product.	You used font, color, graphics and effects etc., but these often distracted from the presentation of the content.	You used font, color, graphics, effects, etc., but occasionally these detracted from the content.	You made good use of font, color, graphics, effects, etc. to enhance your presentation.	You made excellent use of font, color, graphics, effects, etc. to enhance the presentation.	
You used the mechanics for a written product correctly.	You had more than 4 errors in spelling or grammar.	You had 4 errors in spelling or grammar.	You had three or fewer errors in spelling or grammar.	You had no misspellings or grammatical errors.	
You presented your story to the class.	Your delivery was not smooth and the audience lost attention.	Your delivery was not smooth, but you were able to hold the audience most of the time.	Your delivery showed rehearsal, and you held the audience most of the time.	Your delivery was interesting, well rehearsed, smooth, and you held the audience.	
You utilized your time in class well.	You performed some of the tasks without being called down or constantly reminded to stay on task.	You performed all of the tasks with minimal reminders to stay on task.	You performed all of the tasks with diligence and maturity.	You enthusiastically performed all of the tasks, contributing greatly to the success of your final presentation.	

Curator Extraordinaire Rubric: 19th Century Art Culminating Event

CATEGORY	Curator extraordinaire	Curator-in-museum training	Curator earning a degree	Curator headed back to study
Characteristics	The student's work identifies several characteristics of 19 th Century Art, including Naturalism, Realism, and Impressionism found in their chosen pieces of artwork.	The student's work identifies a few characteristics of 19 th Century Art, including Naturalism, Realism, and Impressionism found in their chosen pieces of artwork.	The student's work identifies one characteristic of 19 th Century Art, without including Naturalism, Realism, or Impressionism.	The student's work shows his/her difficulty in identifying characteristics of 19 th Century Art.
Influence of culture	The student's work gives several detailed examples of how the development of industry influenced the artist's work.	The student's work gives a couple of examples of how the development of industry influenced the artist's work.	The student's gives one example of how the development of industry influenced the artist's work.	The student's work shows his/her difficulty in describing how the development of industry influenced the artist's work.
Museum Education	The student's work offers a couple of examples of what museum visitors can learn from this piece of art and why it should be added to the museum collection.	The student's work offers one example of what museum visitors can learn from this piece of art and why it should be added to the museum collection	The student's work offers one example of what museum visitors can learn from this piece of art.	The student's work is unable to offer an example of what museum visitors can learn from this piece of art.

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Art Rubric Sample

ART RUBRIC					
Name: _____		Date: _____			
Grade: _____		Teacher: _____			
	Criteria				Value
	1	2	3	4	
Elements Of Design	The student did the minimum or the artwork was never completed.	The student did the assignment in a satisfactory manner, but lack of planning was evident.	The art work shows that the student applied the principles discussed in class adequately.	The art work shows that the student applied the principles discussed in class in unique manner.	---
Creativity	The piece shows little or no evidence of original thought.	The student's work lacked sincere originality.	The student work demonstrates originality.	The student work demonstrates a unique level of originality.	---
Effort	The student did not finish the work in a satisfactory manner.	The student finished the project, but it lacks finishing touches or can be improved upon with little effort.	The student completed the project in an above average manner, yet more could have been done.	The students gave an effort far beyond the requirements of the project.	---
Skill	The student showed poor craftsmanship or lack of understanding.	The student showed average craftsmanship and understanding.	The student showed above average craftsmanship and understanding.	The artwork is outstanding and was finished with a great deal of patience.	---
Responsiveness	The student displayed a negative response throughout the development of the piece.	The student displayed a negative response at times during the development of the piece.	The student displayed a positive response most of the time during the development of the piece.	The student displayed a positive response all of the time during the development of the piece.	---
				Total:-----	---

TEACHER COMMENTS

Rubric Examples



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RUBRIC FOR GRADING ART

100 95 90% -----	89 85 80% -----	79 75 70% -----	69 65 60% -----	59% and below -----
A	B	C	D	F
Excellent	Above Average	Average	Below Average	Unsatisfactory
Outstanding	Very Good	Good	Needs	Poor
Exemplary	Acceptable	Not Yet Acceptable	Improvement Barely Acceptable	Unacceptable

ELEMENTS OF DESIGN: LINE, TEXTURE, COLOR, SHAPE/FORM, VALUE, SPACE
PRINCIPLES OF DESIGN: REPETITION, BALANCE, EMPHASIS, CONTRAST, UNITY

A: Planned carefully, made several sketches, and showed an awareness of the elements and principles of design; chose color scheme carefully, used space effectively.

B: The artwork shows that the student applied the principles of design while using one or more elements effectively; showed an awareness of filling the space adequately.

C: The student did the assignment adequately, yet it shows lack of planning and little evidence that an overall composition was planned.

D: The assignment was completed and turned in, but showed little evidence of any understanding of the elements and principles of art; no evidence of planning.

F: The student did the minimum or the artwork was never completed.

Creativity/Originality

A: The student explored several choices before selecting one; generating many ideas; tried unusual combinations or changes on several ideas; made connections to previous knowledge; demonstrated understanding problem solving skills.

B: The student tried a few ideas for selecting one; or based his or her work on someone else's idea; made decisions after referring to one source; solve the problem in logical way.

C: The student tried in idea, and help out adequately, but it lacked originality; substituted "symbols" for personal observation; might have copied work.

Rubric Examples

D: The student fulfill the assignment, but gave no evidence of trying anything unusual.

F: The student showed no evidence of original thought.

Effort/Perseverance

A: The project was continued until it was complete as the student could make it; gave it effort far beyond that required; to pride in going well beyond the requirement.

B: The student work hard and completed the project, but with a loom or effort it might have been outstanding.

C: The student finished the project, but it could have been improved with more effort; adequate interpretation of the assignment, but lacking finish; chose an easy project and did it indifferently.

D: The project was completed with minimum effort.

F: The student did not finished the work adequately.

Craftsmanship/Skill/Consistency

A: The artwork was beautiful and patiently done; it was as good as hard work could make it.

B: With a little more effort, the work could have been outstanding; lacks the finishing touches.

C: The student showed average craftsmanship; adequate, but not as good as it could have been, a bit careless.

D: The student showed below average craftsmanship, lack of pride in finished work.

F: The student showed poor craftsmanship; evidence of lazy this or lack of understanding.

Group Cooperation/Attitude

A: The student work toward group goals, effectively performed a variety of roles in group work, followed through on commitments, was sensitive to the feelings and knowledge level of others, willingly participated in necessary preparation or work for classroom.

B: The student participated enthusiastically, followed through with commitments, performed more than adequately, assisted in preparation and cleanup.

C: The student mostly allowed others in the group to make all the decisions, did his or her share of work adequately, assisted in preparation and cleanup when asked.

D: The student allowed others to do most of the work, did participate minimally, did the minimum amount.

F: The student was part of the group, but did almost nothing toward group goals, did a minimal amount of preparation and cleanup.

Genomics and Computational Biology 2000

Final Projects Grading Rubric

This rubric is designed to be as explicit as possible to ensure that all students are graded consistently. Each component of the project will be graded on a scale from 1 to 5. The scale is explicitly defined for each component but is roughly as follows: 1 = poor, 2 = needs improvement, 3 = good, 4 = excellent, 5 = outstanding.

Total Possible Points: 100

I. Oral Presentation (x3 = 15)

- 1 = Unclear, sloppy, little apparent effort made to communicate ideas.
- 2 = Somewhat unclear, but a significant effort was made to communicate ideas.
- 3 = Clear presentation of ideas, data and take-home message from each slide clear.
- 4 = Same as above plus well thought-out structure, logical flow of ideas.
- 5 = Particularly effective in communicating ideas and engaging the audience.

II. Background (x3 = 15)

- 1 = Little understanding of the field or project goals.
- 2 = Good understanding of the field **OR** project goals.
- 3 = Good understanding of the field **AND** project goals.
- 4 = Above average understanding of the field and project goals.
- 5 = A particularly insightful analysis of the field and project goals.

III. Methods (x4 = 20)

- 1 = Analysis poorly described and irrelevant to stated goal.
- 2 = Analysis **EITHER** well described **OR** relevant to goal.
- 3 = Analysis well described **AND** relevant to goal.
- 4 = Same as above plus well executed, key complexities were anticipated.
- 5 = Analysis particularly well thought-out, designed, and executed.

IV. Analysis of Results (x5 = 25)

- 1 = Little understanding of analysis and the meaning of results.
- 2 = Basic understanding of analysis, but caveats poorly understood.
- 3 = Good understanding of analysis and its caveats.
- 4 = Same as above plus statistical methods well-chosen and correctly applied.
- 5 = Particularly insightful or sophisticated analysis of results.

V. Difficulty (x3 = 15)

- 1 = Very simple
- 3 = Appropriately Challenging
- 5 = Extremely Challenging

VI. Creativity (x2 = 10)

- 1 = Straightforward.
- 3 = Some creative aspects
- 5 = Very creative.

Level	Scientific Procedures and Reasoning	Strategies	Scientific Communication/Using Data	Scientific Concepts and Related Content
Novice	Did not use appropriate scientific tools or technologies (e.g., rulers, pH paper, hand lens, computer, reference materials, etc.) to gather data (via measuring and observing).	<p>No evidence of a strategy or procedure, or used a strategy that did not bring about successful completion of task investigation.</p> <p>No evidence of scientific reasoning used.</p> <p>There were so many errors in the process of investigation that the task could not be completed.</p>	<p>No explanation, or the explanation could not be understood, or was unrelated to the task investigation.</p> <p>Did not use, or inappropriately used scientific representations and notation (e.g. symbols, diagrams, graphs, tables, etc.).</p> <p>No conclusion stated, or no data recorded.</p>	<p>No use, or mostly inappropriate use, of scientific terminology.</p> <p>No mention or inappropriate references to relevant scientific concepts, principles, or theories (big ideas).</p> <p>Some evidence of understanding observable characteristics and properties of objects, organisms, and/or materials used.</p>
Apprentice	Attempted to use appropriate tools and technologies (e.g., rulers, pH paper, hand lens, computer, reference materials, etc.) to gather data (via measuring and observing) but some information was inaccurate or incomplete.	<p>Used a strategy that was somewhat useful, leading to partial completion of the task/investigation.</p> <p>Some evidence of scientific reasoning used.</p> <p>Attempted but could not completely carry out testing a question, recording all data and stating conclusions.</p>	<p>An incomplete explanation or explanation not clearly presented (e.g., out of sequence, missing step).</p> <p>Attempted to use appropriate scientific representations and notations, but were incomplete (e.g., no labels on chart).</p> <p>Conclusions not supported or were only partly supported by data.</p>	<p>Used some relevant scientific terminology</p> <p>Minimal reference to relevant scientific concepts, principles, or theories (big ideas).</p> <p>Evidence of understanding observable characteristics and properties of objects, organisms, and/or materials used.</p>

Level	Scientific Procedures and Reasoning	Strategies	Scientific Communication/Using Data	Scientific Concepts and Related Content
Practitioner	Effectively used some appropriate tools and technologies (e.g., rulers, pH paper, hand lens, computer, reference materials, etc.) to gather and analyze data, with only minor errors.	<p>Used a strategy that led to completion of the investigation/task.</p> <p>Recorded all data.</p> <p>Used effective scientific reasoning.</p> <p>Framed or used testable questions, conducted experiment, and supported results with data.</p>	<p>A clear explanation was presented.</p> <p>Effectively used scientific representations and notations to organize and display information.</p> <p>Appropriately used data to support conclusions.</p>	<p>Appropriately used scientific terminology.</p> <p>Provided evidence of understanding of relevant scientific concepts, principles or theories (big ideas).</p> <p>Evidence of understanding observable characteristics and properties of objects, organisms, and/or materials used.</p>
Expert	Accurately and proficiently used all appropriate tools and technologies (e.g., rulers, pH paper, hand lens, computer, reference materials, etc.) to gather and analyze data.	<p>Used a sophisticated strategy and revised strategy where appropriate to complete the task.</p> <p>Employed refined and complex reasoning and demonstrated understanding of cause and effect.</p> <p>Applied scientific method accurately: (framed testable questions, designed experiment, gathered and recorded data, analyzed data, and verified results).</p>	<p>Provided clear, effective explanation detailing how the task was carried out. The reader does not need to infer how and why decisions were made.</p> <p>Precisely and appropriately used multiple scientific representations and notations to organize and display information.</p> <p>Interpretation of data supported conclusions, and raised new questions or was applied to new contexts.</p> <p>Disagreements with data resolved when appropriate.</p>	<p>Precisely and appropriately used scientific terminology.</p> <p>Provided evidence of in-depth, sophisticated understanding of relevant scientific concepts, principles or theories (big ideas).</p> <p>Revised prior misconceptions when appropriate.</p> <p>Observable characteristics and properties of objects, organisms, and/or materials used went beyond the task investigation to make other connections or extend thinking.</p>

Final Biology Research Proposal Grading Rubric

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Component	Superior Work	Good Work	Passable Work	Unacceptable Work
Cover Sheet Points available 3	Project Title is clearly & artistically displayed Names of investigators are clearly displayed in alphabetical order. 3	Project Title is clearly displayed Names of investigators are clearly displayed. 2	Project Title is present Names of investigators are present. 1	Project Title is missing and /or Names of investigators are missing 0
General Style Points available 10	No typographic or spelling errors. Style is consistent in voice & well-written throughout text. 10 - 8	Few typographic or errors in spelling. Style is consistent throughout most of text. 8 - 6	Significant number typographic or spelling errors are present. Style is inconsistent. 5 - 4	Many typographic or spelling errors. Did not follow directions. 3 - 0
Abstract Points available 7	A well-written (200 words or less) summary of the hypothesis, general experimental approach, preliminary data, and importance of your findings is present. 7 - 6	A (~200 words) summary of the hypothesis, general experimental approach, preliminary data, and importance of your findings is present. 6 - 5	A summary is present but is not complete in coverage. 4 - 3	Abstract is missing or is very incomplete. 2 - 0
Hypothesis Points available 5	Main hypothesis is stated in a clear & concise manner. 	Main hypothesis is stated in an understandable manner. 	Main hypothesis is stated but is not well written. 3	No testable hypothesis is stated. 2 - 0

	5	4		
Significance	A clear and well-written exposition of the significance & the importance of your hypothesis to Biology and other disciplines is present.	A reasonable exposition of the significance & the importance of your hypothesis to Biology and other disciplines is present.	Some description of the significance & importance of your hypothesis to Biology is present but it is not well-written.	The significance and importance of your hypothesis is either not present or very poorly described.
Points available 6	6	5	4	3 - 0
Background	A concise well-written description of work done by others relating to your hypothesis is present.	A reasonable description of work done by others relating to your hypothesis is present.	Some description of work done by others relating to your hypothesis is present.	Little or no description of work done by others relating to your hypothesis is present.
Points available 10	A well thought out critical analysis of prior work is present.	A reasonable critical analysis of prior work is present	Some critical analysis of prior work is present	Little or no critical analysis of prior work is present.
	All work is properly cited.	All work is properly cited.	Most works are properly cited.	Work not properly cited.
	10 - 9	8 - 6	5 - 4	3 - 0
Experimental Design & Methods	A well-written description of the general strategy used is present.	A reasonable description of the general strategy used is present.	General strategy is not reasonably described.	General strategy is not present or very poorly described.
	Specific methods are well described with advantages & disadvantages considered.	Specific methods are described with advantages & disadvantages considered.	Specific methods are present but not well described.	Specific methods are poorly described or not present .
Points available	Statistical analysis is well thought out, well described and	Statistical analysis is reasonably described and appropriate.	Statistical analysis is described and generally appropriate.	Statistical analysis is poorly described and/or not appropriate.
			Many methods	

Rubric Examples

<p>8</p>	<p>appropriate.</p> <p>Methods are properly referenced where possible.</p> <p>8 - 7</p>	<p>Majority of methods are referenced where possible.</p> <p>6</p>	<p>are referenced where possible.</p> <p>5</p>	<p>Few or no methods are referenced where possible.</p> <p>4 - 0</p>
<p>Preliminary Data</p> <p>Points available</p> <p>7</p>	<p>The results of preliminary experiments are clearly & concisely described.</p> <p>Data are thoroughly analyzed and graphed.</p> <p>Interpretations that are well-written are presented in a clear & logical manner.</p> <p>7</p>	<p>The results of preliminary experiments are reasonably described.</p> <p>The data are reasonably analyzed and graphed.</p> <p>An interpretation that is reasonable is presented in a logical manner.</p> <p>6</p>	<p>The results of preliminary experiments are present but not well described.</p> <p>The data are somewhat analyzed.</p> <p>Some interpretation is of preliminary data is presented</p> <p>5</p>	<p>The results of preliminary experiments are not present or very poorly described .</p> <p>The data are poorly analyzed and not graphed.</p> <p>No interpretation is presented or it is poorly described.</p> <p>4 - 0</p>
<p>Discussion & Interpretation</p> <p>Points available</p> <p>6</p>	<p>A well-written discussion of whether the results support the hypothesis is present.</p> <p>Discussion of potential directions for future experiments is present.</p> <p>6 - 5</p>	<p>A reasonable discussion of whether the results support the hypothesis is present.</p> <p>Some discussion of potential modifications for future experiments is present.</p> <p>5 - 4</p>	<p>Some discussion of whether the results support the hypothesis is present.</p> <p>Very little or no discussion of future experiments is present.</p> <p>4 - 3</p>	<p>No discussion as to whether the results support the hypothesis is present.</p> <p>No discussion of potential modifications for future experiments is present.</p> <p>2 - 0</p>
<p>References</p>	<p>Each of the papers & texts cited are properly referenced.</p>	<p>Majority of the papers & texts cited are properly referenced.</p>	<p>Many of the papers & texts cited are properly referenced.</p>	<p>Papers & texts cited are not properly referenced.</p>

Points available 8	Reference format is consistent.	Reference format is consistent.	Reference format is generally consistent.	Reference format not consistent.
Total Points 70	At least three (3) peer-reviewed journal articles.	At least two (2) peer-reviewed journal articles.	At least one (1) peer-reviewed journal article.	No peer-reviewed journal articles.
	8 - 7	6 - 5	4 - 3	2 - 0

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Rubric Examples

Rubric for MB3 Poster Presentation of Independent Research

Student Name:			
Category	Scoring Criteria	Points	Evaluation
Organization 30 points	Poster is well organized (<i>Sufficient space between columns leaves no doubt about where one column ends and another begins.</i>)	10	
	Sequence of the presentation is easy to follow using visual clues provided. (<i>Clues may include numbers, letters or arrows.</i>)	10	
	Text is simple and large enough to be read from a minimum of four feet away. (<i>A standard, easy to read text is used. Both capital and small-case letters are used.</i>)	10	
Presentation 25 points	Graphics dominate the poster visually with text playing a support role. (<i>Use graphics, cartoons, and figures when possible.</i>)	5	
	Relative importance of poster elements is graphically communicated. (<i>More important information is presented with larger graphics or text.</i>)	10	
	Title clearly describes the research presented. (<i>Title is easily understandable.</i>)	5	
	Artistic elements of the poster are subtle and do not distract from the message of the poster. (<i>Scientific posters present information clearly.</i>)	5	
Report of Research 45 points	The research subject is well covered on the poster. (<i>Details indicate the topic was sufficiently researched and quality information is presented.</i>)	15	
	Information is presented in a bold and explicit manner. (<i>Title is explicit, communicating project purpose. Conclusion provides interpretations, not just repeats results.</i>)	20	
	The overall message of the poster is obvious. (<i>Some message is communicated by the poster.</i>)	10	
Score	Total Points	100	

Comments:

Rubric Examples

Development of a Task and Rubric for a Biology Class at Highline Community College

Julie Barclay, ESL Instructor Green River Community College

My part of this presentation involved two parts. I briefly shared how I, as an ESL instructor, align these issues of state, local and national assessment processes into my course materials. Then I shared the process of creating a holistic and analytical rubric. My husband (Gerry Barclay) teaches biology at Highline Community College, and we created some rubrics to assist in the scoring of an essay project that he does as a component of his Biology 121 class on genetics.

To create the rubrics we started with the evaluation criteria for this essay project:

Biology 121- The Genetic Revolution

Instructor: Gerry Barclay

The determinism essay will be based on the book Brave New World by Aldous Huxley and the movie GATTACA.

Criteria for Evaluation:

- Introduction includes a definition of both types of determinism.
- Answers the questions:
 1. What is the issue?
 2. Why should we care about determinism?
 3. Are their differences in how we view determinisms?
 4. How is free will impacted by these determinisms?
- Summary of both the film and novel and their connections to determinism.
- Analysis of strengths and weaknesses of the film and novel relative to what you have learned in class.
- Conclusion:
 - suggestions for future solutions to issues/ problems raised in Brave New World and GATTACA.
- Overall clarity and cohesiveness of essay and demonstrate understanding of genetic principles.

These criteria formed the basis for creating the rubrics. We started with the holistic rubric. The bulleted points are the criteria from above. The descriptive words in bold define a continuum of performances.

EXCEPTIONAL	<p>Exceptional: There is evidence in this response that the student has a full and complete understanding of the essay assignment.</p> <ul style="list-style-type: none"> • Introduction includes a full and complete definition of both types of determinism • Answers to the how, what, why questions demonstrates full synthesis of the information. • The film and novel, and their connections to determinism, are summarized with pertinent and supporting details. • Essay demonstrates effective ability to critically analyze media according to genetic principles learned in class. • Conclusion includes several detailed relevant suggestions for future solutions to
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	<p>issues/ problems raised in Brave New World and GATTACA</p> <ul style="list-style-type: none"> • Essay is clear, cohesive and reveals insight into genetic principles.
<p>3</p> <p>EXPANDING</p>	<p>Expanding: There is evidence in this response that the student has a <i>good understanding</i> of the essay assignment.</p> <ul style="list-style-type: none"> • Introduction includes a definition of both types of determinism. • Answers to the how, what, why questions demonstrate an understanding of the information. • The film and novel, and their connections to determinism, are summarized. • Essay demonstrates an ability to critically analyze media according to genetic principles learned in class. • Conclusion includes some relevant suggestions for future solutions to issues/ problems raised in Brave New World and GATTACA • Essay is clear and cohesive and reveals some understanding of genetic principles
<p>2</p> <p>BRIDGING</p>	<p>Bridging : There is evidence in this response that the student has a basic understanding of the essay assignment.</p> <ul style="list-style-type: none"> • Introduction includes a partial or incomplete definition of both types of determinism • Answers to the how, what, why questions demonstrate some understanding of the information. • The film and novel, and their connections to determinism, are summarized with occasional errors in facts and interpretation. • Essay demonstrates limited ability to critically analyze media according to genetic principles learned in class. • Conclusion includes a suggestion for future solutions to issues/ problems raised in Brave New World and GATTACA • Essay is somewhat clear and cohesive but reveals limited understanding of genetic principles

<p>1</p> <p>BEGINNING</p>	<p>Beginning: There is evidence in this response that the student has limited or no understanding of the essay assignment.</p> <ul style="list-style-type: none"> • Introduction includes a definition of only one type of determinism or incomplete definition of both types determinism that contains errors. • Answers to the how, what, why questions demonstrate little or no understanding of the information. • The film and novel, and their connections to determinism, are summarized with several errors in facts and limited interpretation. • Essay demonstrates limited ability to critically analyze media according to genetic principles learned in class. • Conclusion includes suggestions for future solutions to issues/ problems unrelated to Brave New World and GATTACA • Essay is unclear and with little cohesiveness and reveals almost no understanding of genetic principles
----------------------------------	--

This is an example from the rubric above shows how richly descriptive language can describe a range of student performances or products.

4	3	2	1
Introduction includes a full and complete definition of both types of determinism	Introduction includes a definition of both types of determinism.	Introduction includes a partial or incomplete definition of both types of determinism	Introduction includes a definition of only one type of determinism or incomplete definition of both types of determinism that contains errors.

- A holistic rubric assesses student work as a whole
- You assign a single score for a performance along a continuum of performances
- It requires teacher judgment

This is an example of how the evaluation criteria can fit into an analytical rubric.

	Weak (0-1 points)	Average (1-2 points)	Strong (2-3 points)	Exceptional (3-4 points)
1. Introduction with definitions of determinisms				

2. Answer the questions: What is the issue? Why should we care about determinism? Are their differences in how we view determinisms? How is free will impacted by these determinisms?				
3. Summary of film or novel and connection to its determinism.				
4. Summary of other one and connection to its determinism				
5. Analysis of strengths and weaknesses of film and novel relative to what you have learned in class.				
6. Your position and answer to #2				
7. Conclusion: suggestion for future solutions to issues/ problems raised in Brave New World and GATTACA				
8. Overall clarity in communication.				

- An analytic rubric identifies and assesses components of a finished product.
- You get several scores for the task, one for each element.

“Rubrics can be powerful communication tools.

--they communicate in concrete and observable terms what is valued most

--they can provide a rationale for assigning grades to subjectively scored assignments

--sharing rubrics empowers students to critically evaluate their own work”

(Chicago Public Schools instructional intranet; <http://intranet.cps.k12.il.us/>)

Rubric Examples

Foundation: Technology 4.7:	Understand how technology can reinforce, enhance, or alter products and performances.
Foundation: Responsibility and Flexibility 7.7:	Develop a personal commitment to and apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.
Foundation: Ethics and Legal Responsibilities 8.4:	Adhere to the copyright and intellectual property laws and regulations, and use and cite proprietary information appropriately.
Foundation: Leadership and Teamwork 9.3:	Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: MDA A1.2 Specific applications of VPA Creative Expression standards for Visual Arts at the advanced level (grades nine through twelve) 2.1:	Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.
Pathway: MDA A1.4 Specific applications of VPA Aesthetic Valuing standards for Visual Arts at the proficient level (grades nine through twelve) 4.5:	Employ the conventions of art criticism in writing and speaking about works of art.

5604 **Assignment:** Brief Animation Sequence

- 5605 1. Working in teams of two, prepare a brief (eight- to twelve-second) stop-motion
 5606 animation sequence using any of the materials and techniques (cutout
 5607 animation, graphic animation, direct manipulation animation, object animation,
 5608 puppet animation, clay animation) covered thus far in the course [Leadership
 5609 and Teamwork 9.3].
- 5610 a. Determine a concept for your production that is appropriate to the time
 5611 available for the project [Responsibility and Flexibility 7.7].
- 5612 b. Storyboard the sequence, using no less than one drawing for each second
 5613 of the animation.
- 5614 c. Write a one- or two-paragraph description of your storyboard sequence
 5615 describing:
- 5616 • Why you chose the medium
 - 5617 • Why you chose the content; and
 - 5618 • What your influences are (list two) and how you have reacted to or
 5619 incorporated them in the project design [MDA A1.2 Specific applications
 5620 of VPA Creative Expression standards for Visual Arts at the advanced
 5621 level 2.1; Ethics and Legal Responsibilities 8.4].

- 5622 d. During the classroom time provided for this activity, review each of your
5623 classmates' storyboard sequences and provide two concrete, constructive
5624 comments on each team's work [MDA A1.4 Specific applications of VPA
5625 Aesthetic Valuing standards for Visual Arts at the proficient level 4.5].
5626 e. Review the comments on your own work and adjust your concept or
5627 design as necessary to incorporate the feedback [Responsibility and
5628 Flexibility 7.7].
5629 f. Apply technique, materials, and tools appropriately for your given medium
5630 to produce the animation sequence in the time provided [MDA A1.2
5631 Specific applications of VPA Creative Expression standards for Visual Arts
5632 at the advanced level 2.1].
5633 g. Work together to film the final result; it should be compiled on the
5634 computer and include a title sequence and soundtrack (either musical or
5635 verbal) [Communications 2.4 Listening and Speaking Strategies and
5636 Applications 1.10; Technology 4.7].

5637 2. A written report on your project is required and should include:

- 5638 a. Discussion of how the sequence was designed (including the information
5639 on medium, content, and influences that you developed for your
5640 storyboard description)
5641 b. Discussion of how your team chose to respond to the feedback provided
5642 by classmates
5643 c. Analysis of the creation and filming process, including barriers
5644 encountered, the role of technology, and ideas for subsequent projects
5645 d. Analysis of the final product, with discussion of original goals versus final
5646 achievement

5647 **Performance task rubric:** Your grade will be based on the following rubric.
5648 Individual teachers should determine how to weigh the standards and assign points
5649 for each level.

<i>Standard</i>	<i>Advanced</i>	<i>Proficient</i>	<i>Basic</i>	<i>Unacceptable</i>
MDA A1.2: Specific applications of VPA Creative Expression standards for Visual Arts at the advanced level (grades nine through twelve) 2.1: Create original works of art of	Medium, content, and presentation work well together to form a strong, seamless, and unique animation sequence. Artistic effort and skill are evident, and individual style or point of view is reflected	Medium, content, and presentation work well together to form a smooth animation sequence. Artistic effort and skill are evident, and individual style or point of view is reflected for one team	Medium, content, and presentation work together with some problematic areas to form an animation sequence. Some elements of the sequence may be rough or choppy.	Medium, content, and presentation do not work well together. Sequence is rough or choppy. Or, two or more of the following three elements are not evident: artistic skill, personal effort,

increasing complexity and skill in a variety of media that reflect their feelings and points of view.	for both team members.	member.	One of the following three elements is not evident: artistic skill, personal effort, or individual style or point of view.	or individual style or point of view.
MDA A1.4: Specific applications of VPA Aesthetic Valuing standards for Visual Arts at the proficient level (grades nine through twelve) 4.5: Employ the conventions of art criticism in writing and speaking about works of art.	Written report uses correct terminology and employs the conventions of art criticism accurately and incisively. Feedback on classmates' projects is substantive, constructive, and insightful.	Written report uses correct terminology and employs the conventions of art criticism accurately. Feedback on classmates' projects is substantive and constructive.	Written report uses correct terminology and employs the conventions of art criticism with some errors. Feedback on classmates' projects lacks clarity or constructiveness.	Written report contains significant errors in terminology or fails to use the conventions of art criticism correctly. Feedback is vague, not constructive, or incomplete.
Communications 2.4 Listening and Speaking Strategies and Applications (grades eleven and twelve) 1.10: Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.	Soundtrack is complete, well-synched, and appropriate to the tone or content of the animation. The wording or musical choice is innovative and adds significant impact to the project.	Soundtrack is complete, well-synched, and appropriate to the tone or content of the animation.	Soundtrack is complete, but suffers from technical or aesthetic flaws which keep it from meshing well with the animation.	Soundtrack is incomplete or nonexistent.
Technology 4.7: Understand how technology can reinforce, enhance, or alter products and performances.	Written report reflects on the use of technology, and uses historical knowledge gained during the course to place the technologies used in context. Similarities and differences	Written report reflects on the use of technology in the product, and discusses the ways in which the technology enhanced or complicated the process. A brief discussion of previous	Written report describes the ways technology was used in creating the product.	Written report does not discuss the use of technology.

	between the technology used and current trends in the field are noted.	technologies is included.		
Responsibility and Flexibility 7.7: Develop a personal commitment to and apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.	The storyboards and animation sequence are carefully executed with attention to detail. The written report explains in depth how concept and material were chosen and how feedback was used to improve the project.	The storyboards and animation sequence are well executed. The written report discusses the choice of concept and material and the use of feedback to improve the project.	The storyboards and animation sequence are sloppy or otherwise rough. The written report fails to discuss at least one of the following: the choice of concept and material or the use of feedback to improve the project.	The storyboards and animation sequence are incomplete. Or, the written report does not discuss the choice of concept and material or the use of feedback to improve the project.
Ethics and Legal Responsibilities 8.4: Adhere to the copyright and intellectual property laws and regulations, and use and cite proprietary information appropriately.	The written report names two or more influences and discusses how they influenced the project. The project is original and creative, and the use of the influences is likewise fresh and not derivative.	The written report names two influences and discusses how they influenced the project. The project is original, but may reflect influences heavily.	The written report names two influences. The project may feel derivative but does not violate intellectual property laws.	The written report names fewer than two influences. Or, the project violates intellectual property laws.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.	Student works well with partner to set and meet timelines, organize materials, and complete assignments before they are due and with accuracy.	Student sets and meets timelines, organizes materials, and completes assignments on time and with accuracy.	Student minimally sets and meets timelines, organizes materials, and completes assignments with some confusion.	Student struggled with teamwork, setting and meeting timelines, or organization. Or, assignments are inaccurate.

Rubric Examples

5651 **Sample pathway occupations: Media and Design Arts**

<i>Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.</i>		
High School (diploma)	Postsecondary Training (certification or AA degree)	College/University (bachelor's degree or higher)
<ul style="list-style-type: none"> • Film Loader • Animation Assistant • Make-up Artist • Sign Painter 	<ul style="list-style-type: none"> • Videographer • Prop Maker • Cutter/Fitter/Seamstress • Special Effects Coordinator • Web Designer 	<ul style="list-style-type: none"> • User Interface Designer • Sound Engineer • Medical and Scientific Illustrator • Scriptwriter • Media and Design Arts Instructor

5652 **Performing Arts**5653 **Sample course sequence in the Performing Arts pathway:**

CTE Introductory Courses	CTE Concentration Courses	CTE Capstone Courses	Related Courses
<ul style="list-style-type: none"> • Intro to Professional Dance 	<ul style="list-style-type: none"> • Professional Dance • Musical Notation • Instrument Tuning and Repair 	<ul style="list-style-type: none"> • Choreography • Professional Theatre • Professional Music Composition • Radio Announcing Apprenticeship 	<ul style="list-style-type: none"> • Entrepreneurship • English Composition • Digital Audio Recording • Shakespeare • Psychology • Forensics/Debate • Physiology

5654 **Sample of appropriate foundation and pathway standards for the**
5655 **Professional Theatre course in the Performing Arts pathway:**

<i>Sample appropriate foundation standards</i>
<p>Communications 2.2 Writing Applications (grade eight) 2.5: Write documents related to career development, including simple business letters and job applications:</p> <p>a. Present information purposefully and succinctly and meet the needs of the intended audience.</p> <p>b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).</p>
<p>Communications 2.4 Listening and Speaking Applications (grades nine and ten) 2.3: Apply appropriate interviewing techniques:</p> <p>a. Prepare and ask relevant questions.</p> <p>b. Make notes of responses.</p> <p>c. Use language that conveys maturity, sensitivity, and respect.</p> <p>d. Respond correctly and effectively to questions.</p> <p>e. Demonstrate knowledge of the subject or organization.</p> <p>f. Compile and report responses.</p> <p>g. Evaluate the effectiveness of the interview.</p>

Communications 2.4 Listening and Speaking Strategies and Applications (grades eleven and twelve) 2.5: Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").
Career Planning and Management 3.0: Students understand how to make effective decisions, use career information, and manage personal career plans.
Problem Solving and Critical Thinking 5.4: Use the elements of the particular art form to observe, perceive, and respond.
Responsibility and Flexibility 7.5: Know the current issues and trends related to the field, distinguishing the different and convergent objectives that drive the industry.
Technical Knowledge and Skills 10.9: Understand the economic basis of for-profit and not-for-profit performing arts organizational structures.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
<i>Sample appropriate pathway standards</i>
B2.3: Specific Applications of VPA Creative Expression standards for Theatre at the proficient level (grades nine through twelve) 2.1: Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.
B2.3: Specific Applications of VPA Creative Expression standards for Theatre at the advanced level (grades nine through twelve) 2.3: Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays form a variety of contemporary and classical playwrights.
B3.3: Specific Applications of VPA Historical and Cultural Context standards for Theatre at the proficient level (grades nine through twelve) 3.3: Perform, design, or direct theatre pieces in specific theatrical styles, including classics by such playwrights as Sophocles, Shakespeare, Lope de Vega, Aphra Behn, Moliere, and Chekhov.
B5.3: Specific Applications of VPA Connections, Relationships, Applications standards for Theatre at the proficient level (grades nine through twelve) 5.1: Describe how skills acquired in theatre may be applied to other content areas and careers.
B5.3: Specific Applications of VPA Connections, Relationships, Applications standards for Theatre at the advanced level (grades nine through twelve) 5.4: Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatre arts.
B6.0: Students understand essential technical and technological requirements applicable to various segments of the Performing Arts pathway.
B6.1: Understand the technical aspects of theatre (e.g., lights, sound, properties, costumes, makeup) from the perspective of the playwright and actor.
B6.2: Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media.
B6.3: Know various techniques and methods for theatrical, aural, and physical arts performances.
B6.4: Understand how stage sets, costumes, lighting, musical instruments, props, and other effects support a performance.
B6.5: Understand the differing roles of creators, performers, and others involved in the production and presentation of the performing arts.

5656 **Sample analysis (or “unpacking”) of a standard for the Professional Theater**
 5657 **course in the Performing Arts pathway:**

<i>Standard</i>	Performing Arts Pathway B6.0: Students understand essential technical and technological requirements applicable to various segments of the Performing Arts Pathway.	
<i>Standard subcomponent</i>	Performing Arts Pathway B6.5: Understand the differing roles of creators, performers, and others involved in the production and presentation of the performing arts.	
<i>Course level</i>	<input type="checkbox"/> Introductory <input type="checkbox"/> Concentration X Capstone	
	Concepts	Benchmark
<i>What do students need to know?</i> <i>At what level?</i>	<ol style="list-style-type: none"> 1. Understand the roles of talent agents, casting directors, and producers/directors in the casting and contracting process. 2. Understand the role of trade and craft unions in the performing arts. 3. Know the variety of responsibilities and roles in the crew in pre-production, production, and post-production of a performing arts presentation. 4. Understand the roles of producers and directors, and how they affect creative control in a performing arts production. 5. Understand the role of the actor and how it relates to the roles of the crew and director/producer. 6. Understand the role of marketing and distribution in performing arts productions. 7. Understand the differences in roles and terminology between for-profit and non-profit production companies and types of production (e.g., theatre, musical theatre, film, and television). 	<ol style="list-style-type: none"> 1. Explain the casting, hiring, and contracting process. 2. Explain the influence of trade unions on the industry, citing at least two examples of different unions. 3. Identify the responsibilities of twenty key crew positions when provided with a list by the instructor. 4. Explain how the producer and director influence the creative direction of a production and cite two examples of producers or directors with strong personal styles. 5. Cite five interactions the actor has with the crew and production team, including the director, and discuss ways in which s/he takes direction on his/her performance. 6. Describe the role of marketing and distribution in performing arts productions and provide four examples of effective marketing and distribution. 7. List four differences between production processes for different types of theatre and two terminology differences.
	Skills	Benchmark
<i>What should students be able to do?</i> <i>At what level?</i>	<ol style="list-style-type: none"> 1. Visualize the hierarchies and relationships between all major roles in a theatre production. 2. Know the steps involved in a theatre production, from storyboarding to distribution. 	<ol style="list-style-type: none"> 1. Design a flow chart that includes all the major roles and their relationships to one another for a specific type of company and production. 2. List the major steps involved in a specific type of theatre production, with at least two sub-steps cited for each.

<i>Topics/Contexts</i>	1. Basic knowledge concepts 1–7 above
<i>What must be taught?</i>	2. Analysis of artistic roles and relationships
	3. Organizational principles of the performing arts
	4. Work flow in the production process
	5. Commercial aspects of the performing arts

5658 **Sample performance task based on the skills and concepts:**

5659 **Standards:** This sample performance task targets the following Arts, Media, and
 5660 Entertainment industry sector foundation standards and Performing Arts pathway
 5661 (PA) standards.

<i>Standard #</i>	<i>Standard</i>
Foundation: Communications 2.2 Writing Applications (grade eight) 2.5:	Write documents related to career development, including simple business letters and job applications. a. Provide clear and purposeful information and address the intended audience appropriately. b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. c. Modify the tone to fit the purpose and audience. d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
Foundation: Communications 2.4 Listening and Speaking Applications (grades nine and ten) 2.3:	Apply appropriate interviewing techniques: a. Prepare and ask relevant questions. b. Make notes of responses. c. Use language that conveys maturity, sensitivity, and respect. d. Respond correctly and effectively to questions. e. Demonstrate knowledge of the subject or organization. f. Compile and report responses. g. Evaluate the effectiveness of the interview.
Foundation: Career Planning and Management 3.1:	Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
Foundation: Career Planning and Management 3.2:	Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
Foundation: Career Planning and Management 3.3:	Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: PA B6.5	Understand the differing roles of creators, performers, and others involved in the production and presentation of the performing arts.

- 5662 **Assignment:** Students choose one aspect of professional theatre based on their
5663 own interests and aptitudes and explore the requirements and strategies for
5664 successful entry into the industry.
- 5665 1. Each student should consider his/her skills and interests and select a
5666 compatible aspect of professional theatre to explore [PA B6.5; Career Planning
5667 and Management 3.1].
- 5668 2. Students should research the standard job-seeking process for their chosen
5669 aspect and:
- 5670 a. Create a headshot/résumé/cover letter/demo tape, as dictated by the
5671 hiring conventions of the chosen aspect [Communications 2.2 Writing
5672 Applications 2.5].
- 5673 b. Research the guild(s), association(s), or union(s) associated with the
5674 chosen aspect. Determine:
- 5675 • Whether membership is required in order to secure work
 - 5676 • What non-monetary prerequisites are required for membership
 - 5677 • What fees are required to join and to maintain membership
 - 5678 • Whether wages are negotiated through the organization for members
 - 5679 • What networking opportunities are available through the
 - 5680 guild/association/union?
 - 5681 • Is the guild/association/union centralized at the national level, or does it
 - 5682 have local “chapters?” [Career Planning and Management 3.3].
- 5683 3. Find a local person who is currently employed in the chosen aspect of
5684 professional theatre. The instructor may be able to help with this; direct calls to
5685 a local television station, local musical theatre troupe, local chapter of the
5686 guild/association/union, etc. may also produce results [Communications 2.4
5687 Listening and Speaking Strategies and Applications 2.3].
- 5688 a. Arrange and conduct an “informational interview” with the individual.
5689 Interviews that are conducted in person will be weighted more heavily than
5690 telephone interviews.
- 5691 b. Transcribe the interview; thorough notes are an acceptable substitute for
5692 direct transcription.
- 5693 4. Write a report that includes:
- 5694 a. The rationale for choosing the particular aspect, with reference to personal
 - 5695 aptitudes and comparison with other aspects of professional theater
 - 5696 b. A discussion of what was learned from the research and interview
 - 5697 c. An outline of a comprehensive strategy for seeking future work in the
 - 5698 chosen aspect of professional theatre [PA B6.5; Career Planning and
 - 5699 Management 3.2].

5700 **Performance task rubric:** Your grade will be based on the following rubric.
 5701 Individual teachers should determine how to weigh the standards and assign points
 5702 for each level.

<i>Standard</i>	<i>Advanced</i>	<i>Proficient</i>	<i>Basic</i>	<i>Unacceptable</i>
PA B6.5: Understand the differing roles of creators, performers, and others involved in the production and presentation of the performing arts.	Student clearly demonstrates understanding of the chosen aspect of professional theatre and its relationship to other aspects. Student is aware of the stated and implied requirements and expectations of employers for related positions.	Student clearly demonstrates understanding of the chosen aspect of professional theatre. Student is aware of most requirements and expectations of employers for related positions.	Student demonstrates basic understanding of the chosen aspect of professional theatre. Student is aware of some requirements and expectations of employers for related positions, but is missing some elements of understanding.	Student does not understand the chosen aspect of professional theatre. Or, student is not aware of requirements and expectations of employers for related positions.
Communications 2.2 Writing Applications (grade eight) 2.5: Write documents related to career development, including simple business letters and job applications. a. Provide clear and purposeful information and address the intended audience appropriately. b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. c. Modify the tone to fit the purpose and	All necessary and suggested career search documents and materials are complete, including résumé and (where relevant) headshot and demo tape. Résumé /cover letter is clear, professional, free of errors, and well-targeted to jobs in the chosen aspect of professional theatre.	All necessary career search documents are complete. Résumé/cover letter is clear, free of errors, and neatly formatted, thoroughly documenting relevant experience.	All necessary career search documents are complete. Résumé /cover letter may contain consistency, formatting, or spelling errors but reflects relevant experience.	One or more necessary career search documents is incomplete or missing. Résumé /cover letter is riddled with significant errors or does not reflect relevant experience.

audience. d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.				
Communications 2.4 Listening and Speaking Applications (grades nine and ten) 2.3: Apply appropriate interviewing techniques: a. Prepare and ask relevant questions. b. Make notes of responses. c. Use language that conveys maturity, sensitivity, and respect. d. Respond correctly and effectively to questions. e. Demonstrate knowledge of the subject or organization. f. Compile and report responses. g. Evaluate the effectiveness of the interview.	Student conducts an in-person interview and asks more than ten relevant questions of the interviewee. Student's notes are legible and provide a good record of questions asked and responses. Questions are well-phrased, show evidence of research, and are designed to elicit useful information. The written report evaluates the effectiveness of the interview and summarizes information succinctly and clearly.	Student conducts an in-person or telephone interview and asks eight to ten relevant questions of the interviewee. Student's notes are legible and thoroughly record responses. Questions are well phrased and show evidence of research. The written report evaluates the effectiveness of the interview.	Student conducts an in-person or telephone interview and asks five to eight relevant questions of the interviewee. Student's notes are legible but incomplete or slapdash. Questions are not always well phrased and some do not show evidence of research or elicit useful information. The written report evaluates the effectiveness of the interview.	Student conducts a telephone or e-mail interview and asks less than five questions, or does not conduct an interview. Student's notes are illegible or extremely limited. Questions are poorly phrased and do not show evidence of research or elicit useful information. The written report does not sufficiently describe or evaluate the interview, or the written report is incomplete or missing.
Career Planning and Management 3.1: Know the personal	Students choose an aspect of professional theatre that is	Students choose an aspect of professional theatre that is	Students choose an aspect of professional theatre that is	Students do not explain why they chose the aspect of professional

qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.	perfectly suited to their experience, interests, and aptitudes, and explain their choice well, contrasting their choice with multiple examples of other aspects and showing why the aspect they chose is right for them.	suited to their experience, interests, and aptitudes, and explain their choice well.	suited to their interests, and explain their choice. They may lack experience, knowledge, or skills in the chosen aspect or fail to fully explain why it was chosen.	theatre.
Career Planning and Management 3.2: Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.	The report includes a career plan that is realistic and takes into account all the information gained through research and the interview. Plans for future professional development in the field are concrete and integrated into the career plan.	The report includes a career plan that is realistic and takes into account all the information gained through research and the interview.	The report includes a career plan that is somewhat realistic. Some gaps in understanding the career search process may be present and/or the plan may fail to take into account some of the information gained through research and the interview.	The report does not include a realistic or well-informed career plan.
Career Planning and Management 3.3: Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.	Research on industry guild(s), association(s), or union(s) is thorough and answers all of the questions listed in the assignment description accurately. Student shows an understanding of the role of craft and trade unions in the industry as a whole, as well as in their chosen aspect.	Research on industry guild(s), association(s), or union(s) is thorough and answers all of the questions listed in the assignment description accurately.	Research on industry guild(s), association(s), or union(s) answers 80 percent of the questions listed in the assignment description accurately.	Research on industry guild(s), association(s), or union(s) answers less than 80 percent of the questions listed in the assignment description accurately.

5703 *Note: Demonstration and Application standard 11.0 is included in all of the above.*

5704 **Sample pathway occupations:** Performing Arts

<i>Sample of Performing Arts pathway occupations organized by level of education and training required for workforce entry.</i>		
High School (diploma)	Postsecondary Training (certification or AA degree)	College/University (bachelor's degree or higher)
<ul style="list-style-type: none"> • Disc Jockey • Actor • Announcer • Voice-over Artist • Stunt Double 	<ul style="list-style-type: none"> • Actor • Music Minister • Radio/Television Broadcaster 	<ul style="list-style-type: none"> • Musical Accompanist • Music Director/Conductor • Acoustician • Film Composer • Choreographer

5705 **Production and Managerial Arts**

5706 **Sample course sequence in the Production and Managerial Arts pathway:**

<i>CTE Introductory Courses</i>	<i>CTE Concentration Courses</i>	<i>CTE Capstone Courses</i>	<i>Related Courses</i>
<ul style="list-style-type: none"> • Introduction to Multimedia Production • Technical Theatre • Introduction to Sound Mixing 	<ul style="list-style-type: none"> • Broadcast Production • Set Design • Television Production 	<ul style="list-style-type: none"> • Stage Production Management • Filmmaking • Sound Engineering and Design 	<ul style="list-style-type: none"> • Virtual Enterprise • Arts Management • Digital Audio Recording

5707 **Sample of appropriate foundation and pathway standards for the Television**
5708 **Production course in the Production and Managerial Arts pathway:**

<i>Sample appropriate foundation standards</i>
Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.3: Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
Communications 2.4 Listening and Speaking Strategies and Applications (grades eleven and twelve) 1.1: Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
Communications 2.4 Listening and Speaking Strategies and Applications (grades eleven and twelve) 1.3: Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).
Communications 2.4 Listening and Speaking Strategies and Applications (grades eleven and twelve) 1.14: Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

Communications 2.4 Listening and Speaking Strategies and Applications (grades eleven and twelve) 2.4: Deliver multimedia presentations: a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images. b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly.
Career Planning and Management 3.8: Understand the use of contracts in the arts industry and the principles and responsibilities of working as an independent contractor, including budgeting, project planning, advertising, and marketing strategies.
Technology 4.2: Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
Ethics and Legal Responsibilities 8.5: Understand the ethical implications of the degree of influence media, arts, and performances have on individuals.
Ethics and Legal Responsibilities 8.6: Understand liability and compliance issues relevant to the arts, media, and entertainment industry.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
Demonstration and Application 11.0: Students demonstrate and apply the concepts contained in the foundation and pathway standards.
<i>Sample appropriate pathway standards</i>
C2.0: Students demonstrate important skills and an understanding of the complexities of production planning.
C2.2: Know how artistic processes, organizational structure, and business principles are interrelated in the various arts.
C2.3: Identify the activities and linkages from each stage associated with the preproduction, production, and postproduction of a creative project.
C2.4: Understand how the various aspects of story development contribute to the success or nonsuccess of an arts, media, and entertainment project or production.
C2.5: Apply knowledge of equipment and skills to determine the equipment, crew, technical support, and cast requirements for an arts, media, and entertainment production.
C3.0: Students understand the key elements of promoting a production.

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5710

Sample analysis (or “unpacking”) of a standard for the Television Production course in the Production and Managerial Arts pathway:

<i>Standard</i>	Production and Managerial Arts Pathway C2.0: Students demonstrate important skills and an understanding of the complexities of production planning.
<i>Standard subcomponent</i>	Production and Managerial Arts Pathway C2.4: Understand how the various aspects of story development contribute to the success or nonsuccess of an arts, media, and entertainment project or production.
<i>Course level</i>	<input type="checkbox"/> Introductory <input checked="" type="checkbox"/> X <input type="checkbox"/> Concentration <input type="checkbox"/> Capstone

	Concepts	Benchmark/Level
<i>What do students need to know? At what level?</i>	<ol style="list-style-type: none"> 1. Genre and genre conventions 2. "Jumping the shark" and common writing pitfalls 3. The importance of the hook 4. Audience demographics and targeted program development 5. Nielsen ratings and how they are created. 	<ol style="list-style-type: none"> 1. Name five popular television genres and define three conventions of one of them. 2. Give an example of a television show that "jumped the shark" and explain what happened to cause the problem. 3. Define the hook and give two examples of good hooks. 4. List the four most coveted demographics and cite one story element that typically appeals to each. 5. Explain what a Nielsen rating is, how it is calculated, and what it means for a show's success or failure.
	Skills	Benchmark/Level
<i>What should students be able to do? At what level?</i>	<ol style="list-style-type: none"> 1. Identify the relationship between story elements and intended audience. 2. Analyze concepts and stories for appeal and marketability. 	<ol style="list-style-type: none"> 1. Given a list of shows (with brief descriptions) and a list of demographic targets, accurately match the shows to their intended targets. 2. Shown two pilots, one that has gone to series and one that has not, student can identify the hook in both and provide two educated guesses as to why one was produced over the other.
<i>Topics/contexts</i> <i>What must be taught?</i>	<ol style="list-style-type: none"> 1. Basic concepts 1–5 above 2. How to identify audience and market for a given concept 3. Elements of successful stories 	

5711 **Sample performance task based on the skills and concepts:**

5712 **Standards:** This sample performance task targets the following Arts, Media,
 5713 and Entertainment sector foundation standards and Production and
 5714 Managerial Arts pathway (PMA) standards.

Standard #	Standard
Foundation: Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.3:	Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
Foundation: Leadership and Teamwork 9.3:	Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

Foundation: Demonstration and Application 11.0:	Students demonstrate and apply the concepts contained in the foundation and pathway standards.
Pathway: PMA C3.1:	Know the business aspects of the arts, media, and entertainment industry.
Pathway: PMA C3.3:	Know various media production, communication, and dissemination techniques and methods, including alternative ways to inform and entertain through written, oral, visual, and electronic media.

5715 **Assignment:** Write a treatment.

- 5716 1. Read the handout on "Television Economics and Audience Demographics."
5717 2. Select a recent (airing within the last three years) television program. Using
5718 observation and Internet research, write out the answers to the following
5719 questions on the provided worksheet(s): [PMA C3.1].
- 5720 a. Who is the target audience for this program? Explain viewer demographics
5721 and why they are so important to television producers.
5722 b. What marketing decisions (e.g., time slot, placement in lineup, seasonal
5723 airing schedule, etc.) increase the show's appeal to the target audience?
5724 c. What other elements (e.g., subject matter, gender/age balance of
5725 characters, etc.) increase the show's appeal to the target audience?
5726 d. What other programs target this audience? Name three and discuss key
5727 differences and similarities between those shows and your chosen
5728 program.
5729 e. What consumer products are aligned with this program (featured in
5730 commercial breaks, etc.)? Name three and discuss how they attempt to
5731 appeal to the same audience.
5732 f. What consumer products (if any) are tied into this program?
- 5733 3. Read the "Writing Effective Treatments for Television" article.
5734 4. Working in groups of three, develop a concept for a pilot to be "pitched" to
5735 network executives. You will be randomly assigned a target demographic for
5736 this project. The concept needs to be unique and catchy, while holding clear
5737 appeal for the assigned target demographic. It should result in approximately a
5738 20-minute spot (to run in a half-hour slot, with time allowed for commercial
5739 breaks), and be filmable at the school location, with student actors [PMA C3.1;
5740 PMA C3.3; Leadership and Teamwork 9.3].
- 5741 5. Once you have developed your concept, create a "treatment" for your network
5742 executives that includes a brief but descriptive outline of the show
5743 (approximately five pages), including:
- 5744 a. Title
5745 b. Logline
5746 c. Description of target audience(s)
5747 d. Description of the genre(s) your show falls into

5748 e. A description that shows off all the elements of the program, including the
5749 essential appeal—*why* do people want to watch this? Include the following
5750 elements where applicable:

- 5751 • What is your hook?
5752 • How do you establish the ambiance of the show?
5753 • Who are your characters? What is their situation?
5754 • How do you deal with setup and exposition (if necessary)?
5755 • What makes your show dramatic/funny/informative? How?
5756 • What elements particularly appeal to your target audience?

5757 The treatment should use appropriate industry terms and vocabulary and
5758 should be clear, engaging, and interesting. The treatment that is chosen by
5759 the “executives” (your instructor and several others) will be registered with
5760 the Writer’s Guild of America, and creating the pilot will become the class
5761 project for the semester [Communications 2.2 Writing Strategies and
5762 Applications 1.3; Leadership and Teamwork 9.3].

5763 **Sample performance task rubric:** Your grade will be based on the following
5764 rubric. Individual teachers should determine how to weigh the standards and assign
5765 points for each level.

Standard	Advanced	Proficient	Basic	Unacceptable
PMA C2.4: Understand how the various aspects of story development contribute to the success or nonsuccess of an arts, media, and entertainment project or production.	The concept for the show is innovative and uses genre conventions in new and exciting ways. The content is clearly targeted to the given demographic. The concept will fit within the time and filming parameters given.	The concept for the show is unique and does not duplicate any existing shows. The content is targeted to the given demographic. The concept will fit within the time and filming parameters given.	The concept for the show may rely heavily on genre conventions or resemble other successful shows, but it does not violate intellectual property laws. The content is targeted to the given demographic. The concept will fit within the time and filming parameters given after some initial revision.	The concept for the show is unoriginal or violates intellectual property laws. Or, the content is not targeted to the given demographic. Or, the concept will fit within the time and filming parameters given only after significant revision.
PMA C3.1: Know the business aspects of the arts, media, and entertainment industry.	Work sheet contains more than 90 percent correct answers, with clear explanations of	Work sheet contains more than 80 percent correct answers, with adequate explanations of	Work sheet contains more than 70 percent correct answers, with explanations of terms and	Work sheet contains less than 70 percent correct answers. Terms and concepts are not

	terms and concepts that show depth of understanding. All examples listed are relevant.	terms and concepts. All examples listed are relevant.	concepts that may contain some errors. Most examples listed are relevant.	fully explained. Examples are insufficient or irrelevant.
Communications 2.2 Writing Strategies and Applications (grades eleven and twelve) 1.3: Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.	Treatment is persuasive and catchy, with a fresh and engaging style. All required information is included and thoroughly explained. Writing is professional, concise, and clear.	Treatment is interesting and persuasive. All required information is included. Writing is clear and concise.	Treatment explains concept well. Most required information is included, but some confusing areas or omissions exist. Writing is clear.	Treatment fails to explain concept. Or, more than 40 percent of required information is missing or unclear. Or, writing is unclear, insufficient, or confusing.
Leadership and Teamwork 9.3: Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.	Teacher observes student taking leadership in organizing group work and individual work effectively. Student participates actively in all aspects of concept and treatment development.	Teacher observes student helping to organize group work and structuring individual work effectively. Student participates in all aspects of concept and treatment development.	Teacher observes student following the group work plan and adequately structuring individual work. Student participates at a basic level in all aspects of concept and treatment development.	Teacher observes student not following the group work plan or structuring individual work. Or, student does not participate in all aspects of concept and treatment development.

5766 *Note: Demonstration and Application standard 11.0 is included in all of the above.*

5767 **Sample pathway occupations:** Production and Managerial Arts

Sample of pathway occupations organized by level of education and training required for workforce entry. Asterisked occupations require certification or licensure.		
High School (diploma)	Postsecondary Training (certification and/or an AA degree)	College/University (bachelor's degree or higher)
<ul style="list-style-type: none"> • 3rd Assistant Director • Focus Puller • Camera Loader • Dolly Grip • Tape/Film Logger 	<ul style="list-style-type: none"> • 1st Assistant Camera Operator • Gaffer (Chief Lighting Technician) • Key Production Grip • Script Supervisor • Negative Cutter 	<ul style="list-style-type: none"> • Producer • Line Producer • Sound Design Editor • Visual Effects Coordinator • 2nd Unit Director

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¹ McCarthy, K. F., Ondaatje, E. H., Zakaras, L., and Brooks, A. *Gifts of the Muse: Reframing the Debate About the Benefits of the Arts*. 2004.

http://www.rand.org/pubs/monographs/2005/RAND_MG218.pdf.

Rubric Examples

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This rubric may be used for self-assessment and peer feedback. The project grade will be based upon the following evaluation scale:

A - Exemplary: 86-96 points

B - Proficient: 76-85 points

Partially Proficient or Incomplete: Needs to be resubmitted - less than 75 points

Video Project Rubric

ACTIVITY	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
Use of Resources During Research and Note Taking	<p>12 points</p> <p>Note cards indicate group members developed research questions, accurately recorded and interpreted sources of information and graphics, and identified relevant pro and con arguments.</p> <p>Sources of information are properly cited using MLA citations and enable the audience to determine the credibility and authority of the information presented.</p>	<p>8 points</p> <p>Note cards show group members recorded research questions, relevant information from multiple sources of information and evaluated alternative points of view.</p> <p>All sources of information are clearly identified and credited using MLA citations throughout the project.</p>	<p>4 points</p> <p>Note cards show group members misinterpreted statements, graphics and questions and failed to identify relevant counter-arguments.</p> <p>Most sources of information use proper MLA citation, and sources are documented to make it possible to check on the accuracy of information.</p>	<p>0 points</p> <p>Note cards show group members recorded information from four or less resources, and ignored alternative points of view.</p> <p>There is no way to check validity of information.</p>	

Rubric Examples

Script/Storyboard	<p>6 points</p> <p>The storyboard illustrates the video presentation structure with thumbnail sketches of each scene. Notes of proposed transition, special effects, sound and title tracks include: text, background color, placement & size of graphic, fonts - color, size, type for text and headings. Notes about proposed dialogue/narration text are included.</p> <p>All sketches are numbered, and there is a logical sequence to the presentation.</p>	<p>4 points</p> <p>The storyboard includes thumbnail sketches of each video scene and includes text for each segment of the presentation, descriptions of background audio for each scene, and notes about proposed shots and dialogue.</p> <p>All sketches are organized and numbered in a logical sequence.</p>	<p>2 points</p> <p>The thumbnail sketches on the storyboard are not in a logical sequence and do not provide complete descriptions of the video scenes, audio background, or notes about the dialogue.</p>	<p>0 points</p> <p>There is no evidence of a storyboard.</p>	
Content/Organization	<p>18 points</p> <p>The content includes a clear statement of purpose or theme and is creative, compelling and clearly written. A rich variety of supporting information in the video contributes to understanding the project's main idea. The project includes motivating questions and advanced</p>	<p>12 points</p> <p>Information is presented as a connected theme with accurate, current supporting information that contributes to understanding the project's main idea. Details are logical and persuasive information is effectively</p>	<p>6 points</p> <p>The content does not present a clearly stated theme, is vague, and some of the supporting information does not seem to fit the main idea or appears as a disconnected series of scenes with no unifying main idea.</p>	<p>0 points</p> <p>The content lacks a central theme, clear point of view and logical sequence of information. Much of the supporting information in the video is irrelevant to the overall message. The viewer is unsure what the message is because there is</p>	

Rubric Examples

	<p>organizers that provide the audience with a sense of the presentation's main idea. Events and messages are presented in a logical order.</p> <p>Includes properly cited sources.</p>	<p>used. The content includes a clear point of view with a progression of ideas and supporting information.</p> <p>Includes properly cited sources.</p>	<p>Includes few citations and few facts.</p>	<p>little persuasive information and only one or two facts about the topic. Information is incomplete, out of date and/or incorrect.</p> <p>No citations are included.</p>	
Introduction	<p>6 points</p> <p>The introduction is compelling and provides motivating content that hooks the viewer from the beginning of the video and keeps the audience's attention.</p>	<p>4 points</p> <p>The introduction is clear and coherent and evokes interest in the topic and response from listeners.</p>	<p>2 points</p> <p>The introduction shows some structure but does not create a strong sense of what is to follow. May be overly detailed or incomplete and is somewhat appealing to the audience.</p>	<p>0 points</p> <p>The introduction does not orient the audience to what will follow. The sequencing is unclear and does not appear interesting or relevant to the audience.</p>	
Production Quality					
Video Continuity/Editing	<p>12 points</p> <p>The tape is edited with only high quality shots remaining. Video moves smoothly from shot to shot. A variety of transitions are used to assist in communicating the main idea and smooth the flow from one scene to the next. Shots and scenes flow</p>	<p>8 points</p> <p>Tape is edited throughout with only quality shots remaining. A variety of transitions are used. Good pacing and timing.</p>	<p>4 points</p> <p>Tape is edited in few spots. Several poor shots remain. Transitions from shot to shot are choppy, and the types of wipes and fades selected are not always appropriate for the scene. Transitions do not assist in communicating the main idea. There are many unnatural</p>	<p>0 points</p> <p>Tape is unedited and many poor shots remain. No transitions between clips are used. Raw clips run back to back in the final video.</p>	

Rubric Examples

	seamlessly. Digital effects are used appropriately for emphasis.		breaks and/or early cuts. Digital effects are overdone and distract from the content.		
Audio and Voice Editing	<p>12 points</p> <p>The audio is clear and effectively assists in communicating the main idea. Students communicate ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery.</p> <p>Background audio is kept in balance and does not overpower the primary audio.</p>	<p>8 points</p> <p>The audio is clear, but only partially assists in communicating the main idea. Students communicate ideas with proper voice projection, adequate preparation and delivery.</p>	<p>4 points</p> <p>The audio is inconsistent in clarity (too loud/too soft/garbled) at times and insufficiently communicates the main idea. Students have difficulty communicating ideas due to weak voice projection and/or lack of preparation.</p> <p>The background audio overpowers the primary audio.</p>	<p>0 points</p> <p>Audio is cut-off and inconsistent. Students have great difficulty communicating ideas with poor voice projection.</p>	
Color Scheme	<p>3 points</p> <p>The color scheme for backgrounds and clothing is selected to suit the mood of the video.</p>	<p>2 points</p> <p>The color scheme used for backgrounds and clothing enhances the presentation.</p>	<p>1 points</p> <p>Backgrounds and clothing distract from the presentation and are not suited to the mood of the video.</p>	<p>0 points</p> <p>No color scheme is apparent.</p>	
Lighting	<p>3 points</p> <p>Additional lighting is used to eliminate shadows and glares. All scenes have sufficient lighting for viewer to easily see action.</p>	<p>2 points</p> <p>Additional lighting is used. Few shadows or glares are apparent. Most scenes have sufficient</p>	<p>1 points</p> <p>Some scenes are too dark or too light to determine what is happening.</p>	<p>0 points</p> <p>Only ambient (available) light is used. Most scenes are too dark or too light to determine what is happening.</p>	

Rubric Examples

		lighting to tell what is happening.			
Camera Techniques (Exposure/Focus)	<p>12 points</p> <p>All shots are clearly focused and well framed. The video is steady with few pans and zooms. Close-ups are used to focus attention. Video shows evidence of good composition (ratio of image to frame, line of gaze, pan/tilts, movement, and perspective.</p>	<p>8 points</p> <p>The camera is held steady. Pans and zooms are limited. The main subject is located slightly off center, using the "rule of thirds." Most shots are clearly focused and well framed.</p>	<p>4 points</p> <p>The motion shots are fairly steady. Some shots are unfocused or poorly framed. Few close-ups are used.</p>	<p>0 points</p> <p>Many shots are unfocused and poorly framed. The camera is not held steady and excessive panning and zooming distracts the viewer. No close-ups are used.</p>	
Special Effects	<p>3 points</p> <p>Good, but not excessive use of effects.</p>	<p>2 points</p> <p>Use of effects is worthwhile.</p>	<p>1 points</p> <p>Some special effects are distracting.</p>	<p>0 points</p> <p>Effects are either missing or excessive.</p>	
Use of Media (Music, Voice-over, Graphics)	<p>6 points</p> <p>The graphics, sound and/or animation assist in presenting an overall theme that appeals to the audience and enhances concepts with a high impact message. All multimedia elements work well together and demonstrate excellent synthesis. Graphics explain and reinforce key points during the presentation.</p>	<p>4 points</p> <p>The students use proper size and resolution to create images. The graphics, sound/and or animation visually depict material and assist the audience in understanding the flow of information or content. Images are student produced. Images are proper size and</p>	<p>2 points</p> <p>Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance concepts. Most images are clipart or recycled from the WWW. Images are too large/small in size. Images are poorly cropped or the color/resolution is fuzzy. Multimedia elements support the presentation occasionally.</p>	<p>0 points</p> <p>The graphics, sounds, and/or animations are unrelated to the content. Graphics do not enhance understanding the content, or are distracting decorations that create a busy feeling and detract from the content.</p>	

Rubric Examples

		resolution. Multimedia elements are appropriate and enhance the presentation.			
Copyright	6 points Copyrighted information for photos, graphics and music is clearly identified by source and nature of permission to reproduce.	4 points Every photo, graphic or sound file is either original or permission for its use is documented from the creator/owner.	2 points Some sources of photos, graphics, and music are not clearly identified with references, and permission to reproduce is missing.	0 points There is no reference to copyright information for photos, graphics, and music.	
Moving Images	3 points Motion scenes are planned and purposeful, adding impact to the story line. "Talking heads" scenes are used when crucial to telling the story.	2 points The video includes some "talking heads," and backgrounds and video effects add interest. Most motion scenes make the story clearer or give it more impact.	1 points The video includes "talking heads" and a few motion scenes are added but do not improve understanding of the story line.	0 points The video features "talking heads" with little or no action to add interest or the video uses action excessively.	
Pace	3 points All video clips fit the storyline. Clips are just long enough to make each point clear. The pace captures audience attention.	2 points Most video clips move at a steady pace, fast enough to keep the audience interested and slow enough to tell a complete story.	1 points Video clips are used but need to be edited in length or move too quickly to assist in telling the story.	0 points Video clips are too long and do not advance the storyline or to short and leave out essential action or dialogue.	
Timing	3 points Video clips show no slack time. "Three beat" timing (three	2 points Most video clips are edited to remove slack time and	1 points Some video clips are edited to remove slack time and increase	0 points Video clips begin and end with slack time or no action.	

Rubric Examples

	actions per clip or three clips per event) is evident.	to emphasize action.	action.		
*Teamwork (Participation)	<p>12 points</p> <p>The group documents how members brainstormed, discussed, and solved problems. The group documents division of responsibilities and describes how the individual efforts capitalized on strengths of each team member.</p>	<p>8 points</p> <p>The group documents how members divided tasks, assigned roles based on the skills/talents of individual members, shared the workload and managed problems in a way that advanced the group goal.</p>	<p>4 points</p> <p>Some individuals document how there was poor communication, unresolved conflict, or failure to collaborate on important aspects of the work. The group required teacher assistance to resolve differences.</p>	<p>0 points</p> <p>One person documents that problems were not managed in a way that advanced the group goal. The group required teacher assistance with dividing tasks and resolving differences. Few people contributed their fair share of work, or the project was created by one student doing most of the work (though may have received guidance or help from others).</p>	
TOTAL POINTS					/120

* Provides evidence that group members helped one another, shared ideas, developed and evaluated their finished product(s).

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MBA Conference

Presentation Rubric

	1	2	3	4
Organization	Audience cannot understand presentation because there is no logical sequence of information.	Audience has difficulty following presentation because some of the information is not in logical sequence.	Team presents information in logical sequence which audience can follow.	Team presents information in logical interesting sequence which audience can easily follow.
Subject Knowledge	Team does not have grasp of case and cannot answer questions.	Team is uncomfortable with case and can only answer simple questions.	Team is at ease with case and can answer all questions, but fails to provide elaboration.	Team demonstrates full knowledge by answering all questions completely with explanation and elaboration
Visual Aids	Team uses low quality or no visual aids that support the case presentation.	Team occasionally use visual aids that rarely relate to or support the case presentation.	Team uses visual aids that support and relate to the case presentation.	Team uses high-quality visual aids that greatly enhance the case presentation.
Audience Interaction	Team members just stand in one spot and read presentation with no eye contact or use of appropriate gestures	Team members primarily read presentation and occasionally move around, use eye contact, and use appropriate gestures.	Team members maintain eye contact, move around, and use appropriate gestures while often referring to notes.	Team members maintain eye contact, move around, and use appropriate gestures while seldom returning to notes.
Elocution	Team members mumble, mispronounce terms, and speak too softly for judges and others to hear.	Team members speak softly and occasionally mispronounce terms. Audience members have some difficulty understanding presentation.	Team members speak clearly and pronounce words correctly most of the time. Audience has little difficulty in hearing the presentation.	Team members' voices are clear. Words are pronounced correctly. Audience has no difficulty in hearing presentation.
Teamwork	Team members have unclear or no role in presentation and poor transition from member to member.	Team members have a role in the presentation, but the individual parts appear poorly coordinated.	Team members are well coordinated and well prepared for presentation.	Team members have equivalent roles, smooth transitions, and all parts are integrated with each other.
A total of 18 or more points is considered acceptable			Total Points	
Team # _____				
Please give an overall score for the presentation from 0 to 100 _____				

Events & Announcements

Martin Luther King, Jr. Holiday 1/19/2009

Open House in Sugar Land 2/11/2009

Open House in Cinco Ranch 2/25/2009

Open House in Sugar Land 3/11/2009

Spring Break 3/16/2009

[more events and announcements...](#)

Rubric Examples

APPENDIX 15
COLLEGE OF BUSINESS ADMINISTRATION
GRADUATE PROGRAMS WRITING EFFECTIVELY RUBRIC

Learning Goal

Course requires writing requirements designed to allow students to practice and improve writing skills with instructor feedback.

Measures

Scoring Traits	Does Not Meet Expectations	Meets Expectations	Exceed Expectations
	1	2	3
Organization of Ideas and Content (OIC)	Writing is not concise and has a tendency to ramble. No clear direction in the writing. Lack of focus and organization interfere with communication and understanding. <i>If appropriate:</i> Lacks a clear introduction and conclusion. <i>Needs work to be acceptable. Student should be referred to writing center.</i>	Writing could be more concise. Focus and direction of writing is acceptable, but could use a little improvement. Organization doesn't interfere with communication and understanding, but could use a bit more attention. <i>If appropriate:</i> Introduction and conclusion are acceptable, but could use improvement.	Writing is concise. Information is presented in a manner which makes it extremely easy for the reader to understand the points being made. Ideas are clearly stated. Focus and direction of the writing are extremely clear. <i>If appropriate:</i> Compelling introduction, informative body with details, and effective conclusion.
Sentence Structure (SS)	Poorly developed sentences. Sentences don't express ideas well. Sentence structure is sometimes so poor that it makes reading and understanding difficult. Sentences are awkward, rambling and would sound strange if read out loud. <i>Needs work to be acceptable. Student should be referred to writing center.</i>	Sentences usually flow well while at other times are awkward due to lack of conciseness, wordiness, or lack of appropriate structure. Overall, most sentences clearly express ideas.	Extremely well developed sentences. Sentences flow well. Sentences clearly express ideas. Sentences are concise.
Paragraph Structure (PS)	Sentences within a paragraph are unrelated. No clear direction within the paragraph. Connections between paragraphs are confusing. <i>Needs work to be acceptable.</i>	Similar to Superior, but a few paragraphs need improvements. Most sentences within a paragraph build upon or relate to a single issue. A few paragraphs lack good	Organization of paragraphs enhances readability. Sentences within paragraph all build upon or relate to a single issue. Logical flow. Good lead-in sentence for each paragraph. Good

	<i>Student should be referred to writing center.</i>	lead-in or transitional sentences.	transition between paragraphs.
Scoring Traits	Does Not Meet Expectations	Meets Expectations	Exceed Expectations
	1	2	3
Word Choice and Tone (WCT)	Writer struggles to use appropriate vocabulary. Words/terms are used incorrectly. Tone and word choice are inappropriate for intended audience. Inappropriate use of “casual language” and clichés. <i>Needs work to be acceptable. Student should be referred to writing center.</i>	Writer uses familiar words well and occasionally makes more sophisticated word choices. Tone and word choice are appropriate for the intended audience.	Sophisticated and appropriate use of vocabulary. Word choice adds to quality of the writing and enhances overall meaning. Tone and word choice are appropriate for the intended audience.
Grammar, Punctuation, and Spelling (GPS)	Writing contains numerous and/or significant errors which interfere with comprehension and distract from the message. For example, three or more errors on a page, or for longer papers, more than five errors in the whole paper. <i>Needs work to be acceptable. Student should be referred to writing center.</i>	Writing contains a few insignificant errors that don't interfere with comprehension or distract from the message. For example, two minor errors on a page, or for longer papers, five or fewer minor errors throughout the paper.	Writing is nearly error free. For example, paper has no more than one error on any given page, or for longer papers, no more than four errors throughout the paper.
Professional Format and Use of Conventions (PF)	Document has numerous and significant printing and/or formatting problems. Aesthetic qualities of the paper would be an embarrassment to an organization. Doesn't follow basic formatting conventions (e.g., citations and documentation). <i>Needs work to be acceptable. Student should be referred to writing center.</i>	Document is reasonably neat and professional looking. Document has a few minor formatting or convention problems (e.g., citations and documentation).	Document is extremely neat and professional looking. Everything formatted correctly. Proper use of any necessary conventions (e.g., citations and documentation). Paper's aesthetic qualities are what one would expect from a business professional.
Professionalism	The reader (e.g., instructor, coworker, client, CEO) of this document would view it as unprofessionally written.	The reader (e.g., instructor, coworker, client, CEO) of this document would view it to be adequate, but not extremely professional.	The reader (e.g., instructor, coworker, client, CEO) of this document would view it as extremely professional.

MARKETING 350: RESEARCH ASSIGNMENT

Information Literacy Rubric

	Level 1	Level 2	Level 3	Level 4
Seeks Information	Consults an insufficient number of sources.	Gathers information from a limited range of sources; may rely too much on one kind of source	Gathers good information from a variety of sources; may have missed a few.	Gathers optimal information from a variety of quality electronic and print sources, including ABI Inform
Evaluates Information	Shows no evidence of understanding what information is useful or of good quality	Uses some quality sources, but uses too many that are poor or tangential.	Does a good job evaluating the quality and usefulness of sources.	Evaluates and selects only the best sources for usefulness and quality
Uses Information	Reaches conclusions that do not have enough support. Question or problem ineffectively resolved. Most necessary idea/points are missing	Conclusions could have been better supported. Question or problem minimally resolved. Some necessary ideas/points are missing.	Uses information to draw appropriate conclusions, answer a question, or solve a problem. Some minor ideas/points are missing.	Uses information effectively to draw appropriate conclusions, and optimally answer a question or solve a problem. All relevant ideas/points included.
Sources Information	Materials are clearly plagiarized, either intentionally or through ignorance.	Documentation is improperly constructed or absent body of paper and/or bibliography.	Documents with care (in body of paper and bibliography) although a few errors are noted.	All ideas, text and media are properly cited (in body of paper and bibliography), following a recognized style

Rubric Examples

MGT 495: STRATEGIC CASE

Internal/External Environment Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Legal and Regulatory Factors	Failed to identify or analyze most legal and regulatory factors	Identified and analyzed some legal and regulatory factors, but there were major omissions in identification or analysis	Identified and analyzed most legal and regulatory factors; some minor omissions in identification or analysis	Correctly identified and completely analyzed all legal and regulatory factors
International and Cultural Factors	Failed to identify or analyze most cultural and international factors	Identified and analyzed some cultural and international factors, but there were major omissions in identification or analysis	Identified and analyzed most cultural and international factors; some minor omissions in identification or analysis	Correctly identified and completely analyzed all cultural and international factors
Competitive Factors	Failed to identify or analyze most competitive factors	Identified and analyzed some competitive factors, but there were major omissions in identification or analysis	Identified and analyzed most competitive factors; some minor omissions in identification or analysis	Correctly identified and completely analyzed all competitive factors
Used Multiple Disciplines	Failed to draw from appropriate business disciplines when analyzing case	Drew from some of the appropriate business disciplines when analyzing case; there were major omissions	Drew from most of the appropriate business disciplines when analyzing case; a few minor omissions	Drew from all appropriate business disciplines when analyzing case

Rubric Examples

Writing Skills Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Content	Paper does not identify thesis or purpose. Analysis vague or missing. Reader is confused or misinformed.	Some analysis of a thesis or purpose. Reader gains few insights.	Basic analysis of a thesis or purpose. Reader gains sufficient insight.	Thoughtful and insightful analysis of a clearly presented thesis or purpose. Reader gains good insight.
Organization	Little semblance of logical organization. Reader cannot identify reasoning.	Writing is not logical and ideas sometime fail to make sense. Reader needs to work to figure out meaning.	Ideas are, for the most part, arranged logically and linked. Reader can follow most of the reasoning.	Ideas arranged logically. Flow smoothly and are clearly linked. Reader can follow reasoning.
Tone	Tone is not professional. It is inappropriate for audience and purpose.	Tone is occasionally professional or occasionally appropriate for audience.	Tone is generally professional and mostly appropriate for audience.	Tone is consistently professional and appropriate for audience.
Mechanics	Errors are so numerous that they obscure meaning.	Writing has numerous errors and distracts the reader.	Occasional errors in writing, but they don't represent a major distraction.	Writing is free or almost free of errors.
References	References are not or mostly not presented.	Occasional and/or incomplete references are provided.	Complete references are generally present	Sources of presented evidence are clearly and fairly represented.
Format	No standardized format followed.	Format of document reflects incomplete knowledge of standard.	A recognized format is generally followed; a few mistakes.	A recognized format is correctly followed.

ETHICS CATEGORY COURSES: ETHICS CASE

Ethical Reasoning Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Values Clarification	Lists values but unable to offer any thoughtful defense of why they are important.	Lists values but uses superficial reasoning to defend choices.	Articulates values; offers acceptable explanation of why they are important to business behavior.	Student can thoughtfully articulate and defend five or six values that should guide behavior in business.
Identification of Ethical Issues	Identification of ethical concerns is sparse or missing.	Identifies only some of the ethical concerns in a given problem/case. Omits a few major points.	Identifies most of the ethical concerns in a given problem/case. May omit a few minor points.	Completely and thoughtfully identifies all ethical concerns in a given problem/case.
Stakeholder Identification	Identification of stakeholder is sparse or missing.	Identifies only some of the stakeholder positions in a given problem/case. Omits a few major points.	Identifies most of the stakeholder positions in a given problem/case. May omit a few minor points.	Completely and thoughtfully identifies all stakeholder positions in a given problem/case.
Application of Ethical Theory/Models	Application of ethical decision making models is sparse or missing.	Application of ethical decision making models is superficial or incomplete.	Good application of consequentialist, deontological and virtue ethical decision making models; may miss some details or nuances.	Completely and thoughtfully applies consequentialist, deontological and virtue ethical decision models to problem.
Personal Voice and Action	Approach/plan about how to confront unethical behavior is unrealistic or missing.	Approach/plan about how to confront unethical behavior fails to consider some important points or conditions.	Developed a realistic approach/plan about how to confront unethical behavior in a given situation; missed some minor considerations.	Developed a realistic and thoughtful approach/plan about how to confront unethical behavior in a given situation.

Rubric Examples

MOCK INTERVIEW

Oral Expression Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Thoughtful Responses	Most answers were superficial, confusing, evasive, long-winded, or rehearsed; or student was unable to answer.	A noticeable number of answers were superficial, confusing, rehearsed, long-winded or evasive.	Answered most questions directly and thoughtfully; occasionally stumbled or gave superficial, confusing, rehearsed, or long-winded answers.	Answered questions directly and thoughtfully; was able to express ideas and be understood.
Reasoning and Evidence	Offered little or no examples or evidence to back answers	Some answers were well-reasoned and backed by evidence and examples.	Most answers were well-reasoned and backed by examples and evidence.	Answers were well-reasoned and backed by examples and evidence that created credibility.
Grammar and Vocabulary	Grammar and vocabulary contained many errors and poor choices.	Noticeable amount of poor choices with grammar and vocabulary; was distracting	Acceptable grammar and vocabulary; may have used a few distracting words or sounds.	Excellent and commanding grammar and vocabulary; no distracting words or sounds.
Listening	Did not appear to be attentive and listening	Sometimes appeared uninterested or remote	Was mostly attentive and listened well.	Was attentive and listened well.
Degree of Interaction	Only spoke when questioned OR tried to completely dominate conversation.	Noticeably dominated conversation OR was noticeably reticent.	Interacted acceptably with interviewer; could have spoken a little more or a little less.	Interacted well and appropriately with interviewer. Interview became a conversation.
Expressiveness	Much too unexpressive OR much too expressive in responses and body language.	Not enough expression OR too much expression in responses and body language.	Could have occasionally been more or less expressive in responses and body language.	Responses and body language were appropriately expressive.
Humor	Lack of humor and anecdotes made the interview uninteresting.	Some humor or anecdotes, but needed more	Included humor and anecdotes; lacking in a few places	Used humor and anecdotes to illustrate and liven up the interview

BUS 671: INTERNATIONAL CASE

International Literacy Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Cultural Issues	No or almost no understanding of cultural differences or issues in case analysis	Incorporated only a few relevant cultural differences or issues in case analysis	Incorporated most of the relevant cultural differences or issues in case analysis	Incorporated all of the relevant cultural differences or issues in case analysis
Global Threats and Opportunities	No or almost no identification of global threats and opportunities in case analysis	Identified only a few relevant global threats and opportunities in case analysis	Identified most of the relevant global threats and opportunities in case analysis	Identified all of the relevant global threats and opportunities in case analysis
Country Competitiveness	No or almost no identification of factors that determine country competitiveness	Identified only a few factors that determine country competitiveness	Identified most of the factors that determine country competitiveness	Identified all of the factors that determine country competitiveness

Information Literacy Rubric:

Criteria	Level 1	Level 2	Level 3	Level 4
Determine Needed Information	No or almost no recognition of additional information needed for analysis	Recognized a few types of information needed for analysis; may have included tangential information	Recognized most of the necessary information needed for analysis; no tangential information	Recognized exactly what information was needed for analysis
Generate Needed Information	Lacked an understanding of the variety of available sources.	Examined a minimal number of sources or relied too much on one type.	Examined most major sources, including ABI Inform; might have missed a few.	Examine a wide variety of sources that met research objective, including ABI Inform.
Sourced Information	References are missing or mostly missing.	Occasional references are provided.	Most references are provided.	Complete references are presented.

BUS 681: STRATEGIC CASE

Critical Thinking Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Quality of Evidence	Merely repeats information provided or denies evidence with no justification. Confuses facts with inference, opinion, and value judgment	Superficially evaluates evidence and sources. Often substitutes opinion and values judgment for fact and inference.	Adequately evaluates the evidence and sources of evidence. Can usually distinguish between fact, inference, opinion, and value judgment.	Completely evaluates the evidence and sources of evidence. Can distinguish between fact, inference, opinion and value judgment.
Supports Arguments	Cannot articulate a position or offers no supporting evidence.	Able to support a position with some evidence.	Able to support a position with adequate information and few, if any, logical fallacies.	Able to support a position with a substantial amount of information, little or no bias, and valid arguments.
Uses Models	Models are misapplied or not used.	Attempts to use appropriate models, but gives attention to only the most significant connections.	Satisfactorily analyzes case using appropriate models; misses minor connections.	Accurately and completely analyzes case using appropriate models; finds all connections between the material and the models.
Recognizes Alternatives	Is largely unable to recognize alternative solutions or viewpoints.	Recognizes a few alternative solutions or viewpoints; dismisses them without justification.	Recognizes alternative solutions or viewpoints; gives them some consideration.	Recognizes all plausible alternative viewpoints or solutions; completely considers each one before choosing.

Rubric Examples

Integration Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Contextual Factors (Social, Political, Cultural, Regulatory)	Does not present the problem as having connections to any contextual factors.	Considers some contextual factors in analysis, but misses some major ones.	Includes most relevant contextual factors in analysis; may miss a few minor ones.	Analyzes the problem with a clear sense of scope and context. Identifies all important contextual factors (social, political, cultural, regulatory etc)
Organizational Impact	Recommends solutions without acknowledging any implications for other organizational units.	Recommended solutions incompletely or inaccurately consider effects and implications for other organizational units.	Recommended solutions incorporate most major effects and implications for other organizational units.	Recommended solutions completely and accurately consider effects and implications for other organizational units.
Role of Units	Analyzes case as though organizational units are independent entities.	Cases analysis reflects incomplete or superficial understanding of how units fit into and support an organization's strategy.	Case analysis reflects satisfactory understanding of how units fit into and support an organizational strategy.	Case analysis reflects complete understanding of how units fit into and support an organizational strategy.
Integrates Approaches	Case analysis completely omits either qualitative or quantitative information.	Case analyzes substantially over relies on either qualitative or quantities information.	Case analyses satisfactorily uses both qualitative and quantities information; may favor one.	Case analysis completely and accurately uses both qualitative and quantitative information.

MGT 677: ETHICS CASE

Ethical Reasoning Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Values Clarification	Lists values but unable to offer any thoughtful defense of why they are important.	Lists values but uses superficial reasoning to defend choices.	Articulates values and offers acceptable explanation of their importance to business behavior.	Thoughtfully articulates and defends five or six values that should guide behavior in business.
Identification of Ethical Issues	Identification of ethical concerns is sparse or missing.	Identifies only some of the ethical concerns in a given problem/case. Omits a few major points.	Identifies most of the ethical concerns in a given problem/case. May omit a few minor points.	Completely and thoughtfully identifies all ethical concerns in a given problem/case.
Stakeholder Identification	Identification of stakeholder is sparse or missing.	Identifies only some stakeholder positions in a given problem/case. Omits a few major points.	Identifies most of the stakeholder positions in a given problem/case. May omit a few minor points.	Completely and thoughtfully identifies all stakeholder positions in a given problem/case.
Application of Ethical Theory/Models	Application of ethical decision making models is sparse or missing.	Application of ethical decision making models is superficial or incomplete.	Good application of consequentialist, deontological and virtue ethical decision making models; may miss some details or nuances.	Completely and thoughtfully applies consequentialist, deontological and virtue ethical decision models to problem.
Personal Voice and Action	Approach/plan about how to confront unethical behavior is unrealistic or missing.	Approach/plan about how to confront unethical behavior fails to consider some important points or conditions.	Developed a realistic approach/plan about how to confront unethical behavior in a given situation; missed some minor considerations.	Developed a realistic and thoughtful approach/plan about how to confront unethical behavior in a given situation.

Rubric Examples

MBA ELECTIVES: FORMAL PRESENTATION

Formal Presentation Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Organization	Presentation is very disorganized; little flow; vague; difficult to understand.	Presentation is confusing and disorganized in a number of places; disconnected or choppy; takes some effort to follow.	Presentation flows smoothly with occasional confusion or rough patches between ideas.	Presentation is smooth, polished and organized; flows well.
Delivery	Presenter is very uncomfortable; speech is rushed, slow or inarticulate; style is distracting or annoying.	Presenter is somewhat uncomfortable or nervous; limited expression; noticeable use of filler words (uhs, likes) or pauses.	Presenter is generally comfortable; somewhat polished; minor use of filler words (uhs, likes) or pauses.	Presenter is very comfortable; speaks clearly and expressively; words and sentences flow.
Content	Points not clear; irrelevant information does not support ideas; listeners gain little.	Information is confusing in places; too much or too little information; listener gains a few insights.	Sufficient information; many good points made; some areas lacking; listener gains adequate insight.	Abundance of material; points clearly made; evidence supports; listeners gain insight.
Communication Aids	Communication aids are poorly prepared and/or distracting, or nonexistent.	Communication aids marginally prepared; do not support presentation well.	Professional communication aids, but not varied; may use too many/too few.	Appropriate, varied, and professional communication aids enhance presentation.
Nonverbals	Reads entire report, making no eye contact with audience.	Reads most of report; makes occasional eye contact.	Maintains eye contact, but returns to notes frequently	Maintains eye contact throughout presentation; seldom returns to notes.
Creativity	No creativity at all. Audience lost interest.	Mostly presented information with little imagination; audience frequently bored.	Some interesting twists; held attention most of the time.	Involved audience; made points in a creative way; held attention throughout.
Audience Interaction	Unable to accurately answer questions.	Often answers questions superficially or long-windedly	Responds to most questions clearly and accurately.	Responds to all questions clearly and accurately.

ACCOUNTING 636: TAX PROTEST LETTER

Tax Communication Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Effective introduction to the analysis	Fails to address either the areas of law or subject matter to be dealt with, or does so awkwardly and without clarity	Expresses either the areas of law or the subject matter to be discussed (but not both) or discusses one or both somewhat awkwardly	Expresses areas of tax law and subject matter to be dealt with briefly and somewhat articulately	Expresses areas of tax law and subject matter to be discussed briefly and articulately
Effective statement of the facts	Omits numerous relevant facts and/or includes numerous irrelevant facts	Presents some of the relevant facts or progression is somewhat awkward	Presents most relevant facts in a reasonably logical progression.	Presents a highly logical progression of all relevant facts.
Effective statement of the issues	Omits more than one important issue or numerous sub-issues, or presents issues/sub-issues haphazardly.	Omits an important issue or a few sub-issues, or uses somewhat awkward categorization.	Presents all important issues and most sub-issues with reasonable categorization.	Presents and properly categorizes all important issues and sub-issues, as questions to be analyzed and resolved.
Effective discussion of law/legal authorities.	Omits numerous relevant authorities or presents authorities in haphazard progression or without considering weight of authority, settled vs unsettled law, or adverse authority.	Omits some relevant authorities or progression of authority is somewhat awkward	Presents most relevant authorities in somewhat proper progression (highest to lowest weight of authority, and general to specific authority), giving mostly proper consideration to weight of authority, settled vs unsettled law, and adverse authority..	Presents all relevant authorities in proper progression (highest to lowest weight of authority, and general to specific authority), giving proper consideration to weight of authority, settled vs unsettled law and adverse authority.
Effective application of legal authorities to the facts	Highly awkward or illogical discussion, omits numerous relevant authorities or facts, or fails to consider weight of authority or adverse authority, where appropriate. Resolution of issue(s) is missing or inadequate.	Somewhat awkward and unfocused discussion of how authorities impact the facts, less than appropriate consideration given to weight of authority and/or adverse authority. Awkward or unfocused resolution to the issue(s).	Mostly articulate and logical discussion of how all relevant authorities apply to and impact the facts, gives somewhat proper consideration to weight of authority and/or adverse authority, where appropriate. Presents somewhat reasonable resolution to the issue(s) at hand.	Articulate and logical discussion of how all relevant authorities apply to and impact the facts, gives proper consideration to weight of authority and adverse authority, where appropriate. Presents reasonable resolution to the issue(s) at hand.
Effective writing style.	Style highly inappropriate to audience. Omits important attribution of authority or outside information.	Style inappropriate to audience, attribution of authority is present, but sloppy or unfocused.	Style mostly appropriate to audience, mostly proper attribution of authorities and outside information.	Style appropriate to audience, proper attribution of authorities and outside information.
Effective use of structure and grammar.	Numerous instances of improper spelling, punctuation, paragraph or sentence structure; meaning obscured.	Too many instances of improper spelling, punctuation, paragraph or sentence structure; distracts reader.	Mostly proper spelling, punctuation, and paragraph and sentence structure	Proper spelling, punctuation, and paragraph and sentence structure.

Tax Problem Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Effective analysis of client's facts	Omits numerous relevant facts, or includes numerous irrelevant facts, fails to consider unknown or unknowable facts.	Omits numerous relevant facts, or includes numerous irrelevant facts, fails to consider unknown or unknowable facts.	Enumerates all relevant facts with reasonable distinction between known, unknown and unknowable facts.	Enumerates all relevant facts, avoids irrelevant facts, with good articulation of interaction between known, unknown and unknowable.
Identification of relevant issues	Fails to enumerate numerous relevant issues (obvious and latent).	Enumerates most relevant issues, but fails to discuss interaction of issues.	Enumerates all relevant and obvious (but not latent) issues, with good articulation of interaction of issues.	Enumerates all relevant issues (obvious and latent), with good articulation of interaction of issues.
Application of appropriate tax law.	Fails to enumerate numerous applicable tax authorities with poor or no articulation of relevance, strengths, weaknesses, and exceptions to identified authorities	Enumerates most applicable tax authorities; spotty or poor articulation of relevance, strengths, weaknesses, and exceptions to identified authorities; spotty or poor articulation of impact of identified authorities on each issue.	Enumerates most applicable tax authorities with reasonable articulation of relevance, strengths, weaknesses, and exceptions to identified authorities; reasonable articulation of impact of identified authorities on each issue.	Enumerates all appropriate tax authorities with good articulation of relevance, strengths, weaknesses, and exceptions to identified authorities; best articulation of impact of identified authorities on each issue.
Development of effective solutions or resolutions for each issue.	Fails to articulate cogent solution(s), poor or zero discussion of relative strengths, weaknesses, tax and other consequences of each possible solution; poor or no discussion of implementation strategies.	Adequate discussion of possible solutions, discussion of relative strengths, weaknesses, tax and other consequences of possible solution is poor or lacking; poor or zero discussion of implementation	Good solution and discussion of alternative solutions, good discussion of relative strengths, weaknesses, tax and other consequences of each proposed solution; spotty discussion of implementation strategies.	Best and all appropriate alternative solutions, including relative strengths, weaknesses, tax and other consequences of each proposed solution; elaborates implementation strategies.

ACCOUNTING 636: RESEARCH MEMO

Tax Planning Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Analysis of client's factual situation	Omits numerous relevant facts and fails to consider the unknown and/or the unknowable.	Omits numerous relevant facts, or fails to distinguish between what is known, unknown and unknowable.	Identifies most relevant facts - known unknown and unknowable	Identifies all relevant facts - known, unknown, and unknowable
Assessment of client's issues, needs and/or objectives	Wholly ineffective assessment of client's objectives, no regard to personal vs business, short-term vs. long-term or higher vs. lower level objectives.	Unfocused assessment of client's objectives, not enough regard for personal vs business, short-term vs. long-term, or higher vs. lower level objectives	Straightforward assessment of client's objectives, reasonable consideration of personal vs. business, short-term vs. long-term and higher vs. lower level objectives.	Effective assessment of client's personal and business issues, needs and/or objectives; complete consideration of short vs. long-term and higher-level vs. lesser (possibly unknown to client)
Application of tax knowledge to resolve client tax issues	Erroneous interpretation and/or application of tax authority, misidentified or missed altogether	Awkward interpretation and/or application of tax authority to client's situation, inadequately identified or construed.	Reasonable interpretation and application of tax authority to tax client's situation identifying adverse authority where existent.	Best interpretation and application of tax authority to client's situation, appropriately distinguishing adverse or negative authority.
Assessment of alternative solutions to resolve client's issue(s).	Erroneous or inappropriate resolution. Does not identify alternative solutions or assess strengths and weaknesses or advantages and disadvantages.	Reasonable solution, but no assessment of alternatives. Omits assessment of either strengths/ weaknesses or advantages/ disadvantages of possible solutions.	Good solution, alternatives lack appropriate assessment. Incomplete assessment of strengths and weaknesses, advantages and disadvantages	Assesses all alternative solutions, giving proper consideration to strengths/ weaknesses, advantages/ disadvantages for each alternative.
Supports recommended course of action.	Unreasonable or inappropriate course of action.	Reasonable course of action; fails to give reasonable consideration of client's goals and fails to give rationale for rejecting other possible solutions. Omits discussion of implementation procedures or documentation.	Good course of action, but lacks some support; good consideration of client's short and long-term goals and rationale for rejecting other courses of action. Lacks full discussion of implementation procedures or documentation.	Best and supported course of action; complete consideration of client's short and long-term goals, and rationale for rejecting other courses of action. Enumerates all appropriate procedures and recommended course of action.

Rubric Examples

ACC 636: ENTITIES MEMO

Tax Law: Tax consequences upon formation of a business entity.

Criteria	Level 1	Level 2	Level 3	Level 4
Applies tax law regarding the tax-free formation of the business entity (corporation).	Poor knowledge and application of the criteria for tax-free formation of business entity; omits several significant elements.	Limited knowledge and application of the criteria for tax-free formation of business entity; omits a major element.	Good knowledge and application of the criteria for tax-free formation of business entity; omits minor elements.	Exhibits complete knowledge and application of the criteria for tax-free formation of business entity.
Applies tax law regarding the treatment of boot and other exceptional formation transactions.	Poor knowledge and application of tax law to the treatment of boot and other exceptional formation transactions; omits several significant elements.	Limited knowledge and application of tax law to the treatment of boot and other exceptional formation transactions; omits a significant element.	Good knowledge and application of tax law to the treatment of boot and other exceptional formation transactions; omits minor elements.	Exhibits complete knowledge and application of tax law to the treatment of boot and other exceptional formation transactions.
Applies tax law regarding the amount and nature of realized and recognized income, gain and loss on formation transactions.	Poor knowledge and application of tax law regarding the calculation of the amount and nature of realized and recognized income, gain and loss; omits several significant elements.	Limited knowledge and application of tax law regarding the calculation of the amount and nature of realized and recognized income, gain and loss; omits a significant element.	Good knowledge and application of tax law regarding the calculation of the amount and nature realized and recognized income, gain and loss; omits minor elements.	Exhibits complete knowledge and application of tax law regarding the calculation of the amount and nature of realized and recognized income, gain and loss.
Applies tax law regarding the tax basis consequences of formation transactions.	Poor knowledge and tax law application regarding the tax basis consequences of formation transactions; omits several significant elements.	Limited knowledge and tax law application regarding the tax basis consequences of formation transactions; omits a significant element.	Good knowledge and tax law application regarding the tax basis consequences of formation transactions; omits minor elements.	Exhibits complete knowledge and application of tax law regarding the tax basis consequences of formation transactions.
Applies tax law regarding secondary tax issues related to the formation of a business entity.	Poor knowledge and application of tax law to significant secondary tax issues related to the formation of a business entity; omits several significant elements.	Limited knowledge and application of tax law to significant secondary tax issues related to the formation of a business entity; omits a significant element.	Good knowledge and application of significant secondary tax issues related to the formation of a business entity; omits minor elements.	Exhibits complete knowledge and application of significant secondary tax issues related to the formation of a business entity.

ACC 624: DISTRIBUTION MEMO

Tax Law: Taxation of Distributions

Criteria	Level 1	Level 2	Level 3	Level 4
Applies tax law regarding classification of various distributions from the business entity (corporation).	Poor knowledge and application of tax law to the tax classification of various types of distributions; omits several major elements.	Limited knowledge and application of tax law to classification of various types of distributions; omits a major element.	Good knowledge and application of tax law to classification of various types of distributions; omits minor elements.	Exhibits complete knowledge and application of tax law to the classification of various types of distributions.
Applies tax law regarding the determination of the amount and nature of income, gain or loss resulting from a distribution.	Poor knowledge and application regarding the determination of the amount and nature of income, gain or loss resulting from a distribution; omits several major elements.	Limited knowledge and application regarding the determination of the amount and nature of income, gain or loss resulting from a distribution; omits one a major element.	Good knowledge and application regarding the determination of the amount and nature of income, gain or loss resulting from a distribution, but omits minor elements.	Exhibits complete knowledge and application regarding the determination of the amount and nature of income, gain or loss resulting from a distribution.
Applies tax law regarding the tax basis consequences of a distribution.	Poor knowledge and application of the resulting tax basis consequences following a distribution; omits several major elements.	Limited knowledge and application of the resulting tax basis consequences following a distribution; omits a major element.	Good knowledge and application of the resulting tax basis consequences following a distribution; omits minor elements.	Exhibits complete knowledge and application of the resulting tax basis consequences following a distribution.
Applies tax law regarding secondary tax issues applicable to distributions.	Poor knowledge and application of tax law to significant secondary tax issues applicable to distributions.	Limited knowledge and application of tax law to significant secondary tax issues applicable to distributions; omits one or more major elements.	Good knowledge and application of tax law to significant secondary tax issues applicable to distributions, but omits minor elements.	Exhibits complete knowledge and application of significant secondary tax issues applicable to distributions.

ACC 636: ETHICS CASE

Ethical Reasoning Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Identification of Ethical Issues	Identification of Ethical concerns is sparse or missing.	Identifies only some of the ethical concerns in a complex situation; omits at least one major point.	Identifies most of the ethical concerns in a complex situation; omits a few minor points.	Completely and thoughtfully identifies all ethical concerns in a complex situation.
Knowledge of Standards	Understanding of the role and standards of the professional accountant is very inadequate; lacks thought and understanding.	Understanding of the role and standards of the professional accountant omits at least one major point.	Understanding of the role and standards of the professional accountant is mostly complete; omits details or nuances.	Complete understanding of the role and standards of the professional accountant.
Application of Ethical Standards	Application of appropriate ethical standard to complex situation is missing or incorrect.	Application of appropriate ethical standard to complex situation is superficial or incomplete; omits at least one major point.	Application of appropriate ethical standard to complex situation is good, but missing some details or nuances.	Application of appropriate ethical standard to complex situation is insightful and complete.
Recommendation for Action	Approach/plan for corrective action is unrealistic or missing.	Approach/plan for corrective action fails to consider at least one major point or condition.	Approach/plan for corrective action is mostly complete, but missed some minor considerations.	Approach/plan for corrective action is realistic, thoughtful, and complete.

Rubric Examples

ACC 620: ACCOUNTING CASE

Technical Competence Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Identified and addressed audit risk (Where Appropriate)	Answer was mostly wrong; clear that student did not know how to conceptualize or approach problem.	Made at least one major mistake with identification, estimation, or proper accounting	Correctly identified proper accounting, but left out minor or supporting details.	Correctly identified proper accounting and supporting details.
Measurement and Disclosure	Failed to identify or use reliable measurement and disclosure criteria	Made one or more major mistakes per relevant and reliable measurement and disclosure criteria	Used acceptable reliable and relevant measurement and disclosure criteria; minor mistakes or omissions.	Used the most relevant and reliable measurement and disclosure criteria
Frameworks and Models	Was unable to identify or use an appropriate model or framework.	Made one or more major mistakes either identifying a framework/model or using it to analyze accounting practices	Applied a good model/framework; acceptably analyzed accounting practices.	Applied the optimal framework/model to correctly and completely analyze accounting practices.
Standards and Rules	Many mistakes when identifying and assessing relevant standards and rules	At least one major omission when identifying and assessing relevant standards and rules	Identified and assessed most relevant standards and rules; made minor mistakes	Identified and assessed all relevant standards and rules
Information Sources	Was mostly or completely unable to choose relevant information sources to best solve problem	Chose weaker or tangential information sources to solve problem	Chose acceptable information sources to solve problem	Chose only the best information sources to solve problem
Reconcile Standards	Mostly or completely unable to reconcile conflicting and ambiguous standards	Made at least one major mistake when reconciling conflicting and ambiguous standards	Mostly able to reconcile conflicting and ambiguous standards; made minor mistakes	Completely and correctly reconciled conflicting or ambiguous standards
Logical Inference	Was mostly or completely unable to analogize from existing rules to situations not covered by standards and authoritative sources	Major omissions when analogizing from existing rules to situations not explicitly addressed by standards and authoritative sources	Acceptable job of analogizing from existing rules to situations not explicitly addressed by standards and authoritative sources; left out some details or reasoning.	Completely and correctly analogized from existing rules to situations not explicitly addressed by current standards or authoritative sources.

Rubric Examples

ACCOUNTING 617: INTERNATIONAL CASE

International Literacy Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Setting of international accounting standards	Mostly wrong or absent identification of how cultural differences can influence the setting of accounting standards.	At least one major mistake or omission when discussing how cultural differences can influence the setting of accounting standards	Acceptably identified how cultural differences can influence the setting of accounting standards; minor mistakes or omissions	Completely and accurately identified how cultural differences can influence the setting of accounting standards
Implementation issues per international accounting standards	Mostly wrong or absent identification of how cultural differences can influence the implementation of IFRS.	At least one major mistake or omission when discussing how cultural differences can influence the implementation of IFRS	Acceptably identified how cultural differences can influence the implementation of IFRS; minor mistakes or omissions	Completely and accurately identified how cultural differences can influence the implementation of IFRS
Endorsement of international accounting standards	Mostly wrong or absent identification of how cultural and regulatory differences can influence endorsement of international accounting standards.	At least one major mistake or omission when discussing how cultural and regulatory differences can influence endorsement of international accounting standards	Acceptably identified how cultural and regulatory differences can influence endorsement of international accounting standards; minor mistakes or omissions	Completely and accurately identified how cultural and regulatory differences can influence endorsement of international accounting standards.

Rubric Examples

Written Communication Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Content	Paper does not identify thesis or purpose. Analysis vague or missing. Reader is confused or misinformed.	Some analysis of a thesis or purpose. Reader gains few insights.	Basic analysis of a thesis or purpose. Reader gains some insights.	Thoughtful and insightful analysis of a clearly presented thesis or purpose. Reader gains insight.
Organization	Little semblance of logical organization. Reader cannot identify reasoning.	Writing is not logical and ideas sometime fail to make sense. Reader needs to work to figure out meaning.	Ideas are, for the most part, arranged logically and linked. Reader can follow most of the reasoning.	Ideas arranged logically, flow smoothly and are clearly linked. Reader can follow reasoning.
Determine Needed Information	No or almost no recognition that additional information needed for analysis	Recognized a few types of information needed for analysis; may have included unnecessary information	Recognized most of the necessary information needed for analysis; may have included tangential information	Recognized exactly what information was needed for analysis
Generate Needed Information	Lacked an understanding of the variety of available resources.	Examined a minimal number of resources or relied too much on one type.	Examined most major resources available; might have missed a few.	Examined a wide variety of resources that met research objective.
References	References are not or mostly not presented.	Occasional references are provided.	Complete references are generally present.	Sources of presented evidence are clearly and fairly represented.
Style	Format is not recognizable.	Format of document reflects incomplete knowledge of standard.	A standard format is used with minor violations	A standard format is used accurately and consistently
Mechanics	Writing errors are so numerous that they obscure meaning	Numerous writing errors that distract reader.	Occasional writing errors; don't represent a major distraction	Writing is free or almost free of errors.

ACC 616: ACCOUNTING SYSTEMS PROJECT

Enterprise Systems Competence Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Use of conceptual models	The representation of enterprise transaction cycles is markedly lacking in both entities and relationships.	The representation of enterprise transaction cycles is markedly lacking in either entities or relationships.	The representation of enterprise transaction cycles includes most required entities and most required relationships	The representation of enterprise transaction cycles includes all required entities and all required relationships
Retrieval of information for accounting reports and decisions	Mostly wrong or absent retrieval of required information from automated systems	At least one major mistake or omission when retrieving required information from automated systems	Minor mistakes or omissions when retrieving required information from automated systems	Complete and accurate retrieval of required information from automated systems
Corrections for control weaknesses in automated enterprise systems	Incorrect or absent identification of control weaknesses	Identified some control weaknesses with acceptable solutions for correction; OR identified most control weaknesses but provided inadequate solutions for correcting those weaknesses	Identified most control weaknesses; provided acceptable solutions for correcting those weaknesses	Identified all control weaknesses; provided acceptable solutions for correcting those weaknesses

ACCOUNTING 680: ETHICS CASE

Ethical Reasoning Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Identification of Ethical Issues	Identification of ethical concerns is sparse or missing.	Identifies only some of the ethical concerns in a complex situation. Omits a few major points.	Identifies most of the ethical concerns in a complex situation. May omit a few minor points.	Completely and thoughtfully identifies all ethical concerns in a complex situation.
Application of Ethical Theory/Models	Application of consequentialist, deontological and virtue ethical decision making models to complex situation is sparse or missing.	Application of consequentialist, deontological and virtue ethical decision making models to complex situation is superficial or incomplete.	Good application of consequentialist, deontological and virtue ethical decision making models; may miss some details or nuances.	Completely and thoughtfully applies consequentialist, deontological and virtue ethical decision models to complex situation.
Personal Voice and Action	Approach/plan about how to behave in a complex situation is unrealistic or missing.	Approach/plan about how to behave in a complex situation fails to consider some important points or conditions.	Developed a realistic approach/plan about how to behave in a complex situation; missed some minor considerations.	Developed a realistic and thoughtful approach/plan about how to behave in a complex situation.
Knowledge of Standards	Minimal understanding of the role and standards of the professional accountant.	Marginal understanding of the role and standards of the professional accountant.	Satisfactory understanding of the role and standards of the professional accountant.	Complete understanding of the role and standards of the professional accountant.
Governance Recommendation	Unrealistic or severely limited recommendation about governance procedures to promote ethical behavior	Superficial or incomplete recommendation about governance procedures to promote ethical behavior.	Satisfactory recommendation about governance procedures to promote ethical behavior.	Effective and realistic recommendation about governance procedures to promote ethical behavior.

Rubric Examples

Formal Presentation Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Organization	Presentation is very disorganized; little flow; vague; difficult to understand.	Presentation is confusing and disorganized in a number of places; disconnected or choppy; takes some effort to follow.	Presentation flows smoothly with occasional confusion or rough patches between ideas.	Presentation is smooth, polished and organized; flows well.
Delivery	Presenter is very uncomfortable; speech is rushed, slow or inarticulate; style is distracting or annoying.	Presenter is somewhat uncomfortable or nervous; limited expression; noticeable use of filler words (uhs, likes) or pauses.	Presenter is generally comfortable; somewhat polished; minor use of filler words (uhs, likes) or pauses.	Presenter is very comfortable; speaks clearly and expressively; words and sentences flow.
Content	Points not clear; irrelevant information does not support ideas; listeners gain little.	Information is confusing in places; too much or too little information; listener gains a few insights.	Sufficient information; many good points made; some areas lacking; listener gains adequate insight.	Abundance of material; points clearly made; evidence supports; listeners gain insight.
Communication Aids	Communication aids are poorly prepared and/or distracting, or nonexistent.	Communication aids marginally prepared; do not support presentation well.	Professional communication aids, but not varied; may use too many/too few.	Appropriate, varied, and professional communication aids enhance presentation.
Nonverbals	Reads entire report, making no eye contact with audience.	Reads most of report; makes occasional eye contact.	Maintains eye contact, but returns to notes frequently.	Maintains eye contact throughout presentation; seldom returns to notes.
Creativity	No creativity at all. Audience lost interest.	Mostly presented information with little imagination; audience frequently bored.	Some interesting twists; held attention most of the time.	Involved audience; made points in a creative way; held attention throughout.
Audience Interaction	Unable to accurately answer questions.	Often answers questions superficially or long-windedly.	Responds to most questions clearly and accurately.	Responds to all questions clearly and accurately.

Grading Rubric for Chemistry Lab

Labs are a critical aspect in the understanding of chemistry and therefore the understanding, implementation and assessment process surrounding these labs is also crucial. Performing a lab involves

1) Actually doing the lab 2) writing the lab up 3) turning the written lab in.

1) Actually doing the lab

The only time you will receive a grade in the actual performance of the Lab will be if you are breaking a basic lab rule. Breaking a basic lab rule may involve a reduction of your lab grade by 3 points. The lab rules include

1. **Do not engage in any horseplay**
2. **Always turn off burner when it is not in use.**
3. **Safety goggles should be worn at all times.**
4. **Work areas should be kept clean and tidy at all times**

2) Writing the lab up

In order to accurately evaluate your performance and in addition to let you know what I expect from you in the lab aspect of this class, I will be utilizing a grading rubric. A rubric is a tool that weighs a student's proficiency concerning various aspects of the laboratory assignment. Combining the scores from these criteria I will evaluate your overall progress in completing and writing up a lab. In nearly all cases the labs will be written up in the bound graph paper lab book obtained from the bookstore.

The three basic criteria for assessment of a well-written lab include a lab that is
Deep in understanding, Neat in appearance, Complete in content

Basically a good grade in the lab portion of this course can be obtained by writing labs that are Deep, Neat and Complete. By reviewing these criteria and make certain each aspect of the lab is covered the best grade possible can be obtained.

Explanation of Criteria

Deep: Is the lab written with enough detail and insight to show me, Dr. Wright, your keen grasp of the material?

<i>Shallow</i>	<i>one or two relevant points made</i>	<i>a full and through understanding</i>
<i>0 points</i>	<i>3 points</i>	<i>5 points</i>

Neat: Is the lab illegible so it is hard to read or is it neat and clearly presented. Are the graphs and data tables easily understood or are they difficult to understand?

<i>Illegible</i>	<i>Poorly written but legible</i>	<i>Easy to read and well constructed</i>
<i>0</i>	<i>3</i>	<i>5</i>

Complete: Is the lab completed in its entirety. Are there missing sections, is there a date or are there unanswered pre or post lab questions? Each lab should have a **title, date, purpose hypotheses, materials procedure, observations, and conclusion**. A thorough understanding of what is expected in the lab write-up is description of each of these terms can be found in your book or on the net under CCPScience.com under the heading Chaminade Chemistry Lab Write-up

<i>Missing sections</i>	<i>One incomplete section</i>	<i>Full and complete lab</i>
<i>0</i>	<i>3</i>	<i>5</i>

Lab Report Rubric: College Prep Chemistry

Text: Times, 12-point font, double spaced, 1" margins

Heading: Left Corner

Name

Date

Chemistry

Partner Name

Title of lab: centered

Focus question: About what are you trying to learn by doing this lab? Use the purpose or introduction to help you form the question. Most labs involve taking specific observations and formulating a general statement about them. Try to avoid the article "the" when writing your question. For example, do not write, "Are the knowns unique substances?" Someone who does not know what the lab is about will not know what you are trying to convey. To which "knowns" are you referring? Rather, write, "Are five given solutions unique substances?" This is a question that anyone can understand.

Hypothesis: this is a testable statement that attempts to answer the focus question. It must include your reasons for your prediction. Do not begin the statement with "I think," because the nature of a hypothesis is such that that is already understood. Example: Of the five given solutions, three (B, C, and D) are identical, because they are similar in appearance.

Concept map (not required for all labs): concept maps include terms and ideas that explain the basis for the lab. It is not a representation of the **procedure**. In the case of the above focus question, a concept map would include such things as physical properties and examples, chemical properties and examples, mixtures and solutions, etc. The way to construct a concept map is first to brainstorm a list of concepts that belong in the map, then categorize them, and, finally, construct a map linking the concepts with words. Concept "bubbles" should contain no more than one or two words; if they are bigger, they must be broken up. Concept maps are best done on computer with Inspiration.

Conditions:

Independent variable: this is what varies from sample to sample in your experiment. It is the cause of an observable change. In this example, the independent variable would be the identity or type of solution.

Dependent variable (watch spelling; spell-check does not identify dependant as incorrect): This is the observable change that is caused by the independent variable. A hint here: what data are you being asked to record? That is most likely the DV.

Constant conditions: except for the independent variable, all other conditions must be the same for all samples. Otherwise, one will not be able to determine the cause of the observable change. Look at what you do that is the same for all samples: do you use the same measuring tools? Are the amounts of chemicals used all the same? Did you heat (cool) everything to the same

Moorpark College Chemistry Department Laboratory Report Rubric
(100% report total)

Content Area	% Pts.	Description
Title (5%)	0	No title.
	3	Incomplete and/or irrelevant title.
	5	Complete, appropriate title.
Abstract (15%)	0	None or totally irrelevant.
	5	Only repeats information from the introduction or lacks a succinct summary of experimental results.
	10	General summary of results without specific reference to experiment and/or literature.
	15	Clear, concise, and thorough summary of experimental results with appropriate references to literature.
Introduction (15%)	0	None or totally irrelevant.
	5	Lacking the hypothesis or purpose with minimal background material or has insufficient/inappropriate background material.
	10	General summary of background material with hypothesis/purpose or an incomplete summary of background with a statement of the hypothesis/purpose.
	15	Clear and thorough summary of background material pertinent to the experiment with a statement of the hypothesis or purpose.
Method/ Materials (5%)	0	None or totally irrelevant.
	2/3	Missing one or more relevant pieces of safety information and/or experimental procedure.
	5	Complete listing of safety information and experimental procedure.
Results (15%)	0	None or totally irrelevant.
	5	Missing appropriate graphs and/or includes incorrect information.
	10	Includes all appropriate graphs/charts with improper or missing labels.
	15	Includes all appropriate graphs/charts with proper labels and correct information.
Calculations/ Analysis (15%)	0	None or totally irrelevant.
	5	Incorrect sample calculations or weak analysis.
	10	Some missing sample calculations or specific examples and/or incomplete analysis.
	15	Includes all appropriate sample calculations and has clear analysis of data with specific examples to support statements.

Discussion (15%)	0	None or totally irrelevant.
	5	Does not demonstrate an adequate understanding of important experimental concepts, lacks interpretation of results and conclusions, missing application and improvement in the experiment, no reference to literature when appropriate, and inadequate or no justification for error.
	10	Demonstrates an understanding of the majority of important experimental concepts, forms conclusions based on results but lacks proper interpretation, irrelevant applications and/or inappropriate improvements in the experiment, insufficient reference to the literature when appropriate, and lacks a complete justification of error.
	15	Demonstrates a logical, coherent working knowledge and understanding of important experimental concepts, able to form conclusions based on interpretations of results, answers all post-lab questions in discussion format, includes applications of and improvements in the experiment, refers to the literature when appropriate, and demonstrates accountability by providing justification for any errors.
Reference (5%)	0	None or totally irrelevant.
	3	Incomplete citation and/or improperly formatted.
	5	Complete and correct citation.
Appendix (10%)	0	None or totally irrelevant.
	5	Missing or incomplete supplemental components.
	10	All required supplemental components are included and complete.

temperature? Is something timed? These are all possible constants: only list the ones that are relevant to your experiment.

Control: is there a standard of comparison to which you are comparing your results? If so, that is the control.

Procedure: Include every step of the procedure. Write the procedure in the past tense, because is a narrative of what actually happened in the lab. **It is not a set of instructions.** As a formal piece of science writing, lab reports may not have personal pronouns. Simply dropping the subject pronoun off the active voice is not sufficient. **The passive voice is required (this is a sentence in the passive voice).** If you have difficulty with this, please consult your English teacher.

Data: Whenever possible, data should be in the form of a table, graph, or drawing. In most cases, our data will be quantitative, so tables should be set up logically, on computer. All calculations must be shown (they may be written neatly, in ink). Graphs should be done on computer using Excel or some other graphing software. The x-axis is the independent variable, and the y-axis is the dependent variable. The graph must have a title, labels, and a key.

Conclusion: State whether your data support or refute your hypothesis, then explain, using examples from your data. Do not use the word "prove." This is also the place to discuss percent error, and the causes for error. Again, refrain from the use of personal pronouns.

As always, you can see me with a rough draft to make sure all components are present. If you check this each time you write a lab report, you will be very successful.

Good luck!

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Written Communication

(STRONGEST) 6	5	4	3	2	(WEAKEST) 1	Score
Wording is clear and concise. Level of detail, writing style, & formality are appropriate for an expert and/or scientific audience.	Wordiness and/or errors in level of detail, style, or formality occur in a handful (2-3) of instances.	Wordiness and/or errors in level of detail, style, or formality are noticeable (4-5), and, at times, distracting.	Wordiness and/or errors in level of detail, style, or formality are frequent (6-7) and regularly distracting.	Wordiness and/or inappropriate level of detail, style, or formality are consistent (8-9) and seriously distracting.	Wordiness and/or inappropriate level of detail, style, or formality are common (≥10) and cause the reader to dismiss the work.	
All (sub)moves are present, fully developed, and in the correct sequence. No extra moves are present.	All (sub)moves are present, but one is out-of-sequence or has minor problems. No extra moves are present.	All (sub)moves are present, but a few have minor problems or are out of sequence. Extra moves may be present.	One (sub)move is missing or underdeveloped. (Sub)moves may be out of sequence; extra moves may be present.	Two (sub)moves are missing or underdeveloped. (Sub)moves may be out of sequence; extra moves may be present.	Three (sub)moves are missing or underdeveloped. (Sub)moves may be out of sequence; extra moves may be present.	
Few (1-2), if any, errors are made in the use of writing conventions.	A handful (3-5) of errors are made in the use of writing conventions.	Errors in writing conventions are noticeable (6-8) and, at times, distracting.	Errors in writing conventions are frequent (9-10) and regularly distracting.	Errors in writing conventions are consistent (11-12) and make the writing appear unprofessional.	Errors in writing conventions are common (>12). The writing is unprofessional.	
Few (1-2), if any, grammatical or mechanical errors are present.	A handful (3-5) of grammatical or mechanical errors are present.	Grammatical and mechanical errors are noticeable (6-8) and, at times, distracting.	Grammatical and mechanical errors are frequent (9-10) and regularly distracting.	Grammatical and mechanical errors are consistent (11-12) and seriously distracting.	Grammatical and mechanical errors are common (>12) and limit the reader's ability to understand the material.	
Presentation of science is complete, correct, clear, and logical. Level of science conveys an understanding that is sophisticated for course level.	Presentation of science is generally complete and correct, but one element is missing, problematic, or weakly developed.	Presentation of science is generally correct, but two elements are missing, problematic, or weakly developed.	Presentation of science contains several errors. Three elements are missing, problematic, or weakly developed.	Presentation of science is generally incorrect. Four elements are missing, problematic, or weakly developed.	Presentation of science conveys little scientific understanding. Five elements are missing, problematic, or weakly developed.	

SERVICE LEARNING EVALUATION SAMPLE GRADING RUBRIC FOR WRITTEN PROJECT

These evaluation rubrics should be shared with the student at the beginning of the semester.

JOURNAL ENTRY (Entries should include specifics, descriptions and analysis) (1-10 points for each) In his/her journal entries, the student:

- ☐ covers when, where, how, and with whom he/she served (specifics)
- ☐ summarizes the experience (description)
- ☐ focuses observations on specific content area (specifics) and explains this with examples and theory (analysis)
- ☐ explains what he/she learned about the specific content area (description/analysis)
- ☐ includes information from research on scholarly sources on the content area (specifics) to help in his/her analysis
- ☐ demonstrates the use of theories from textbook and hand-outs (specifics) to help analyze his/her experience

REFLECTION

a) Content

Student demonstrates reflection on (1-10 points for each):

- ☐ personal growth as a result of service activities
- ☐ benefits to the community partner as a result of the service activities
- ☐ learning achieved in relation to relevant and specific course content and learning goals
- ☐ strengths and weaknesses of the project
- ☐ challenges and problems faced during the implementation of the project
- ☐ effectiveness and impact of the service provided based on specific criteria
- ☐ potential ways to improve, continue, and expand the project

b) Presentation

Writing (1-10 points for each):

- ☐ is well organized
- ☐ uses required font, page numbering, spacing
- ☐ is error free
- ☐ is clear, specific, effectively worded

Student Name _____

Modern and Classical Languages Presentation Rubric

<u>CRITERIA</u>	<u>PROFICIENT</u>	<u>COMPETENT</u>	<u>APPROACHING COMPETENT</u>	<u>INSUFFICIENT</u>
Assignment • Content and details	<input type="checkbox"/> Exceeds requirements of assignment	<input type="checkbox"/> Fulfills requirements of assignment	<input type="checkbox"/> Fulfills requirements to some extent	<input type="checkbox"/> Does not fulfill requirements of assignment
Organization and preparation	<input type="checkbox"/> Extremely well organized and coherent <input type="checkbox"/> Shows preparation	<input type="checkbox"/> Organized, coherent <input type="checkbox"/> Shows preparation	<input type="checkbox"/> Some organization but lacking in overall coherence	<input type="checkbox"/> No organization and lacks coherence
Speaking • Clarity, volume, stress, awareness of audience • Grammar, word order, word choice, and pronunciation • Use of non-verbal techniques such as pace, body language, and eye contact	<input type="checkbox"/> Completely clear and engaging. <input type="checkbox"/> Correct and appropriate <input type="checkbox"/> Highly effective	<input type="checkbox"/> Mostly clear and appropriate to audience <input type="checkbox"/> Mostly correct <input type="checkbox"/> Effective	<input type="checkbox"/> Somewhat difficult to understand <input type="checkbox"/> Limited awareness of audience <input type="checkbox"/> Errors tend to interfere with message <input type="checkbox"/> Some effective use of non-verbal techniques	<input type="checkbox"/> Unclear or inaudible <input type="checkbox"/> Insufficient awareness of audience <input type="checkbox"/> Numerous or serious errors interfere with communication <input type="checkbox"/> Non-verbal techniques not employed and/or not effective
Visual component(s) • Use of models, charts, pictures, graphs, diagrams, etc. • Written text and/or other notation	<input type="checkbox"/> Correct and accurate. <input type="checkbox"/> Used to enhance presentation <input type="checkbox"/> Excellent and effective	<input type="checkbox"/> Mostly correct and accurate <input type="checkbox"/> Enhances presentation somewhat <input type="checkbox"/> Mostly correct and accurate	<input type="checkbox"/> May not be correct or applicable <input type="checkbox"/> Readable but errors tend to interfere with message	<input type="checkbox"/> Visuals not employed and/or not effective <input type="checkbox"/> Numerous or serious errors interfere with communication
Creativity/originality	<input type="checkbox"/> Creativity/originality greatly enhances effectiveness	<input type="checkbox"/> Presentation based on student's own ideas/work.	<input type="checkbox"/> Presentation based on someone else's work	<input type="checkbox"/> A replication of someone else's work

Rubric Examples

Written Communication Rubric (7-8-00)
Department of Educational Leadership and Policy Studies

Written Communication: Expressing ideas clearly in writing.

Levels of Achievement				
Criteria	Exemplary	Proficient	Marginal	Unacceptable
Content	Even, balanced information clearly and effectively supports a central purpose or thesis and displays a thoughtful, in-depth analysis of a sufficiently limited topic. Reader gains insights.	Information provides firm support for thesis and displays evidence of a basic analysis of a sufficiently limited topic. Reader gains some insights.	Information supports thesis at times. Analysis is basic or general. Reader gains few insights.	Paper does not successfully identify thesis. Analysis is vague or not evident. Reader is confused or may be misinformed.
Organization	The ideas are arranged logically to support the thesis. They flow smoothly from one to another and are clearly linked to each other. Reader can follow line of reasoning.	The ideas are arranged logically to support the thesis. They are usually clearly linked to each other. For the most part, reader can follow line of reasoning.	The writing is not arranged logically. Frequently, ideas fail to make sense together. Reader can figure out what writer probably intends but may not be motivated to do so.	The writing lacks any semblance of logical organization. The reader cannot identify a line of reasoning and loses interest.
Purpose	The writer's purpose is readily apparent to the reader.	The writing has a firm purpose, but may occasionally digress from the purpose.	The purpose is not always clear.	The purpose is generally unclear.

RWR Communication Rubric

Communication: Writing and Presenting Organization • Originality of ideas Command of language • Mastery of conventions of English	
Novice	<ul style="list-style-type: none"> Organizes ideas in simple formats such as lists, outlines or summaries with support. Needs support to go beyond summary of facts to ideas or positions. Uses everyday language and simple vocabulary to describe or discuss. Uses the forms of spoken language in both writing and presenting. Needs support to edit work.
Apprentice	<ul style="list-style-type: none"> Makes use of simple organizational patterns: introduction, body and conclusion, order of events. Begins to form ideas or state a position: likes and dislikes, agreement, disagreement, in a short and direct manner lacking supporting details. Writes or speaks in a simple manner. Communicates using a number of the basic conventions of language. Peer-edits for errors; reviews work for content and/or form with assistance.
Practitioner	<ul style="list-style-type: none"> Organizes material with a clear, well-defined structure. Develops ideas or positions of his or her own. Uses a style or tone appropriate to the assignment; uses a range of vocabulary to convey purpose. Communicates (writes, speaks, presents) using many of the conventions of spoken or written language. Revises to make ideas or organization clearer.
Expert	<ul style="list-style-type: none"> Uses sophisticated approaches to organizing materials: strong openings, supporting details and thought-provoking conclusions. Develops ideas or positions that are striking, original and well-documented. Uses an appropriate style, tone, format or genre with consistency. Uses vocabulary that highlights meaning; experiments with literary techniques such as analogies, metaphors and imagery that under score meaning or position. Communicates (writes, speaks, presents) with an excellent command of the conventions of spoken or written language. Self-edits, responds positively to critique and is willing to revise and rewrite.

Video Production Evaluation

Date evaluated: _____

Student class level: Freshman: _____

Course: _____

Sophomore _____

Assignment: _____

Junior _____

Instructor: _____

Senior _____

The following scale is used to evaluate all areas below:
4 Highly Competent 3 Competent 2 Minimally Competent 1 Not Competent
(See attached evaluation rubric)

Category	Comments	Evaluation
Storyboard – storyboard complete? thought and planning demonstrated? proper format? project ready to proceed?		4 3 2 1 NA
Script and CG List – typed? spelled correctly? Director's commands marked properly? Was the script clear? demonstrate proper use of broadcast style?		4 3 2 1 NA
Program Open – music and title slate in sync? Slate displayed appropriately? Fade together?		4 3 2 1 NA
Use of Visuals – High quality visuals? Proper framing? Appropriate camera movement?		4 3 2 1 NA
Use of Audio – appropriate choice and use of music? High quality narration? Good levels?		4 3 2 1 NA
Use of Graphics – add value? Used in appropriate places? Lay-out and design of graphics effective?		4 3 2 1 NA
Use of lighting – avoids shadows? Easy to see action?		4 3 2 1 NA
Transitions and Pacing – appropriate transitions? Proper pacing? Transitions set proper pace?		4 3 2 1 NA
Program Effectiveness – How effective was the video in accomplishing it's goals (persuasion/informing)		4 3 2 1 NA
Paper – Clearly explain target audience? Communication objective? Targets? Writing mechanics appropriate?		4 3 2 1 NA

Subtotal: _____ /40=

Percentage: _____

NOTE: Attach this form to your degree plan to document completion of an oral presentation. **Two satisfactory presentations are required** for oral competency. Presentations graded as “unacceptable” do not count toward completion. This form must be signed by the faculty member (at the bottom of the form) for the class in which the presentation was done.

Student name: _____ **ID#** _____

BASIC RUBRIC FOR ORAL COMMUNICATION COMPETENCY

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media (state definition.)

Criteria	3 - Exemplary	2 - Proficient	1- Unacceptable
PURPOSE (CLAIM /THESIS)	Claim stated clearly, appropriate to purpose, audience and occasion; Substantive/ significant claim is well established / expressed.	Claim stated clearly; appropriate to purpose, audience and occasion; substance/ significance is established.	Claim not clear to the audience; purpose/ claim lacks clear appropriateness to audience or occasion; purpose/ claim lack significance or are a previously known fact.
DEVELOPMENT OF IDEAS (CONTENT OR EVIDENCE)	Idea/s well developed; an abundance of examples and evidence clearly related to purpose; outstanding use of examples in support of claim.	Idea/s are developed; sufficient information, evidence, and examples that relate to purpose.	Superficial ideas presented without development; lack of sufficient examples and information/ evidence to support the purpose/claim.
COHERENCE	Unity achieved with introduction & conclusion; examples appropriate, clearly related, and logically presented; smooth transitions connect ideas.	Introduction and conclusion present, but may not clearly unify the presentation; examples appropriate and related to purpose; examples presented logically but sometimes lack transition.	Lacking clear introduction and conclusion that unifies the presentation; presentation is choppy and disjointed; examples are not clearly connected to the central purpose.
DELIVERY	Articulation clear; delivery outstanding for audience expectations (no reading or distracting vocalized pauses); media used to support claim; eye contact with audience exceptional; body language displays confidence and assists in making points.	Articulation clear (understandable; occasional vocalized pauses); delivery appropriate for expectations (little/no reading); media used for examples and supporting information most of the time; eye contact with audience good; body language does not distract.	Articulation not clear; vocalized pauses (um, well, like) distracting; delivery poor (refers to notes often, reads information); presentation dependent on media; eye contact with audience minimal or nonexistent; body language displays uneasiness and/or apprehension.

(Insert Discipline Criterion)			
(Insert Discipline Criterion)			
(Insert Discipline Criterion)			
(Insert Discipline Criterion)			

Note: Additional criteria can be added by departments as needed.

This student_____ (name) has satisfactorily completed an oral presentation in this course_____ on (date)_____.

Faculty name_____

Department of Communication Studies

Video Evaluation Rubric

Trait	4 Highly Competent	3 Competent	2 Minimally Competent	1 Not Competent
Storyboard	illustrates video presentation; thumbnail sketches of each scene; notes on transitions, special effects, sound, and title tracks, colors, etc.; Notes about dialogue/narration; sketches are numbered.	Includes thumbnail sketches; includes text for each segment of the presentation; descriptions of background and audio; Sketches organized and numbered in a logical sequence	thumbnail sketches on the storyboard are not in a logical order and do not contain complete descriptions or information	no evidence of a story board
Script and CG List	appropriate vocabulary, phrasing; no spelling or grammatical errors; accurate director commands; clear script; use broadcast style	appropriate vocabulary, phrasing; minor spelling errors; no grammatical errors; clear director commands with minor errors; clear script; use broadcast style	appropriate vocabulary, phrasing; minor spelling errors; no grammatical errors; some director commands included; script confusing; weak use of broadcast style	Simple or no script; significant spelling errors; grammatical errors; inappropriate style; lack director's commands
Program Open	Music and slate in sync' slate displays appropriately; fades appropriately	Music and slate in sync' slate minor spelling errors in display; fades appropriately	Major problems with program open; not in sync; fade out of sequence.	No slate and/or music at start
Use of Visuals	Tape edited to include only quality shots	Tape is edited throughout with only quality shots remaining	Tape is edited in few spots; poor shots remain	Tape is unedited and many poor shots remain.
Use of Audio	audio is clear and effectively assists in communicating the main idea; audio is balanced; proper voice and projection; clear delivery	Audio is clear; partially assists in communicating main idea; proper voice and projection; video generally balanced	Audio is inconsistent; confuses audience; weak voice, projection; background overpowers primary audio.	Audio is cut-off and inconsistent; confuses audience; poor projection; ideas not communicated effectively
Use of Graphics	digital effects/braphics are used appropriately and enhance the video	Digital effects/graphics are used appropriately; some minor errors in timing of effects.	Digital effects/graphics are not used appropriately; choices confuse the audience and seem out of place	No digital effects or graphics

Use of Lighting	Additional Lighting is used; no shadows or glare; all scenes have sufficient lighting for view to see action	additional lighting is used; few shadows and glare; most scenes have sufficient lighting	some scenes too dark or light to determine what is happening	only ambient light used; most scenes too dark to determine what is happening
Transitions and Pacing	video transitions smoothly from shot to shot; variety of transitions used to assist in communicating the main idea from one scene to another; all video clips fit storyline; clips just long enough to make each point clear; pace captures attention;	variety and types of transitions are used; good pacing and timing; most clips are edited to remove slack time and to emphasize action	transitions are choppy; transitions do not assist in communication main ideas; transition not appropriate to scene; unnatural breaks; some video clips are edited to remove slack time and increase action	no transitions; shots run back-to-back; video clips begin and end with slack time or no action
Program Effectiveness	video accomplishes its goals; clear statement of purpose or theme; audience has clear sense of purpose; information clearly supports theme; supporting information is clear.	video accomplishes its goals; Information is connected to theme; audience is clear on purpose; supporting information is clear but not well linked.	video minimally accomplishes its goals; audience is confused and uncertain; information is not clearly connected to theme; supporting information is vague	video's goals are unclear; lack of central theme; logic and sequence of information confusing
Paper	paper describes target audience, communication objective; audience and objective appropriate to project; appropriate vocabulary and phrasing; no spelling or grammatical errors	paper describes target audience, communication objective; audience and objective appropriate to project; appropriate vocabulary and phrasing; minor spelling; no grammatical errors	paper describes target audience, communication objective; audience and objective mostly appropriate to project; minor errors in vocabulary and phrasing; minor spelling errors; no grammatical errors	paper describes target audience, communication objective; audience and objective not match final product; vocabulary and phrasing errors; spelling; grammatical errors

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Voice	The writing is compelling. It hooks the reader and sustains interest throughout.	The writing is generally engaging, but occasionally pedantic. The communication is generally focused and interesting.	The writing is dull and perfunctory. Though the paper may have some interesting parts, readers find it difficult to maintain interest.	The writing has little personality. The audience quickly loses interest and stops reading.
Tone	The tone is consistently professional and appropriate for the audience and for the purpose (e.g., letter, memo, proposal, application, research summary, report, scholarly communication).	The tone is generally professional. In general, it is appropriate for the audience and purpose.	The tone is not consistently professional or appropriate for the audience and purpose.	The tone is not professional. It is inappropriate for the audience and purpose.
Sentence Structure	Sentences are well phrased and varied in length and structure. They flow smoothly from one to another.	Sentences are well phrased and demonstrate some variety in length and structure. The flow from sentence to sentence is generally smooth.	Some sentences are awkwardly constructed, and they represent an occasional distraction for the reader.	Errors in sentence structure are frequent enough to represent a major distraction to the reader.

Word Choice	Word choice is consistently precise.	Word choice is generally good. The writer goes beyond the generic word to find one more precise and effective.	Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately.	Many words are used inappropriately, confusing the reader. The writer may also use clichés and colloquial language.
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Rubric Examples

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Grammar, Spelling, Mechanics (i.e., Punctuation, Italics, Capitalization, etc.)	The writing is free or almost free of errors.	There are occasional violations in the writing, but they don't represent a major distraction or obscure the meaning.	The writing has numerous errors, and the reader is distracted by them.	Errors are so numerous that they obscure the meaning of the passage. The reader is confused and stops reading.
In addition, for scholarly communications:				
Use of References	Compelling evidence is given to support claims and attribution is clear and fairly represented.	References to support claims are generally present.	Although occasional references are provided, the writer overrelies on unsubstantiated statements. The reader is confused about the source of the ideas.	References are not cited to support claims.
Use of Most Recent Edition of the Publication Manual of the American Psychological Association (APA)	APA format is used accurately and consistently.	APA format is used with minor violations.	Format of document reflects incomplete knowledge of APA format.	Format of document is not recognizable as APA.

**A Scored Descriptive Rubric
for Research Reports in Speech-Language Pathology & Audiology**

Boldface numbers are the scores earned by Melissa, a hypothetical student.

	Exemplary	Good	Barely Adequate	Inadequate
Introduction (10 points)	The introduction smoothly pulls the reader into the topic, is organized, presents the main argument clearly, and states the author's views. (10)	The introduction is organized but does not adequately present the main argument or does not state the author's views. (8)	The introduction presents the main argument and the author's views but is disorganized and does not flow smoothly. (7)	The introduction is disorganized and difficult to follow. The main argument and the author's views are not introduced. (5)
Content (20 points)	Information is presented clearly, completely and accurately across all sections. At least 3 major sections; at least 1 major section has 2-3 subsections. (20)	Information is unclear and difficult to understand in 1 section. (18)	Information is unclear and difficult to understand in 2-3 sections. (16)	The paper is unclear and difficult to understand across 4 or more sections. (12)
Organization (20 points)	Organization is clear; good framework. Headers, preview paragraphs, topic sentences, and transitions aid in understanding main points. Information is presented logically. (20)	Organization is unclear in 1 section (unfocused paragraphs, poor topic sentences, poor transitions). All other sections are logically organized. (18)	Organization is unclear in 2-3 sections OR headers and preview paragraphs or sentences are missing. (16)	Organization is unclear in 4 or more sections. (12)
Conclusion/ Original Thought (20 points)	Specific ideas for improving research or other ideas are presented in an organized manner with logical rationales. (20)	Specific ideas are presented but the rationales for 1 idea may be weak. (18)	Ideas are presented but in a vague, generic format OR rationales for 2 or more ideas are weak. (16)	Fewer than 3 original ideas related to the topic are presented OR all ideas are not well explained. (12)
Writing Style (10 points)	Tone is professional, vocabulary and syntax are mature, and easy to understand terms are used throughout the paper (10)	Syntax or vocabulary is complex, awkward, or filled with jargon in 1-2 sections of the paper OR words are used incorrectly in 1-2 sections of the paper. (7)	Syntax or vocabulary is complex, awkward, or filled with jargon in 3-4 sections of the paper OR words are used incorrectly in 3-4 sections of the paper. (5)	Writing style makes more than 4 sections of the paper difficult to read and understand. (3)
Writing Use/ Mechanics (10 points)	The paper is free of spelling, syntax, formatting, punctuation errors. (10)	The paper has less than 5 spelling, punctuation, formatting, syntax errors. (7)	The paper has 6-15 spelling, punctuation, formatting, syntax errors. (5)	More than 16 errors across the paper make it difficult to follow. (3)
APA Rules (10 points)	All APA rules are followed for citations, headers, numbers, series, quotes, references, etc. (10)	Fewer than 3 violations of APA rules, or 1-2 missing or incorrect citations and references (7)	4-10 violations of APA rules and/or 3-5 missing or incorrect citations and references (5)	11 or more violations of APA rules and/or 6 or more missing or incorrect citations and references. (3)

Adapted with permission from a rubric used by the Department of Communication Sciences & Disorders, Towson University.

A Scored Rubric for Research Reports in Speech-Language Pathology/Audiology				
	Exemplary	Good	Barely Adequate	Inadequate
Introduction (10 points)	The introduction smoothly pulls the reader into the topic, is organized, presents the main argument clearly, and states the author's views.	The introduction is organized but does not adequately present the main argument or does not state the author's views.	The introduction presents the main argument and the author's views but is disorganized and does not flow smoothly.	The introduction is disorganized and difficult to follow. The main argument and the author's views are not introduced.
Content (20 points)	Information is presented clearly, completely, and accurately across all sections. At least three major sections; at least one major section has two to three subsections.	Information is unclear and difficult to understand in one section.	Information is unclear and difficult to understand in two to three sections.	The paper is unclear and difficult to understand across four or more sections.
Organization (20 points)	Organization is clear; good framework. Headers, preview paragraphs, topic sentences, and transitions aid in understanding main points. Information is presented logically.	Organization is unclear in one section (unfocused paragraphs, poor topic sentences, poor transitions). All other sections are logically organized.	Organization is unclear in two to three sections OR headers and preview paragraphs or sentences are missing.	Organization is unclear in four or more sections.
Conclusion/ Original Thought (20 points)	Specific ideas for improving research or other ideas are presented in an organized manner with logical rationales.	Specific ideas are presented but the rationale for one idea may be weak.	Ideas are presented but in a vague, generic format OR rationales for two or more ideas are weak.	Fewer than three original ideas related to the topic are presented OR all ideas are not well explained.
Writing Style (10 Points)	Tone is professional, vocabulary and syntax are mature, and easy to understand terms are used throughout the paper.	Syntax or vocabulary is complex, awkward, or filled with jargon in one to two sections of the paper OR words are used incorrectly in one to two sections of the paper.	Syntax or vocabulary is complex, awkward, or filled with jargon in three to four sections of the paper OR words are used incorrectly in three to four sections of the paper.	Writing style makes more than four sections of the paper difficult to read and understand.
Conclusion/ Original Thought (20 points)	Specific ideas for improving research or other ideas are presented in an organized manner with logical rationales.	Specific ideas are presented but the rationale for one idea may be weak.	Ideas are presented but in a vague, generic format OR rationales for two or more ideas are weak.	Fewer than three original ideas related to the topic are presented OR all ideas are not well explained.
Writing Style (10 points)	Tone is professional, vocabulary and syntax mature, and easy to understand terms are used throughout the paper.	Syntax or vocabulary is complex, awkward, or filled with jargon in one to two sections of the paper OR words are used incorrectly in	Syntax or vocabulary is complex, awkward, or filled with jargon in three to four sections of the paper OR words are used in correctly	Writing style makes more than four sections of the paper difficult to read and understand.

		one to two sections of the paper.	in three to four sections of the paper.	
Writing Use/Mechanics (10 points)	The paper is free of spelling, syntax, formatting, punctuation errors.	The paper has fewer than five spelling, punctuation, formatting, syntax errors.	The paper has six to 15 spelling, punctuation, formatting, syntax errors.	More than 16 errors across the paper make it difficult to follow.
APA Rules (10 points)	All APA rules are followed for citations, headers, numbers, series, quotes, references, etc.	Fewer than three violations of APA rules, or one to two missing or incorrect citations and references.	Four to ten violations of APA rules and/or three to five missing or incorrect citations and references.	Eleven or more violations of APA rules and/or six or more missing or incorrect citations and references.

Adapted with permission from a rubric adapted by Sharon Glennen and Celia Bassich-Zeren in the Department of Communication Sciences and Disorders at Towson University.

Assessment of online discussions will be based on completion of the assignment and evaluated based on the following rubric. This rubric is intended to demonstrate different levels of achievement as well as to spotlight the criteria used for evaluation. The rubric is not directly convertible to points; however, the more a student's work falls in the exemplary column, the higher the grade will be; and the converse is also true.

Criterion	Exemplary	Acceptable	Undeveloped
Insightfulness	Posting demonstrates thorough understanding of the topic, incorporates knowledge from readings and lectures	Posting shows some understanding of topic though perhaps imperfect or superficial at times	Posting demonstrates lack of understanding or predominate superficiality
Organization	Posting contains a logical progression of ideas with good transitions between points	Posting contains logical progression of ideas; may have some rough transitions	Posting jumps from idea to idea without clear purpose or direction
Clarity of Communication	Posting reflects consistently thoughtful word choices with clearly worded sentences and paragraphs	Posting may have infrequent lapses in word choice or clarity of meaning	Numerous poorly-chosen words or improper use of terms that obscure meaning
Writing Mechanics	Grammar and punctuation uniformly conform to standards of scholarly writing	Occasional grammar and/or punctuation errors	Numerous grammar and/or punctuation errors

<http://www.mnsu.edu/comdis/kuster/StutteringCourseSyllabi/retiredsyllabi/osborne.html>



UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Council on Teacher Education

SPEECH-LANGUAGE PATHOLOGY

University of Illinois at Urbana-Champaign

Council on Teacher Education

CTE Common Professional Portfolio Scoring Rubric for Speech/language Pathologist Candidates

Applicant name: _____

Type of Portfolio: _____Electronic _____Paper

Candidates must complete the CTE Common Professional Portfolio requirements and meet expectations in all areas and successfully meet all program specific portfolio requirements before being recommended for certification.

I. Completed Common CTE Forms <i>Check off completed forms with their completion date</i>	
Name of the Form	Date Completed
CTE Common Professional Portfolio Scoring Rubric	
CTE Common Student Intern Evaluation Form from the School Supervisor	
CTE Common Student Intern Evaluation Form from the Candidate	

II. Philosophy Statement			
Rating Scale: E=Exceeds Expectations, M=Meets Expectations, NM=Not Met			
Candidates must meet the following criteria in order to earn a rating of meets expectations to be recommended for certification.			
Meets Expectations The Philosophy statement written by the candidate includes belief statements of his/her			
<ul style="list-style-type: none">• role as a speech-language pathologist and,• view of school speech-language pathology with respect to the UIUC Conceptual Framework.			
	E	M	NM
The candidate's philosophy statement			
Comments:			

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III. Artifacts and Reflective Statements Related to Meeting the Standards

Rating Scale: E = Exceeds Expectations, M =Meets Expectations, NM= Not Met

Directions: Check the box below the appropriate rating.

*Candidates must meet the following criteria in order to earn a rating of **meets expectations**.*

Note: One artifact may be used to document more than one standard, however, a reflective statement must be included for each standard.

Meets Expectations

The artifact(s) selected must be an appropriate representation of the standard.

The reflective statement:

- *clearly identifies the standard(s) the artifact is addressing*
- *states why the artifact was chosen*
- *states why the artifact is an appropriate representation of the standard(s) and,*
- *states what the artifact demonstrates about the candidate's growth and development as a speech-language pathologist*

Speech-Language Pathologist Standards	Artifact I			Reflective Statement I			Artifact II			Reflective Statement II		
	E	M	NM	E	M	NM	E	M	NM	E	M	NM
STANDARD 1 – Content Knowledge												
Comments:												
STANDARD 2 – Human Development and Learning												
Comments:												
STANDARD 3 – Diversity												
Comments:												
STANDARD 4 – Planning and Intervention												
Comments:												
STANDARD 5 – Learning Environment												
Comments:												
STANDARD 6 - Service Delivery												
Comments:												
STANDARD 7 – Communication												
Comments:												
STANDARD 8 – Assessment and Evaluation												
Comments:												
STANDARD 9 – Collaborative Relationships												
Comments:												
STANDARD 10 - Professional Growth and Self-Evaluation												
Comments:												
STANDARD 11 – Professional Conduct and Ethics												
Comments:												

STANDARD 12 – Facilitation and Advocacy												
Comments:												

Error! Not a valid link.

IV. Impact on Student Learning

Rating Scale: E =Exceeds Expectations, M =Meets Expectations, NM= Not Met

Check the box below the appropriate rating.

*Candidates must meet the following criteria in order to earn a rating of “ **meets expectations**. “*

Meets Expectations

The work sample(s) selected clearly illustrates growth in P-12 student learning.

The reflective statement:

- *states why the work sample was chosen*
- *states how the work sample made an impact on P-12 learning and,*
- *describes how these activities have enhanced the candidate’s ability to understand and assess student learning.*
-

Impact on P-12 Student Learning	Artifact I			Reflective Statement I			Artifact II			Reflective Statement II		
	E	M	NM	E	M	NM	E	M	NM	E	M	NM
Candidate’s impact on P-12 Student Learning												
Comments:												
Summary Portfolio Rating: <i>Indicate one summary rating for the entire portfolio. All standards must be met in order to earn a rating of meets or exceeds expectations.</i>	Exceeds Expectations			Meets Expectations			Expectations Not Met					

Evaluator Signature and Title 1. _____

Date _____

2. _____

Date _____

3. _____

Date _____

4. _____

Date _____

5. _____

Date _____

6. _____

Date _____

Clinical Experiences Program Coordinator Signature _____

Date _____

Speech Language Pathologist (SLP) Rubric

Domain 1: Planning and Preparation

Component	Unsatisfactory	Satisfactory	Excellent
<i>1a: Demonstrating knowledge and skill in Speech Language Pathology: holds relevant certificate or license</i>	SLP demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	SLP demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	SLP demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.
<i>1b: Establishing goals for the therapy program appropriate to the setting and the students served</i>	SLP has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	SLP's goals for the therapy program are rudimentary, and are partially suitable to the situation and the age of the students.	SLP's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.
<i>1c: Demonstrating knowledge of district, state and federal regulations and guidelines</i>	SLP demonstrates little or no knowledge of special education laws and procedures.	SLP demonstrates basic knowledge of special education laws and procedures.	SLP demonstrates thorough knowledge of special education laws and procedures.
<i>1d: Demonstrating knowledge of resources, both within and beyond the school and district</i>	SLP demonstrates little or no knowledge of resources for students available through the school or district.	SLP demonstrates basic knowledge of resources for students available through the school or district.	SLP demonstrates thorough knowledge of resources for students available through the school or district and is familiar with resources external to the district.
<i>1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students.</i>	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	SLP's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	SLP has developed a plan that includes the important aspects of work in the setting.
<i>1f: Developing a plan to evaluate the therapy program</i>	SLP has no plan to evaluate the program, or resists suggestions that such an evaluation is important.	SLP has a rudimentary plan to evaluate the therapy program.	SLP's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.

Speech Language Pathologist (SLP) Rubric

Domain 2: The Learning Environment

Component	Unsatisfactory	Satisfactory	Excellent
<i>2a: Establishing rapport with students</i>	SLP's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and therapy room.	SLP's interactions with students are a mix of positive and negative; the therapist's efforts at developing rapport are partially successful.	SLP's interactions with students are positive and respectful; students appear comfortable in the testing and therapy room. Students seek out the SLP, reflecting a high degree of comfort and trust in the relationship.
<i>2b: Organizing time effectively</i>	SLP exercises poor judgment in setting priorities, resulting in confusion, missed deadlines and conflicting schedules.	SLP's time management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	SLP exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.
<i>2c: Establishing and maintaining clear procedures for referrals</i>	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	SLP has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.
<i>2d: Establishing standards of conduct in the therapy room.</i>	No standards of conduct have been established and SLP disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established in the testing and therapy room. SLP's attempts to monitor and correct student negative behavior during evaluation and treatment are partially successful.	Standards of conduct have been established in the testing and therapy room. SLP monitors student behavior against those standards; response to students is appropriate and respectful.
<i>2e: Organizing physical space for testing of students and providing therapy.</i>	The testing and therapy room is disorganized, and poorly suited for working with students. Materials are difficult to find when needed.	The testing and therapy room is moderately well organized, and moderately well suited for working with students. Materials are usually available.	The testing and therapy room is well organized and inviting; materials are available when needed.

Speech Language Pathologist (SLP) Rubric

Domain 3: Delivery of Service

Component	Unsatisfactory	Satisfactory	Excellent
<i>3a: Responding to referrals, and evaluating student needs</i>	SLP fails to respond to referrals, or makes hasty assessments of student needs.	SLP responds to referrals, and makes adequate assessments of student needs.	SLP responds to referrals, and makes thorough and competent assessments of student needs.
<i>3b: Developing and implementing treatment plans to maximize students' success</i>	SLP fails to plan treatment plan suitable to students, or mismatched with the findings of assessments and pre-determined IEP goals.	SLP's plans for students are partially suitable for them, or sporadically aligned with IEP goals.	SLP's plans for students are suitable for them, and are aligned with IEP goals. When students are seen in group settings, specialist finds ways to creatively meet student needs and incorporate many related goals.
<i>3c: Demonstrating flexibility and responsiveness</i>	SLP adheres to his or her plan, in spite of evidence of its inadequacy.	SLP makes modest changes in the therapy program when confronted with evidence of the need for change.	SLP is continually seeking ways to improve the therapy program, and makes changes as needed in response to student, parent, or teacher input.
<i>3d: Verbal and non-verbal communication with families in an effective manner to establish rapport.</i>	SLP fails to communicate with families and secure necessary permission for evaluations, or communicates information verbally or non-verbally in an insensitive manner.	SLP's communication with families is partially successful: permissions are obtained but there are occasional insensitivities to cultural or linguistic traditions, or special needs of the child.	SLP secures necessary permission and communicates information verbally and non-verbally with families in a manner highly sensitive to cultural and linguistic traditions, or special needs of the child. Specialist reaches out to families of students to enhance trust.
<i>3e: Collecting information; writing reports</i>	SLP neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	SLP collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience. Occasional insensitivities to cultural or linguistic traditions, or special needs of the child.	SLP is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written, and are tailored for the audience.

Speech Language Pathologist (SLP) Rubric

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Satisfactory	Excellent
<i>4a: Reflecting on practice</i>	SLP does not reflect on practice, or the reflections are inaccurate or self-serving.	SLP's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	SLP's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. SLP makes some specific suggestions as to how the therapy program might be improved.
<i>4b: Collaborating with teachers and administrators</i>	SLP is not available to staff for questions and planning, and declines to provide background material when requested.	SLP is available to staff for questions and planning, and provides background material when requested.	SLP initiates contact with teachers and administrators to confer regarding individual cases.
<i>4c: Maintaining effective data management system</i>	SLP's data management system is either non-existent or in disarray; it cannot be used to monitor student progress or to make adjustments to treatment when needed.	SLP has developed a rudimentary data management system for monitoring student progress; occasionally uses it to make adjustments to treatment when needed.	SLP has developed an effective data management system for monitoring student progress; uses it to make adjustments to treatment when needed. SLP uses the information to communicate with teachers and parents.
<i>4d: Participating in a professional community</i>	SLP's relationships with colleagues are negative or self-serving, and SLP avoids being involved in school and district events and projects.	SLP's relationships with colleagues are cordial, and SLP participates in school and district events and projects when specifically requested.	SLP participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.
<i>4e: Engaging in professional development</i>	SLP does not participate in professional development activities, even when such activities are clearly needed for the development of professional skills.	SLP participation in professional development activities is limited to those that are convenient or are required.	SLP seeks out opportunities for professional development based on an individual assessment of need and provides information to colleagues.
<i>4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality</i>	SLP displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality.	SLP is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	SLP displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.

CECS Undergraduate Degree Programs

[Back to Grading](#)

Computer Programming Grading Rubric

Trait	Exceptional	Acceptable	Amateur	Unsatisfactory
Specifications	The program works and meets all of the specifications.	The program works and produces the correct results and displays them correctly. It also meets most of the other specifications.	The program produces correct results but does not display them correctly.	The program is producing incorrect results.
Readability	The code is exceptionally well organized and very easy to follow.	The code is fairly easy to read.	The code is readable only by someone who knows what it is supposed to be doing.	The code is poorly organized and very difficult to read.
Reusability	The code could be reused as a whole or each routine could be reused.	Most of the code could be reused in other programs.	Some parts of the code could be reused in other programs.	The code is not organized for reusability.
Documentation	The documentation is well written and clearly explains what the code is accomplishing and how.	The documentation consists of embedded comment and some simple header documentation that is somewhat useful in understanding the code.	The documentation is simply comments embedded in the code with some simple header comments separating routines.	The documentation is simply comments embedded in the code and does not help the reader understand the code.
Delivery	The program was delivered on time.	The program was delivered within a week of the due date.	The code was within 2 weeks of the due date.	The code was more than 2 weeks overdue.
Efficiency	The code is extremely efficient	The code is fairly efficient without	The code is brute force and	The code is huge and appears to be

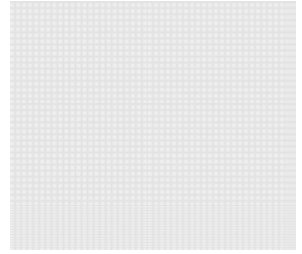
Rubric Examples

without
sacrificing
readability and
understanding.

sacrificing
readability and
understanding.

unnecessarily
long.

patched
together.



TOP

Rubric Examples

Rubric for the Assessment of Computer Programming

Shane Bauman

Abstract: The following is a rubric for the assessment of computer programming assignments. It outlines specific requirements for five different categories: completion, organization and presentation, correctness, efficiency and documentation. For each category, the requirements necessary to earn an unsatisfactory, satisfactory, good and excellent evaluation are given.

Aim: To provide students with the requirements for computer programming assignments in a format that allows them to assess their own assignments and predict their evaluation.

Objectives:

1. Students will know the specific expectations for their programming assignments. (critical)
2. Students will be able to assess their own programming assignments. (critical)
3. Students will be able to predict their evaluation on an assignment. (important)

Context: This assessment instrument was prepared for a Grade 11 Advanced Computer Science (DST 3A1) course. It was used for all programming assignments given in the course.

Rationale: It is important for students to be provided with specific expectations for assignments. They need to understand that evaluation is based on fulfilling requirements, not on whether the teacher likes the student or not. When the students are provided with expectations in the form of a rubric, they are able to assess their own work. This ability generally increases the students' motivation to produce higher quality work.

Format: The assessment instrument is given in the form of a rubric.

Assessment Instrument: See below

Teaching Notes: It is helpful to refer to the rubric after an assignment has been evaluated and handed back to the students. They will often ask "Why did I get this mark?" The teacher can refer the students to the relevant category of the rubric.

The rubric can also be used for peer evaluation. The rubric allows the students to more fairly and objectively mark one another's work.

Rubric for Assessment of Computer Programming Assignments

Criteria	Unsatisfactory	Satisfactory	Good	Excellent
Completion of Assignment	- less than 50% of the assignment has been completed	- between 50-65% of the assignment has been completed	- between 65-80% of the assignment has been completed	- between 80-100% of the assignment has been completed

Presentation and Organization	<ul style="list-style-type: none"> - no name, date, or assignment title included - poor use of white space (indentation, blank lines) - disorganized and messy 	<ul style="list-style-type: none"> - name, date, assignment title included - use of white space makes program easy to read - organized work 	<ul style="list-style-type: none"> - name, date, assignment title included - good use of white space - organized work 	<ul style="list-style-type: none"> - name, date, assignment title included - excellent use of white space - effective use of bold and italics - creatively organized work
Correctness	<ul style="list-style-type: none"> - program does not execute due to errors - no error checking code included - no testing has been completed 	<ul style="list-style-type: none"> - program executes without errors - program handles some special cases - some testing has been completed 	<ul style="list-style-type: none"> - program executes without errors - program handles most special cases - thorough testing has been completed 	<ul style="list-style-type: none"> - program executes without errors - program handles all special cases - program contains error checking code - thorough and organized testing has been completed and output from test cases is included
Efficiency	<ul style="list-style-type: none"> - program uses a difficult and inefficient solution - programmer has not considered alternate solutions 	<ul style="list-style-type: none"> - program uses a logical solution that is easy to follow but it is not the most efficient - programmer has considered alternate solutions 	<ul style="list-style-type: none"> - program uses an efficient and easy to follow solution (ie no confusing tricks) - programmer has considered alternate solution and has chosen the most efficient 	<ul style="list-style-type: none"> - program uses solution that is easy to understand and maintain - programmer has analysed many alternate solutions and has chosen the most efficient - programmer has included the reasons for the solution chosen
Documentation	<ul style="list-style-type: none"> - no documentation included 	<ul style="list-style-type: none"> - basic documentation has been completed including descriptions of all variables 	<ul style="list-style-type: none"> - program has been clearly documented including descriptions of all variables - for each subprogram the purpose is noted as well as the input requirements and output results 	<ul style="list-style-type: none"> - clearly and effectively documented including descriptions of all variables - for each subprogram, the specific purpose is noted as well as the input requirements and output results

Computer Science Rubric for Assessment of ALP Based on Graduate Thesis or Project

Student Name: _____ **Course:** _____ **Semester:** _____ **Supervisor:** _____
Assessment of: _____ **first semester** _____ **second semester**

Criteria & Points Assigned	Missing	Unacceptable	Below Expectations	Meets Expectations	Exceeds Expectations	Points Earned
	0	1	2	3	4	
Content						
Summarize, compare and evaluate, at an advanced level, concepts, research findings and current theories and models in core content areas of computer science.	Literature review in thesis or project is incomplete and/or omits important research findings or theoretical positions.	Literature review is incomplete and includes excessive discussion of unrelated issues and/or significant errors in content. Assertions are made without adequate support from evidence.	Literature review is brief, with insufficient detail. Unrelated issues are introduced and/or minor errors in content. Assertions made without adequate support from evidence.	Literature review is brief but complete; review focuses only on issues related to question; review is factually correct; assertions are clearly supported with evidence and appropriate use of logic.	Literature review is complete; sufficient detail is provided to support assertions; assertions supported with evidence; includes original and relevant insight or analysis of topic.	
Identify computing principles and algorithms that are relevant to thesis or project topic and apply them within specific problem domain.	Unable to identify relevant computer science theories or algorithms.	Basic understanding of computing principles. Fails to apply them within specific problem domain.	Basic principles and techniques relevant to project or thesis are included, but some are missing. Fails to develop complete theoretical or design framework for thesis or project.	Provides good computing framework for thesis or project; applies principles and algorithms correctly to problem domain.	Project or thesis is completely grounded in computing theories and techniques. Applies them to problem correctly and clearly establishes their relevance.	
Critical Thinking						
Evaluate and integrate computer science literature to address specific theory or practical problem. Describe and select appropriate scientific methods to answer question.	No clear research question or project posed. Relevance to existing literature and theory not established. Major errors in choice of research methods or analysis. Conclusions inconsistent with evidence presented.	Project/Question posed is of questionable relevance or has clearly been answered. Question unrelated to existing literature. Errors in choice, execution or interpretation of methods and/or data. Conclusions weakly justified by evidence.	Project is not very innovative. Question has been adequately answered in prior research; no clear rationale for reexamination of question given. Research and methods selected are flawed or inadequately carried out. Conclusions overreach evidence presented.	Meaningful question/project is posed, but may not be fully explicated. Research and methods selected appropriate for project. Conclusions follow logically from evidence presented.	Project addresses question or problem that is meaningfully connected to existing literature and theory. Student provides clear explanation of relationship. Research methods selected are appropriate for project. Conclusions follow logically from evidence presented.	

Computer Science Rubric for Assessment of ALP Based on Graduate Thesis or Project

Criteria & Points Assigned	Missing	Unacceptable	Below Expectations	Meets Expectations	Exceeds Expectations	Points Earned
	0	1	2	3	4	
Communication						
Written: Organization and logic	No logical order to information provided.	Weak organization; sentences rambling; ideas repeated.	Minor problems of organization or logic; Needs work on creating transitions between ideas.	Presentation is organized, but does not present clear argument for research position/project rationale.	Clear and logical presentation; good development of argument/project rationale; transitions made clearly and smoothly.	
Mechanics of writing (spelling, punctuation, grammar, clarity of writing)	Problems with mechanics of language serious enough to interfere with effective communication. Frequent errors in punctuation, spelling, sentence structure, etc.	Major problems with mechanics of language; Awkward sentence construction; poor or absent transitions; frequently difficult to understand.	Frequent problems with mechanics of language; Occasional awkward sentences and poor transitions reduce readability.	Infrequent and minor mechanical problems; Errors do not impair readability.	Clear, readable writing. Good use of transitions; no problems with spelling, punctuation, or grammar.	
Use of relevant APA Style (Title page, citations & references, use of language, etc.)	No evidence APA style used.	Minimal use of APA style; frequent errors in all aspects of APA style.	Adequate use of APA style, but frequent errors in citations & references.	Infrequent errors in APA style; errors involve minor aspects of APA style – no errors in style for citations & references.	All relevant aspects of APA style used effectively and correctly.	
Oral: Communication skills during presentation	Unable to respond effectively to questions posed by committee members.	Answers to several questions incomplete; needs frequent assistance from thesis/project advisor.	Answers to few questions incomplete; needs occasional assistance from thesis/project advisor.	Provides complete answers to questions posed. Presents thesis/project work in coherent manner.	Appropriate use of technology during presentation (where relevant). Presentation of thesis/project work is clear and well-organized. Responds to questions in poised, articulate, and professional manner.	

Computer Science Rubric for Assessment of ALP Based on Graduate Thesis or Project

Criteria & Points Assigned	Missing	Unacceptable	Below Expectations	Meets Expectations	Exceeds Expectations	Points Earned
	0	1	2	3	4	
Integrity/Values						
Clear understanding of and adherence to scientific and professional ethics.	Evidence of transgression of scientific, professional, or academic integrity.	Lack of understanding of scientific and professional ethics. Inadvertent violation of academic-conduct code.	Exhibits incomplete understanding but still complies with principles of scientific, professional and/or academic integrity. Adherence is poorly documented.	Exhibits understanding and complies with principles of scientific, professional and/or academic integrity. Adherence is poorly documented.	Clear documentation of compliance with all relevant ethical guidelines. Clearly establishes authorship of thesis or project work.	
Project Management						
Work individually, or as part of team where appropriate, to formulate, analyze, design, and implement a significant thesis, or computing project.	Unable to formulate project idea. No timeline constructed. Fails to meet most timeline goals. Implementation falls below expected minimum standards. Demonstrates lack of ability to function as part of team if applicable.	Problem formulation and solution contain numerous faults. Significant milestones in timeline not met. Implementation minimally meets expected standards. Unable to work effectively as team member if applicable.	Problem formulation and solution design contain some faults. Some milestones in timeline not met. Implementation exceeds minimal requirements but does not represent significant computing project. Demonstrates marginal effectiveness as team member if applicable.	Problem formulation and solution design contain no faults, but retain areas for significant improvement. Major milestones in timeline are met within acceptable timeframe. Implementation represents significant computing project with minor mistakes. Demonstrates effectiveness as team member if applicable.	Well-formulated, designed, and implemented project. Completes project according to timeline. Implementation represents significant computing project. Demonstrates effectiveness as team member if applicable.	
Student strengths:						
Student weaknesses:						

SCORING RUBRIC COUNSELOR-TRAINEE CLINICAL WORK

Mary Ann Hanna, Ph.D., LPC, NCC, CCMHC

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Section I: Professional Responsibility					
	1	2	3	4	5
2.. Individual Supervision	Comes prepared to each session with needed materials, questions organized, and any research complete and initiates part of the interactive dialogue with supervisor; listens carefully and understands suggestions made and consistently makes attempt to incorporate suggestions and reviews their effectiveness with supervisor after their utilization or is able to justify why a suggestion was not used; initiates interaction/discussions outside of set supervision and always seeks clarification in unfamiliar situations; has definitive goals for achievement in the supervisory process.		Comes to supervision sessions willingly, but is prepared in terms of materials, questions, and research only 75% of the time; is responsive to the suggestions made during the supervision session with moderate interaction with the supervisor during these sessions with the supervisor I initiating most of the interaction; will at times make attempts to incorporate suggestions and review their effectiveness with supervisor if they are utilized but is not always able to justify if suggestions should or should not be used given personal philosophy and client need; rarely initiates discussions outside of supervisory session; has goals for supervision but they are rather vague or global.		Is not an eager participant in supervision and comes unprepared as much as 50% of the time; does not initiate interaction in the supervisory session, being solely dependent on supervisor to set goals and direction for session; provides little feedback to supervisor as to effectiveness of suggestions, primarily because there is little utilization of these suggestions within sessions; rarely utilizes supervision to discuss unfamiliar or unusual situations.
1. Group Supervision	Eagerly listens to suggestions made by peers within group supervision with dynamic interaction with group members both in terms of review of own work and review of group member's work; is able to accept both praise and criticism of work that is framed in appropriate manner; consistently makes attempt to incorporate suggestions and reviews their effectiveness with group after their utilization or is able to justify why a suggestion was not used; communicates that peer comments and involvement is beneficial and rewarding part of the training process.		Is responsive to suggestions of peers within group supervision but there is only moderate interaction with other group members; will make attempts 50% of the time or less to incorporate suggestions within future work with clients; responds to peers in regards to the effectiveness of suggestions made 75% of the time; contributes suggestions or support to peer presentations 75% of the time; will be less receptive to criticism that is appropriately made than to praise.		Is a reticent participant in group supervision, volunteering comments or seeking interaction from other peers in regards to own work less than 50% of the time; has difficulty in accepting critique from peers--praise or suggestions made--in an appropriate manner and rarely appears to incorporate any type of suggestion into future work with clients.
8. Completion of Paperwork	Accurately completes all paper work that is required in neat, readable, concise manner; hands in all work efficiently and on-time without reminders; expresses information clearly and effectively through written communication.		Paperwork is completed in a readable and concise manner and is accurate at least 75% of the time; must be reminded infrequently		Paperwork is often not neat or efficiently done, frequently with significant errors; work not always handed in on-time.
3. Professional Behavior	Utilizes behavior within clinical sessions; understands and maintains appropriate interactions and boundaries with clients; expresses information clearly and effectively through oral communication; dresses appropriately; demonstrates knowledge of current professional literature; is respectful of client and supervisor appointment times; provides client with full attention in session; attends professional development activities when applicable.		Does utilizes professional behavior and clear oral communication within clinical sessions, but use is consistent less than 85%; understands appropriate interactions and boundaries with clients, but may need some assistance in operationalizing this understanding; dresses in an appropriate manner; demonstrates some knowledge of current professional literature; is usually respectful of client and supervisor appointment times; at times, fails to provide client with full attention in session; may attend professional development activities when applicable.		Evidences little attention to such professional mannerisms as language, behavior or dress 50% of the time; oral communication often unclear; rarely indicates knowledge of current professional literature; is frequently late or unprepared for client sessions and/or does not provide client with full attention; rarely takes advantage of available professional development activities.
7. Ethical Behavior.	Understands and utilizes ACA Code of Ethics and/or other appropriate ethical codes as determinant for all professional behavior and as a basis for all decision making; has begun "thinking ethically" by integrating knowledge and application of ethics with innate clinical wisdom; readily seeks consultation on ethics for unique or unusual situations.		Demonstrates academic knowledge of ACA Code of Ethics and/or other appropriate ethical codes but lacks the ability to fully utilize and integrate the code with innate clinical wisdom when making professional decisions; does seek help of other professionals when in doubt of proper behavior.		Demonstrates little understanding of ACA Code of Ethics or other appropriate ethical codes and therefore must be frequently reminded in supervision of appropriate ethical behaviors.
Section II: Theoretical and Procedural Knowledge					
4 Initial Intakes	Demonstrates ability to easily develop rapport with new clients, making them feel at ease; shows respect to client; is able to communicate authentic caring to client vs being just a good technician; is able to identify the real problem which brings the client to counseling; thoroughly covers all areas of client development which are associated with the presenting problem; is able to correctly assess risk factors such as homicide, suicide, and inability to care for self.		Develops rapport with new clients at least 75% of the time during the intake; communicates authentic caring to client, but concern about technique is still present; covers at least 75% of all areas of developmental information needed during the initial intake; is able to provide a general description of the problem that client brings to counseling; with assistance from supervisor, able to assess risk factors.		Is reticent in initial sessions, and often struggles to develop rapport with client during this session; initial interaction does not demonstrate respect for the client; evidences more concern about techniques than about empathetic caring of client; intake lacks focus and organization; often does not come away with clear understanding of client problem; often fails to assess risk factors.
9. Diagnostic and Case Conceptualization Skills.	Is able to identify salient features of client and when appropriate derive DSM diagnosis; able to formulate case hypotheses; able to express conceptual framework and formulate appropriate strategies/interventions; requests feedback on difficult to diagnose clients and utilizes this feedback in diagnostic decision making.		Assistance is needed in order to derive an appropriate DSM diagnosis, when appropriate; formulate case hypotheses, with assistance; express conceptual framework and formulate appropriate strategies/interventions, but sometimes needs assistance.		Demonstrates little understanding of the DSM system of diagnosis; has difficulty formulating case hypotheses, expressing conceptual framework and/or formulating appropriate strategies/interventions.
10. Counseling Theories and Techniques	At least 90% of the time, is able to apply counseling theories and techniques which are appropriate for the specific client and clinical situation in such a manner that indicates strong knowledge of both theories and their accompanying techniques; demonstrates an ability to use a pluralistic and integrated approach to clinical work.		At least 75% of the time, is able to apply counseling theories and techniques which are appropriate for the specific client and clinical situation in such a manner that indicates competent knowledge of both theories and their accompanying techniques.		Demonstrates limited knowledge of and has difficulty applying theory and techniques appropriately to meet the individual needs of clients and as a result, little client progress is shown or clients choose to not engage in counseling.
11. Establishing Counseling Relationship	At least 90% of the time, makes a conscious effort to employ the core conditions of counseling: empathy, unconditional positive regard, genuineness, and concreteness/intentionality.		At least 75% of the time, makes a conscious effort to employ the core conditions of counseling: empathy, unconditional positive regard, genuineness, and concreteness/intentionality; or may have problems with any one core condition on a more frequent basis.		Has significant difficulty exhibiting a knowledge of and/or use of the core conditions of counseling: empathy, unconditional positive regard, genuineness, and concreteness/intentionality.
12. Listening Skills	Demonstrates competent use of all levels of basic listening skills, including all of the lower listening/attending skills and the higher level skills, such as feedback and reflection of meaning.		Demonstrates comfortable use of lower and medium level of basic listening skills but exhibits frequent difficulty with use of higher level skills.		May demonstrate fairly comfortable use of lower level skills such as listening and attending, but has significant difficulty with all higher level skills, including reflection of feeling, focusing, reflection of meaning, influencing summary, etc.

13. Knowledge of Systems	Demonstrates understanding of the roles of the client, the self as counselor, role of self as impacts on clients, role of history of self and client, and interactive nature of all systemic roles with the new systemic relationship formed between counselor/client.	Has moderate understanding of the roles of the client, the self as counselor, self as impact on clients, history of self and client and interactive nature of all roles with new system created by client/counselor relationship, but has some difficulty translating knowledge into action.	Has significant difficulty in understanding or recognizing the multiple system of roles and their interaction when working with clients.
14. Understanding Client's Reality	Utilizes initial clinical interview and appropriate continued questioning to ascertain the reality of each client and appropriately adapts techniques, theory, and personal affect (i.e. humor, creativity, etc.) to meet the client at client's phenomenological reality; treatment goals reflect an in-depth level of understanding about the client.	Acknowledges the need to meet the client at client's reality level, but has some difficulty in appropriate ascertaining reality of each client through appropriate interviewing and questioning techniques and/or has difficulty in adapting techniques, theory and personal affect to meet the client at client's level of reality; occasional personal biases may appear.	At least 60% of the time or more, fails to acknowledge the need to meet the client at the client's reality level and/or to utilize appropriate methods for ascertaining that reality level and/or adapting techniques, theory and personal affect to meet the client at client's level of reality; personal biases may also be present.
15. Counselor Judgment	Demonstrates good and exemplary ethical judgment with each client, on an individual basis, which indicates a deep and complex grasp of issues involved and a sense of where future progress is possible for that particular client; displays good timing of interventions in the counseling process	Although appears to understand the process of determining issues involved within problems presented by each individual client, has difficulty translating that understanding into practice and/or understanding how they relate to future progress for client.	Demonstrates little or no grasp of the deep and complex issues of individual clients; does not indicate ability to sense path of future progress; poor timing of interventions in counseling process
16. Case Management	Understands the need for assessments, consultations, and referral of clients and demonstrates a knowledge of sources for such consultation and referral and is willing to seek such for the benefit of the client; works effectively with outside agencies in order to maintain treatment continuity.	Demonstrates awareness of client's needs that may require assessment, consultation, or referral, but needs assistance in planning and implementing.	Demonstrates little awareness of client's needs which require assessment, consultation or referral and must be directed to do so by supervisor.
5. Agency/School Policy and Procedures	Completes paperwork that is required by agency/school in an expedient manner; is very cooperative in adhering to agency rules and policies; demonstrates commitment to mission statement of agency or department by enthusiastic embracement of that mission statement as evidenced by daily interaction with peers and clients.	Demonstrates knowledge of agency rules and policies, but will often complain about those policies to the extent that professional judgment is clouded and performance declines; is not always expedient in completion of paperwork required by agency; acknowledges and understands mission statement of agency or department, but does not always adhere to that statement in interaction with colleagues and clients.	Does not evidence knowledge of agency rules and policies; does not complete paper work required by agency or department; does not evidence awareness of department or agency's mission statement.
Section III: Personal and Professional Development			
17. Self Evaluation of Counseling Skills	Consciously makes an effort to improve counseling skills through utilization of video tapes, professional resources including supervisor, peers, texts, journals, and other appropriate methods; acknowledges that no one is perfect in terms of skills and that improvement can always be made; presents new ideas for improvement of skills; able to assess self relative to an outside criteria.	Although professes to diligent use of tapes and professional resources to improve counseling skills, only moderate effort on a client by client basis is noted and/or there appears to be recognition of a plateau of acceptable personal effort with little effort exerted beyond that point.	Little personal effort exerted to improve counseling skills.
18. Personal Growth	Demonstrates awareness of the need to continue to grow as an individual and to strive toward balances in all areas of own life through participation in a wide range of recreational and professional activities, reading of diverse sources, discussion s of various community and world topics with colleagues, etc.; able to establish and maintain healthy boundaries in all areas of life.	Although professes awareness of the need for a counselor to care for one's own self and to continue to grow as an individual, still appears to have a slightly unbalanced focus which emphasizes the development of counseling skill and technique and does not adequately include an emphasis on development of own self and the importance of that relationship to the improvement of counseling skills; may exhibit some areas of unhealthy boundaries within total life.	Does not acknowledge need for emphasis on personal growth that extends to areas outside the immediate constraints of professional life.
19. Counseling Style Development	Exhibits conscious effort to develop own personal style of counseling that is congruent with own personality and career goals; is aware of own strengths and areas of weakness and has sufficient understanding of various counseling theories as to be able to "fit" theories and techniques to own personal style so that performance in sessions seems to be a natural outgrowth of behavior and personal interaction outside the counseling session; knows career goals and develops skills that are congruent with those goals.	Utilizes theories in appropriate manner, but at times seems stiff with the implementation of techniques and that stiffness appears to be because the technique does not fit with own personality outside of the counseling session; has distinct career goals, but does not see a differentiation among techniques in terms of suitability for various career paths.	Does not seem to understand the relationships between own personality, utilization of specific techniques and theories, and career goals.
6. Interactions with Colleagues	Exhibits respectful and courteous behavior toward colleagues (including administrators, supervisors, peers) as defined by such behaviors as respect of other's values and preference for techniques, respect for other's work loads and time commitments; avoidance of transmittance of gossip and manipulation of other's for personal gain; is successful as a team member.	Aware of and can verbalize what respectful and courteous behavior toward colleagues (including administrators, supervisors, peers) should be, as defined above, but at times fails to exhibit such behavior in minor ways in one or two areas.	Exhibits disrespectful behaviors toward colleagues (including administrators, supervisors, peers) as to indicate that self and personal needs are more important than others; tends to become involved in conflictive situations which are not of clinical work.
20. Willing to Work on Personal Issues	Recognizes and/or acknowledges personal issues which may interfere with performance as a counselor and is willing to take necessary steps i.e. seek counseling for self) to resolve such issues sufficiently as to provide excellent counseling service to others.	Is willing to acknowledge possible personal issues which may have interfered with performance as a counselor but may be reluctant to seek amount and/or type of professional help required in order to sufficiently resolve issues as to provide adequate counseling services	Denies personal issues which may interfere with performance as a counselor.

HSU Department of Counselor Education

Capstone Experience

Position Paper Rubric

by R. Blair Olson, Ed. D.

This position paper and the accompanying tape are similar to a thesis in that they are both creative and scholarly. The paper is written according to specific topical guidelines. Adherence to those topics will be followed by listing them as subtopics in the paper and then adequately addressing each subtopic. A first draft of this paper is due at the end of Practicum and a final draft is due at the end of Internship.

Evaluation criteria are on the following scale of 1-5:

5	4	3	2	1
Exemplary (EX)	Exceeds Expectations (EE)	Satisfactory (SA)	Unsatisfactory (UN)	Poor (PR)

Areas of the Paper Evaluated:

	5	4	3	2	1
1. Written according to the latest APA Style	Adheres to latest APA style. The student has attended a writing workshop at the HSU writing lab on APA style. Since this is a personal position paper, the use of first person is allowed on sections of how the positions chosen are well adapted to the student's values and style. Has substantial variety in source citations.	Adheres to latest APA style. The student has attended a writing workshop at the HSU writing Lab on APA style and is using the most recent style guide. Since this is a personal position paper, the use of first person is allowed on sections of how the positions chosen are well adapted to the student's values and style. Has some variety in source citation.	Adheres to latest APA style. Since this is a personal position paper the use of first person is allowed on sections of how the positions chosen are well adapted to the students values and style. Has some variety in source citation.	Does not use the most current APA style guide.	Does not use any style guide and obviously quotes other words without proper citation. Plagiarism is considered a major breach of ethical behavior.
2. Number of Pages	Over 25 pages.	20-24 pages	15-19 pages	10-14 pages	Under 10 pages
3. Adherence to Assigned Topical Guidelines	Lists all guidelines in the index, in the body of the paper, and addresses each area. Creatively subdivides each topic to fit the student's research and creativity.	Lists all guidelines in the index, in the body of the paper, and addresses each area.	Lists all guidelines in the body of the paper and addresses each area.	Addresses each area in the paper but does not list the guidelines in the index or in the body of the paper.	The student does not follow the guidelines or list them anywhere in the paper. The student writes the position paper without addressing the guidelines.
4. Source Citation	Over 20 different sources are cited. These include original works by theorists, research of efficacy of the approach and recent citations within the last ten years. Sources include juried publications.	15-19 different sources are cited. This will include original works by theorists, research of efficacy of the approach and recent citations within the last ten years. Sources include juried publications.	10-14 different sources are cited. This will include original works by theorists research of efficacy of the approach and recent citations within the last ten years. Sources include juried publications.	5- 9 different sources are cited. No original works by theorists are cited. No research on the efficacy of the approach is cited. Sources are dated by over a decade. Non juried sources are used. Too many internet citations.	0-4 different sources are cited. No original works by theorists are cited. No research on the efficacy of the approach is cited. Sources are dated by over a decade. Non juried sources are used too much such as internet citations.
5. Audio or Video Tape	Tape is in harmony with the position paper and represents all of the stages of the approach in the position paper. This is accomplished by editing portions of different tapes to show each stage of the approach.	Tape is in harmony with the position paper and represents most of the stages of the approach in the position paper. For example, a key step would be getting the client to make a value judgment of their own behavior in Reality Therapy. To accomplish this the student may need to edit and include portions of different tapes to show each stage of the approach	Tape is in harmony with the position paper and represents some of the key stages of the approach in the position paper.	Tape is not a representation of the position paper	No tape submitted
6. Personalization of the Theory	There are five or more pages of how this approach meshes with the student's personal style and values. In this section the student articulates the process by which this approach was chosen.	There are four pages of how this approach meshes with the student's personal style and values. In this section the student articulates the process by which this approach was chosen.	There are three pages of how this approach meshes with the student's personal style and values. In this section the student articulates the process by which this approach was chosen.	There are only two pages of how this approach meshes with the student's personal style and values. In this section the student articulates the process by which this approach was chosen.	The student has a less than one full page of how this approach meshes with their personal style and values and does not state the process by which they chose this approach.
7. Eclecticism	The student has chosen a few theories and has meshed them together in a creative blend making therapeutic sense and is in harmony with their therapeutic style	The blended theories and approaches make sense and are in harmony one with another with a well thought-out systematic step-by-step approach, i.e. Gerald Egan's model.	A base theory is used that provides the steps and road map for therapeutic interventions with techniques adopted from other theoretical models that are used to enhance the theoretical approach chosen.	A collection of techniques without any theoretical system to mesh them together.	No explanation of specific procedures and techniques will be used to treat persons with specific diagnoses. Combination theories that are not in harmony with each other.
8. Creativity versus Standards of Care	Novel or unique joining of theoretical approaches to counseling which are in harmony with the standards of care accepted by the counseling profession.	Theory and techniques are compatible. Techniques chosen for specific client problems are the most efficacious according to the research literature, i.e. Behavior therapy/In-vivo desensitization is the best approach for Obsessive-Compulsive Disorder (OCD); not relaxation therapy.	The student does not sacrifice theoretical integrity for creativity but chooses theoretical approaches and techniques that align with values, personal style, abilities, and the standards of care of the profession.	A theoretical approach that is adequate in theory but inadequate in specific techniques.	A philosophical position that is outside the standards of care for profession.
9. Accuracy of Theoretical Approach	Completely accurate and thorough. Includes all stages and gives new information about the theory.	Completely accurate and thorough. Includes all stages.	Mostly accurate and thorough. Includes all stages.	Accurate but not complete or thorough. Stages or major techniques are missing.	Inaccurate and Incomplete.

Position Paper Scoring and Grading Sheet

Position Paper Standards	Exemplary (EX)	Exceeds Expectations (EE)	Satisfactory (SA)	Unsatisfactory (UN)	Poor (PR)
1. Written according to the latest APA Style	5	4	3	2	1
2. Number of Pages	5	4	3	2	1
3. Adherence to Assigned Topical Guidelines	5	4	3	2	1
4. Source Citation	5	4	3	2	1
5. Audio or Video Tape	5	4	3	2	1
6. Personalization of Theory	5	4	3	2	1
7. Eclecticism	5	4	3	2	1
8. Creativity verses Standards of Care	5	4	3	2	1
9. Accuracy of Theoretical Approach	5	4	3	2	1

TOTAL SCORE _____ **AVERAGE SCORE** _____ **RATING** _____

Practicum

(Average Score Expectation is 2.6)

Average of	1.0- 2.4	Unsatisfactory/ Poor	(UN)/ (PR)
Average of	2.6 - 3.5	Satisfactory	(SA)
Average of	3.6 - 4.0	Exceeds Expectations	(EE)
Average of	4.1 - 5.0	Exemplary	(EX)

Internship

(Average Score Expectation is 3.0)

Average of	1.0 – 2.9	Unsatisfactory/ Poor	(UN)/ (PR)
Average of	3.0 – 3.9	Satisfactory	(SA)
Average of	4.0 – 4.9	Exceeds Expectations	(EE)
Average of	5.0	Exemplary	(EX)

Instructor Signature

Date

Instructor (Print Name)

Student Signature

Date

Student (Print Name)

Additional Comments: _____

Statement of Philosophy Scoring Rubric

5	4	3	2	
Exemplary statement of philosophy that includes an agreed-upon belief system about the ability of every student to achieve and includes ethical guidelines and standards. There is ample evidence that the statement of philosophy is school-specific and has been presented to and accepted by the school's administration, counselors, and the advisory council.	Good statement of philosophy that includes an agreed-upon belief system about the ability of every student to achieve and includes ethical guidelines and standards. There is strong evidence that the statement of philosophy is school-specific and has been presented to and accepted by the school's administration, counselors, and the advisory	Satisfactory statement of philosophy that includes an agreed-upon belief system about the ability of every student to achieve and includes ethical guidelines and standards. There is evidence that the statement of philosophy is school-specific and has been presented to and accepted by the school's administration, counselors, and the advisory council.	Poor statement of philosophy that may include an agreed-upon belief system about the ability of every student to achieve and may include ethical guidelines and standards. There is some evidence that the statement of philosophy is school-specific and has been presented to and accepted by the school's administration, counselors, and the advisory council.	Weak statement of philosophy that may include an agreed-upon belief system about the ability of every student to achieve and may include ethical guidelines and standards. There is no evidence that the statement of philosophy is school-specific and has been presented to and accepted by the school's administration, counselors and the advisory council.

Mission Statement Scoring Rubric

5	4	3	2	1
Exemplary mission statement clearly reflecting the school's needs, linking with the vision and	Strong mission statement clearly reflecting the school's needs, linking with the vision and mission	Good mission statement reflecting the school's needs, linking to some extent with the vision and mission	Weak mission statement that partially reflects the school's needs and does not clearly link to the vision and	Poor mission statement that does not reflect the school's needs and does not link to the vision and mission

mission statements and reflecting student growth and developmental needs in the areas of academic, career and personal/social development. There is clear evidence, such as meeting minutes, that the mission statement has been presented to and accepted by the school's administration, the counselors in the school and the advisory council. The mission statement indicates the general content of the school counseling program and defines the school counselor's role in helping the school manifest its mission.	statement and reflecting students' growth and developmental needs in the areas of academic, career and personal/social development. There is evidence, such as meeting minutes, that the mission statement has been presented to and accepted by the school's administration, the counselors in the school and the advisory council. The mission statement indicates the general content of the school counseling program and defines the school counselor's role in helping the school manifest its mission.	statement and reflecting students' growth and developmental needs in the areas of academic, career and personal/social development. There is evidence, such as meeting minutes, The mission statement has been presented to and accepted by the school's administration, the counselors in the school and the advisory council. The mission statement indicates the general content of the school counseling program and defines the school counselor's role in helping the school manifest its mission.	mission statement and does not clearly reflect students' growth and developmental needs in the areas of academic, career and personal/social development. There is some evidence that the mission statement has been presented to and accepted by the school's administration, the counselors in the school and the advisory council. The mission statement does not indicate the general content of the school counseling program and defines the school counselor's role in helping the school manifest its mission.	statement and does not reflect students' growth and developmental needs in the areas of academic, career and personal/social development. There is no evidence that the mission statement has been presented to and accepted by the school's administration, the counselor in the school and the advisory council. The mission statement does not indicate the general content of the school counseling program and defines the school counselor's role in helping the school manifest its mission.
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Mission Statement Scoring Rubric

5	4	3	2	1
Developmentally	Developmentally	Developmentally	Competencies	Competencies

appropriate and measurable competencies and indicators are identified for each applicable grade level and directly link to the counseling program's mission, goals and the school's needs. Each competency and indicator selected clearly relates to the ASCA standards. All ASCA standards are thoroughly covered across grade levels. Complete explanation of how these competencies and indicators were chosen is provided. There is evidence the standards and competencies have been presented to the administration, counselors, and advisory council.	appropriate and measurable competencies and indicators are identified for each applicable grade level and directly link to the counseling program's mission, goals and the school's needs. Each competency and indicator relates to the ASCA standards. All ASCA standards are covered through grade levels. Thorough explanation of how these competencies and indicators were chosen is provided. There is evidence the standards and competencies have been presented to the administration, counselors and advisory council.	appropriate and measurable competencies and indicators are identified for each applicable grade level that partially link to the counseling program's mission, goals and the school's needs. The selected competencies and indicators relate to the ASCA standards. Most ASCA standards are covered across grade levels. Explanation of how these competencies and indicators were chosen is provided. There is evidence the standards and competencies have been presented to the administration, counselors and advisory council.	and indicators are identified for each applicable grade level and somewhat link to the counseling program's mission, goals and the school's needs. The selected competencies and indicators weakly relate to the ASCA standards. Some ASCA standards are covered across grade levels. Weak explanation of how these competencies and indicators were chosen is provided. There is some evidence the standards and competencies have been presented to the administration, counselors and advisory council.	and indicators are identified for each applicable grade level that poorly link to the counseling program's mission, goals and the school's needs. The selected competencies and indicators do not relate to the ASCA standards. Few ASCA standards are covered across grade levels. Poor explanation of how these competencies and indicators were chosen is provided. There is no evidence the standards and competencies have been presented to the administration, counselors, and advisory council.
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School Counseling Program Goals Scoring Rubric

5	4	3	2	1
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Exemplary program goals reflecting prioritized ASCA National Standards and the school's goals. There is clear and complete evidence showing how the goals were selected and that they are based upon school data and address academic, career and personal/social development. There is compelling evidence the goals have been presented to and accepted by the school's administration, counselors and the advisory council.	Good program goals reflecting prioritized ASCA National Standards and the school's goals. There is strong evidence showing how the goals were selected and that they are based upon school data and address academic, career and personal/social development. There is strong evidence the goals have been presented to and accepted by the school's administration, counselors and the advisory council.	Satisfactory program goals that reflect prioritized ASCA National Standards and the school's goals. There is evidence showing how the goals were selected and that they are based upon school data and address academic, career and personal/social development. There is evidence the goals have been presented to and accepted by the school's administration, counselors and the advisory council.	Weak program goals that may reflect prioritized ASCA National Standards and the school's goals. There is some evidence showing how the goals were selected and that they are based upon school data and address academic, career and personal/social development. There is some evidence the goals have been presented to and accepted by the school's administration, counselors and the advisory council.	Poor program goals that do not reflect prioritized ASCA National Standards and the school's goals. There is no clear evidence showing how the goals were selected and that they are based upon school data and address academic, career and personal/social development. There is no evidence the goals have been presented to and accepted by the school's administration, counselors and the advisory council.
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Management Agreement Scoring Rubric

5	4	3	2	1
Concise and thorough management agreement for each counselor at the school is included that reflects the	Good management agreement for each counselor at the school is included that reflects the scope of work	Satisfactory management agreement for each counselor at the school is included that shows the work of each	Weak management agreement for each counselor at the school is included that may show the work of each	Poor management agreement for some of the counselors at the school is included that does not show

scope of work of each counselor. The percentage of time spent in delivery highly correlates with the ideal/suggested use of time. Each agreement is signed by the school counselor and the school's principal. Each agreement clearly reflects the school counseling program mission statement and goals.	of each counselor. The percentage of time spent in delivery correlates with the ideal/suggested use of time. Each agreement is signed by the school counselor and the school's principal. Each agreement reflects the school counseling program mission statement and goals.	counselor. The percentage of time spent in delivery reflects the ideal/suggested use of time. Each agreement is signed by the school counselor and the school's principal. Each agreement reflects the school counseling program mission statement and goals.	counselor. The percentage of time spent in delivery may reflect the ideal/suggested use of time. Each agreement is signed by the school counselor and the school's principal. Each agreement may reflect the school counseling program mission statement and goals.	the work of each counselor. The percentage of time spent in delivery does not reflect the ideal/suggested use of time. Each agreement may be signed by the school counselor and the school's principal. The agreements do not reflect the school counseling program mission statement and goals.
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Advisory Council Scoring Rubric

5	4	3	2	1
An exemplary school counseling advisory exists with representative from core stakeholder groups and clear evidence and documentation that the committee helps guide the school counseling	A strong school counseling advisory council exists with representative from core stakeholder groups and evidence and documentation that the committee helps guide the school counseling program. The	A good school counseling advisory council exists with representative from core stakeholder groups and evidence and documentation that the committee helps guide the school counseling program. The	A weak school counseling advisory council exists with some representatives from core stakeholder groups and some evidence that the committee helps guide the school counseling program. Agendas and	A poor school counseling advisory council exists with some representatives from stakeholder groups and little evidence that the committee helps guide the school counseling program. Agendas and

program. The committee is solely focused on the school counseling program. Agendas and minutes from two meetings that reflect work related to the school counseling program mission and goals are included.	committee is solely focused on the school counseling program. Agendas and minutes from two meetings that reflect work related to the school counseling program mission and goals are included	committee is primarily focused on the school counseling program. Agendas and minutes from two meetings that reflect work related to the school counseling program mission and goals are included.	minutes from one or two meetings that may reflect work related to the school counseling program mission and goals may be included	minutes from one or two meetings may be included.
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Classroom Curriculum Scoring Rubric

5	4	3	2	1
Exemplary classroom guidance unit composed of at least three lessons for each counselor in the school is included. The units directly link to the ASCA National Standards and to ASCA or school competencies/ indicators and school counseling program goals. The units are comprehensive enough to enable student	Strong classroom guidance unit composed of at least three lessons for each counselor in the school is included. The units directly link to the ASCA National Standards and to ASCA or school competencies/ indicators and school counseling program goals. The units are comprehensive enough to enable students	Good classroom guidance unit composed of three lessons for each counselor in the school is included. The units link to the ASCA National Standards and to ASCA or school competencies/ Indicators and school counseling program goals. The units are comprehensive and relevant process, perception and	Weak classroom guidance unit composed of two or more lessons for most school counselors in the school are included. The units may be tied to the ASCA National Standards and linked to ASCA or school competencies or indicators and school counseling program goals. Some process, perception and results data are	Poor classroom guidance unit composed of two or fewer lessons for some of the school counselors in the school are included. The units are not tied to the ASCA National Standards nor linked to ASCA or school competencies or indicators and school counseling program goals. Process, perception and results data are

to master the appropriate standards and competencies and indicators. Quality, clear and relevant process, perception and results data for the lessons are included.	to master the appropriate standards and competencies and indicators. Clear and relevant process, perception, and results data for the lesson are included.	results data for the lessons are included.	included.	not included.
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Small-Group Curriculum Scoring Rubric

5	4	3	2	1
Plans for an exemplary small group of at least four meetings are included. The group's purpose is directly tied to the ASCA National Standards or school competencies and indicators and school counselors program goals. The group is comprehensive in scope and enables student to master the appropriate standards and competencies/ Indicators. Quality, clear and relevant process,	Plans for a strong small group of at least four meetings are included. The group's purpose is directly tied to the ASCA National Standards or school competencies and indicators and school counseling program goals. The group is comprehensive in scope and enables student to master the appropriate standards and competencies/ Indicators. Clear and relevant process,	Plans for a good small group of four meetings are included. The group's purpose is tied to the ASCA National Standards or school competencies/ Indicators and school counseling program goals. The group is comprehensive in scope and enables student to master the appropriate standards and competencies/ Indicators. Relevant process, perception and results data for the lessons are	Plans for a weak small group of two or more meetings are included. The group's purpose may be tied to the ASCA National Standards or school competencies/ Indicators and school counseling program goals. The group may be comprehensive in scope and may enable students to master some standards and competencies and indicators. Process, perception and results data for	Plans for a poor small group of one or two meetings are included. The group's purpose is not tied to the ASCA National Standards nor the school competencies/ Indicators and school counseling program goals. Process, perception and results data for the lessons are not included.

perception and results data for the lessons are included.	perception and results data for the lessons are included.	included.	the lessons may be included.	
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Guidance Curriculum Results Report Scoring Rubric

5	4	3	2	1
An exemplary guidance curriculum results report that includes at least four different guidance curriculum activities and that reflect the ASCA National Standards, school competencies/ Indicators and school counseling program goals. The report includes guidance lesson contents, number of lessons delivered and how they were delivered, and start and end dates, as well as clear, concise and relevant perception, process and results data. Additional data, relevant	A strong guidance curriculum results report that includes at least four different guidance curriculum activities that reflect the ASCA National Standards, school competencies/ Indicators and school counseling program goals. The report includes guidance lesson contents; number of lessons delivered and how they were delivered; start and end dates; and clear and relevant perception, process and results data is available. Additional data, relevant	A strong guidance curriculum results report that includes four guidance curriculum activities that reflect the ASCA National Standards, school competencies/ Indicators and school counseling program goals. The report includes guidance lesson contents; number of lessons delivered; start and end dates; and perception, process and results data as available. Additional data, relevant examples and documentation are also included.	A weak guidance curriculum results report that includes three or four guidance curriculum activities that reflect the ASCA National Standards, school competencies/ Indicators and school counseling program goals. The report may include guidance lesson contents; number of lessons delivered and how they were delivered; start and end dates; and data as available. Additional data, relevant examples and documentation may be included.	A poor guidance curriculum results report that may include two or three guidance curriculum activities that may reflect the ASCA National Standards, school competencies/ Indicators and school counseling program goals. The report may include guidance lesson contents; number of lessons delivered and how they were delivered; start and end dates.

examples and documentation are also included.	examples and documentation are also included.			
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Program Evaluation Reflection Scoring Rubric

5	4	3	2	1
An exemplary well-articulated and clearly organized response. Shows through the use of specific details and examples how the school counseling program uses advocacy, leadership, systemic change and collaboration to benefit students.	A strong, articulate and clearly organized response. Shows through the use of specific details and examples how the school counseling program uses advocacy, leadership, systemic change and collaboration to benefit students.	A good organized response. Shows through the use of details and examples how the school counseling program uses advocacy, leadership, systemic change and collaboration to benefit students.	A weak response. Shows through the use of some details and examples how the school counseling program uses advocacy, leadership, systemic change and collaboration to benefit students.	A poor response. Shows through the use of few details and examples how the school counseling program uses advocacy, leadership, systemic change and collaboration to benefit students.

Tape Evaluation Rubric

	High Level 5	Above Mid-Level 4	Mid-Level 3	Below Mid-Level 2	Low Level 1
1. EMPATHY	The counselor's responses add significantly to the feeling and meaning of the expressions of the client's in such a way as to 1. accurately express feelings levels below what the client himself was able to express or 2. in the even of ongoing deep self-exploration on the client's part, to be fully with him in his deepest moments.	The responses of the client add noticeably to the expressions of the client in such a way as to express feelings a level deeper than the client was able to express himself.	The expressions of the counselor in response to the expressed feelings of the client are essentially interchangeable with those of the client in that they express essentially the same affect and meaning.	While the counselor responds to the expressed feelings of the client, he/she does so in such a way as to he/she subtracts noticeable affect from the communications of the client.	The verbal and behavioral expressions of the counselor either did not attend to or detracted significantly from the verbal and behavioral expressions of the client's feelings.
2. RESPECT	The counselor communicates the very deepest respect and concern for the client.	The counselor clearly communicates a very deep respect and concern for the client.	The counselor communicates a positive respect and concern for the client's feelings, experiences and potentials.	The counselor responds to the client in such a way as to communicate little respect for the feelings, experiences, and potentials of the client.	The verbal and behavioral expressions of the counselor communicate a clear lack of respect (or negative regard) for the client.
3. WARMTH	The counselor was completely inviting towards the client allowing for a very warm environment, accepting of the client. The counselor used caring language, soothing voice, and inviting body language and encouraged a very caring therapeutic relationship with the client.	The counselor invested emotional energy in the client-counselor relationship, clearly expressing warmth through caring language, soothing voice, and inviting body language towards the client.	The counselor attempted to express verbal and behavioral expressions of caring language, soothing voice, and inviting body language towards the client.	The counselor little attempted to express verbal and behavioral expressions of caring language, soothing voice, and inviting body language towards the client. The counselor was more distracted than engaged during the therapy session.	The counselor's verbal and behavioral expressions were aloof, abrupt, anxious, and/or critical toward the client, distracting the therapeutic process.
4. CONCRETENESS	The counselor is always helpful in guiding the discussion, so that the client may discuss fluently, directly and completely specific feelings and experiences.	The counselor is frequently helpful in enabling the client to fully develop in concrete and specific terms almost all instances of concern.	The counselor at times enables the client to discuss personally relevant material in specific and concrete terminology.	The counselor frequently leads or allows even discussions of material personally relevant to the client to be dealt with on a vague and unclear level.	The counselor leads or allows all discussion with the client to deal only with vague and anonymous generalities.
5. GENUINENESS	The counselor is freely and deeply himself in a non-exploitative relationship with the client.	The counselor presents some positive cues indicating a genuine response (whether positive or negative) in a nondestructive manner to the client.	The counselor provides no "negative" cues between what he says and what he feels, but he/she provides no positive cues to indicate a genuine response to the client.	The counselor's verbalizations are slightly unrelated to what he/she is feeling at the moment, or when his/her responses are genuine they are negative in regard to the client; the counselor does not appear to know how to employ his negative reactions as a basis for inquiry into the relationship.	The counselor's verbalizations are clearly unrelated to what he is feeling at the moment or his/her only genuine responses are negative towards the client and appear to have a totally destructive effect upon the client.
6. CONFRONTATION	The verbal and behavioral expressions of the counselor are keenly and continually attuned to the discrepancies in the client's behavior.	The verbal and behavioral expressions of the counselor attend directly and specifically to the discrepancies in the client's behavior.	At times the verbal and behavioral expressions of the counselor attend directly and specifically to the discrepancies in the client's behavior.	The verbal and behavioral expressions of the counselor disregard the discrepancies in the client's behavior.	The verbal and behavioral expressions of the counselor disregard the discrepancies in the client's behavior (ideal vs. real self, insight vs. action, and counselor's vs. client's experiences).
7. SELF-DISCLOSURE	The counselor volunteers very intimate and often detailed material about his own personality, and in keeping with the client's needs may express information that might be extremely embarrassing under different circumstances or if revealed by the client to an outsider.	The counselor freely volunteers information about his personal ideas, attitudes, and experiences in accord with the client's interests and concerns.	The counselor volunteers some personal information about himself of which may be in helping with the client's interests. However, this information is often vague and indicates little about the unique character of the counselor.	The counselor, while not always appearing actively to avoid self-disclosures, never volunteers personal information about him/her self.	The counselor actively attempts to remain detached from the client and discloses nothing about his/her own feelings or personality for the client, or if he/she does self-disclose he/she does so in a way that is not related to the client's general progress.
8. IMMEDIACY	The verbal and behavioral expressions of the counselor relate the client's expressions directly to the counselor-client relationship.	The verbal and behavioral expressions of the counselor appear cautiously to relate to the client's expressions directly the counselor-client relationship.	The verbal and behavioral expressions of the counselor, while open to interpretations of immediacy, do not relate what the client is saying to what is going on between the counselor and the client in the immediate moment.	The verbal and behavioral expressions of the counselor disregard most of the client's expressions that have the potential for relating to the counselor.	The verbal and behavioral expressions of the counselor disregard the content and effort of the client's expressions that have the potential for relating to the counselor.

Revised 3/15/06

Rubric Electronic Portfolio for M.Ed. Curriculum and Instruction

	Mastery (3)	Demonstrates (2)	Beginning (1)	No evidence (0)
Tenet 1: One who accesses, uses, and/or generates knowledge	Items included demonstrate candidate has well researched the particular curricular area of interest including action research and proposed curriculum that is thoroughly supported by detailed research which is cited.	Items included demonstrate candidate has done some research in the particular curricular area of interest and proposed curriculum that is well supported by research which is cited without details or elaboration	Items included demonstrate candidate's has done basic research in the curricular area; proposed curriculum is minimally based on research without many specific citations.	Items included do not demonstrate candidate's research within the curricular area nor is the proposed curriculum supported by research that is referenced.
Tenet 2: One who plans, implements, and models best practices	Items included demonstrate candidate has clear understanding of instructional strategies backed by research for his/her content field	Items included demonstrate candidate has some understanding of instructional strategies backed by research for his/her content field.	Items included demonstrate candidate's basic understanding of recommended instructional strategies for his/her content field.	Items included do not demonstrate candidate's understanding of recommended instructional strategies for his/her field.
Tenet 3: One who understands, respects, and values diversity	Items included demonstrate candidate has clear understanding of diversity in learners and makes appropriate modifications before students fail.	Items included demonstrate candidate has some understanding of diversity in learners and will make appropriate modifications when it is obvious they are needed.	Items included demonstrate candidate's basic understanding of student diversity and needs, but does not always provide modifications and opportunities for students to share their heritage.	Items included do not demonstrate candidate's understanding of diverse student needs.
Tenet 4: One who is a developing professional and a life-long learner	Items included demonstrate candidate has pursued new learning and applied the learning to his/her classroom when appropriate.	Items included demonstrate candidate has furthered their knowledge in their content field and/or methodology when opportunities are given to them, but they do not pursue new learning on their own.	Items included demonstrate candidate's minimal new learning as a result of mandated inservice, etc. New learning seldom results in classroom application.	Items included do not demonstrate candidate's new learning.
Tenet 5: One who is knowledgeable about teachers and teaching,	Items included demonstrate candidate has clear understanding of the teacher's role,	Items included demonstrate candidate has some understanding of the teacher's role,	Items included demonstrate candidate's basic understanding of the teacher's role,	Items included do not demonstrate candidate's understanding of the teacher's role, student's

learners and learning, schools and schooling	student's role and the place of schooling within our society. Candidate shows application of these understandings.	student's role and the place of schooling within our society. Candidate applies these understandings minimally if at all.	student's role and the place of schooling within our society. These understandings are not applied transparently in the classroom. c	role and the place of schooling within our society.
Tenet 6: One who communicates, cooperates, and collaborates with others	Items included demonstrate candidate communicates and collaborates efficiently and effectively with colleagues and community members.	Items included demonstrate candidate has some communication and collaboration with colleagues and community members.	Items included demonstrate candidate's basic understanding of the need for communication and collaboration, but does not apply this understanding to their classroom.	Items included do not demonstrate candidate's understanding of the need for communication and collaboration within the school and outside community.
Tenet 7: One who makes decisions based upon professional standards and ethical criteria	Items included demonstrate candidate has clear understanding of standards for the discipline and has mapped curriculum accordingly. Reflections as to amount of time devoted to each standard are based on knowledge of the field and pedagogy	Items included demonstrate candidate has some understanding of standards for the discipline and has mapped curriculum accordingly. Reflections as to amount of time devoted to each standard are based on knowledge of the field and pedagogy	Items included demonstrate candidate's basic understanding of professional standards and pedagogy. A rudimentary scope and sequence is present.	Items included do not demonstrate candidate's understanding of professional standards and pedagogy. No scope and sequence is present.

Master's Degree in Curriculum and Instruction
Department of Curriculum and Instruction
Wichita State University
Curriculum and Instruction Inquiry Written Report Rubric
 Approved 12/03; Revised 3-10-06

Name _____ Date _____

Facilitators _____ Site _____

Element Criteria	Exemplary <i>Presentation of research that is very clear and could serve as a model for others.</i>	Proficient <i>Clear presentation of research, which needs only minor edits or revisions.</i>	Developing <i>Working toward independence but needs additional assistance and revision</i>	Not Accomplished <i>Not clear, inadequate, or incomplete. Below expectations of a graduate student</i>	WSU Guiding Principles
Introduction and Purpose	(a) Well-supported rationale (b) including a brief description of context for (c) a single, (d) focused study that can be (e) realistically implemented by the researcher(s)	At least three (3) of the following exist: (a) identifies a single study, (b) includes a description of the context, (c) rational is sufficient, (d) research is feasible to accomplish	No rationale, focus still unclear and design is weak	No clear direction, too many variables, no focus	PR CKS HDD
Research Questions	Evidence that research questions result from (a) multiple data sources, (b) are supported by at least 3 articles of current literature, (c) are measurable, and (d) capture the purpose of the research.	Evidence that research questions result from (a) multiple data sources, (b) are measurable, and (c) capture the purpose of the research.	There is no evidence that the questions come from data sources, not measurable, are not supported by the literature cited	Questions are vague, no procedure for measuring them is stated, and there is no literature supporting them.	PR CKS
Contextual Factors	The contextual factors are described precisely so that the study's findings can be applied to similar contexts.	The contextual factors are described in some detail so that the study's findings can be applied to similar contexts.	The contextual factors are described in some detail but not enough to allow for the study's findings to be applied to similar contexts.	The contextual factors are not described with sufficient detail to allow the study's findings to be applied to similar contexts.	HDD

Element Criteria	Exemplary <i>Presentation of research that is very clear and could serve as a model for others.</i>	Proficient <i>Clear presentation of research, which needs only minor edits or revisions.</i>	Developing <i>Working toward independence but needs additional assistance and revision</i>	Not Accomplished <i>Not clear, inadequate, or incomplete. Below expectations of a graduate student</i>	WSU Guiding Principles
Data Collection and Analysis, including baseline data	Types of data collected, and data collection methods are appropriate. At least 3 kinds of data are collected which support research questions. Trends and patterns are identified to provide answers to the research questions.	Data types and methods are appropriate, but there are not 3 different types. Most support the research questions. Trends and patterns are described, but somewhat vague.	Methods and types of data collection are vague. There are no definite trends or patterns cited to support the research questions.	Methods and types of data collection are inappropriate to provide answers to the research questions.	PR CTA CKS C
Results and Informed Action	An accurate summary of the findings is prepared including steps to be taken for future action based on findings.	Action is based on findings but some inaccuracies are present.	Action is not based on findings.	Not attempted or neither is accurate.	CTA T CKS
APA Format	Current APA format is applied throughout the paper.	APA standards are applied with only a few minor errors.	APA standards are inconsistently applied.	APA standards are not attempted, or many errors are evident.	PR

Written approval has been secured from the appropriate administrator.

Yes ____ No ____

Faculty Signature

Date

Faculty signature indicates that the candidate has accomplished all elements of the rubric at the proficient level or higher.

Comments:

Initial 5-12 Teacher Education Program/Portfolio Rubric
Meta-Standards/Proficiencies/Objectives/Courses/Evidence

Meta-Standard #1: Adolescent and Young Adult Development and Learning				
	Basic (Knowledge and Comprehension)	Proficient (Application)	Mastery (Analysis and Synthesis)	Exemplary (Evaluation)
Proficiency	Pre-service teachers understand the range of developmental characteristics of early adolescents and young adults within social, cultural, and societal contexts.	Pre-service teachers use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	Pre-service teachers facilitate student learning by utilizing the knowledge of early adolescents and young adults' complex developmental characteristics and how these change in relation to family setting and society.	Pre-service teachers consider the range of developmental characteristics of early adolescents and young adults to gauge the effectiveness of a supportive, congenial, and purposeful learning environment.
Objective	Pre-service teachers will recognize and discuss the major concepts, principles, theories, and research related to the development of early adolescents and young adults.	Pre-service teachers will practice theoretically grounded and research-based teaching and learning strategies with their peers.	Pre-service teachers will create developmentally appropriate curricula and implement with all students sound theory-based instructional strategies.	Pre-service teachers will evaluate the effectiveness of theoretically based teaching and learning strategies through action research.
Courses	P250 K205	M312	M452 M462 M457 M441 M446 Student Teaching	Student Teaching Seminar
Evidence	Tests Papers Projects	Management Plan Lesson Plans Practicum	Curriculum Units Lesson Plans Practicum	Effective Teaching Project Student Teaching

Meta-Standard #2: Diversity				
	Basic (Knowledge and Comprehension)	Proficient (Application)	Mastery (Analysis and Synthesis)	Exemplary (Evaluation)
Proficiency	Pre-service teachers understand how early adolescent and young adult learners differ socially and culturally and in their approach to learning	Pre-service teachers use their understanding of early adolescent and young adult challenges to provide opportunities to enhance students' reflective decision making skills.	Pre-service teachers use their understanding of early adolescent and young adult diversity in learning, challenges, family setting, culture, and social settings to adapt instructional opportunities to meet students' needs.	Pre-service teachers understand the complexity of early adolescent and young adult development and how changes in social, cultural, and societal contexts affect development.
Objective	Pre-service teachers will recall developmental stages, positions of difference, and a variety of approaches to learning.	Pre-service teachers will develop learning experiences that address a variety of learning approaches focusing on enhancing students' reflective decision-making skills.	Pre-service teachers will create learning opportunities to meet students' diverse needs in regards to culture, family, learning, society, and adolescent/young adult challenges.	Pre-service teachers will create supportive learning environments based on appropriate developmental means.
Courses	P250 K205 M101	H340 M312	M452 M462 M457 M441 M446 Student Teaching	Student Teaching Seminar
Evidence	Tests Papers Projects Practicum	Lesson Plans Tests Papers Practicum	Curriculum Units Lesson Plans Practicum	Effective Teaching Project Student Teaching

Meta-Standard #3: Curriculum/Content Knowledge				
	Basic (Knowledge and Comprehension)	Proficient (Application)	Mastery (Analysis and Synthesis)	Exemplary (Evaluation)
Proficiency	Pre-service teachers understand established state-mandated curriculum, key concepts, tools of inquiry, and structure of their specific discipline (Language Arts/English, Science, Social Studies, Mathematics).	Pre-service teachers use their knowledge of the interdisciplinary nature of their subject matter to foster well-rounded student learning.	Pre-service teachers use their knowledge of subject matter, its interactions and interdisciplinary nature to provide meaningful learning for students.	Pre-service teachers plan, implement, and modify original curriculum and instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
Objective	Pre-service teachers will recall and master content knowledge and appropriate knowledge and skills related to state-mandated curriculum.	Pre-service teachers will create interdisciplinary curriculum and lessons.	Pre-service teachers will develop and adapt quality content appropriate curriculum utilizing content and pedagogical knowledge.	Pre-service teachers will plan and implement integrated curriculum encompassing student, school, state, and community goals.
Courses	General Education Teaching Major Courses	M312	M452 M462 M457 M441 M446 Student Teaching	Student Teaching Seminar
Evidence	Tests Papers Projects	Curriculum Unit Lesson Plans	Curriculum Units Lesson Plans Practicum	Effective Teaching Project Student Teaching

Meta-Standard #4: Instruction				
	Basic (Knowledge and Comprehension)	Proficient (Application)	Mastery (Analysis and Synthesis)	Exemplary (Evaluation)
Proficiency	Pre-service teachers know and understand the teaching/learning research base and the breadth of instructional options available.	Pre-service teachers understand the effectiveness of using a variety of instructional strategies and apply knowledge of effective communication techniques via technology.	Pre-service teachers employ a variety of instructional strategies as well as entertaining technological instructional resources to advance students' into high level thinking skills.	Pre-service teachers understand the value of using high quality instructional resources, including technology to encourage students' development of critical thinking, problem solving, and performance skills.
Objective	Pre-service teachers will recall and explain a variety of instructional options and how each are related to educational research.	Pre-service teachers will develop and deliver instruction based on sound pedagogical principles using effective media communication techniques.	Pre-service teachers will develop and implement instruction using a variety of strategies including technological instructional resources.	Pre-service teachers will integrate multiple instructional strategies, including technology, to encourage critical thinking, problem solving and performance skills.
Courses	M101 P250	M312	M452 M462 M457 M441 M446 Student Teaching	Student Teaching Seminar
Evidence	Tests Papers Projects	Lesson Plans Practicum Presentations	Curriculum Units Lesson Plans Practicum	Effective Teaching Project Student Teaching

Meta-Standard #5: Assessment				
	Basic (Knowledge and Comprehension)	Proficient (Application)	Mastery (Analysis and Synthesis)	Exemplary (Evaluation)
Proficiency	Pre-service teachers know and understand a variety of authentic and equitable assessment strategies.	Pre-service teachers understand how to use formal and informal assessments to obtain useful information about student learning and development.	Pre-service teachers are knowledgeable about a variety of assessment strategies and utilize multiple assessments in curriculum planning and implementation.	Pre-service teachers use a variety of assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
Objective	Pre-service teachers will recall a variety of authentic and equitable assessment methods.	Pre-service teachers will use formal and informal assessment strategies to evaluate the development of their students.	Pre-service teachers will develop, implement, and utilize curriculum, which encompass a variety of assessment methods.	Pre-service teachers will evaluate, utilize, and appropriately share assessment results to continue student progress intellectually, socially, and physically.
Courses	P250 K205 M101 H340	M312	M452 M462 M457 M441 M446 Student Teaching	Student Teaching Seminar
Evidence	Tests Papers Projects	Lesson Plans Practicum	Curriculum Units Lesson Plans Practicum	Effective Teaching Project Student Teaching

Meta-Standard #6: Professionalism/Learning Communities				
	Basic (Knowledge and Comprehension)	Proficient (Application)	Mastery (Analysis and Synthesis)	Exemplary (Evaluation)
Proficiency	Pre-service teachers understand the unique philosophical foundations and organizational structure of secondary education and the role the teacher plays within this structure.	Pre-service teachers incorporate their knowledge of secondary schools into the design of educational programs that reflect sound principles of teaching and learning.	Pre-service teachers demonstrate a commitment to lifelong learning through reflection and professional behaviors.	Pre-service teachers are reflective practitioners who continually evaluate the effects of their choices and actions on others, and actively seek out opportunities to grow professionally.
Objective	Pre-service teachers will recognize and explain the foundation and structure of secondary education including the role of the teacher.	Pre-service teachers will construct sound educational programs conducive to the structure and foundation of secondary schools.	Pre-service teachers will reflect on their own practice, on students' performance, and on developments in the field to continue their own growth as teachers.	Pre-service teachers will participate in professional experiences and opportunities that further their professional development and will use student learning as a professional gauge.
Courses	M101 H340	S487	M452 M462 M457 M441 M446 Student Teaching M312	Student Teaching Seminar
Evidence	Tests Papers Projects	Papers Projects	Classroom Dispositions Reflection Papers Practicum	Student Teaching Classroom Dispositions Professional Conferences Effective Teaching Project

Meta-Standard #7: Family/Community Involvement				
	Basic (Knowledge and Comprehension)	Proficient (Application)	Mastery (Analysis and Synthesis)	Exemplary (Evaluation)
Proficiency	Pre-service teachers understand the importance and role of the family and community on the development of early adolescents and young adults.	Pre-service teachers understand the importance of engagement with community resource persons and groups.	Pre-service teachers understand how to facilitate and support the education of early adolescents and young adults with the knowledge of the impact of family structure and home life.	Pre-service teachers understand the importance of fostering relationships with students, families, colleagues, community, and other school-related constituencies.
Objective	Pre-service teachers will explain the role of the family and community on the development of early adolescents and young adults.	Pre-service teachers will use community resources to build classroom environments and curriculum.	Pre-service teachers will develop a classroom environment and curriculum that supports the unique impressionistic early adolescent and young adult learning.	Pre-service teachers will develop and maintain positive working relationships with students, families, colleagues, community, and other school-related constituencies.
Courses	M101 P250 K205	M312 H340	M452 M462 M457 M441 M446 Student Teaching	Student Teaching Seminar
Evidence	Tests Papers Projects	Curriculum Unit Practicum	Curriculum Units Lesson Plans Practicum	Effective Teaching Project Student Teaching

Teaching Philosophy Statement Scoring Rubric

Criterion	Undocumented 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable	Score
Idea Development	The statement is incoherent or extremely brief or contains major logical inconsistencies	Statement expresses several ideas about teaching that are ambiguous or not connected	Statement meets one of the following criteria: logical, elaborated, consistent	Statement meets two of the following criteria: logical, elaborated, consistent.	Statement is logical, elaborated, and internally consistent	Score: _____
Illustrative Examples	No illustrative examples are included	The statement includes at least one example, but the relationship to teaching experience or plans is unclear	Examples from the writer's experience show only one of ○ detail ○ clear relevance, ○ vividness or memorability	Examples from the writer's experience or plans are ○ detailed and pertinent, ○ but not memorable	Illustrative examples from the writer's experience or plans are detailed, pertinent, and memorable	Score: _____
Quality of Writing	The statement is very difficult to read because of its style, usage, mechanics, or organization	Two of the following apply: ○ Organized, ○ Unified, ○ Free from errors of mechanics and usage, ○ Appropriate academic style, ○ Strongly suggestive of voice	Three of the following apply: ○ Organized, ○ Unified, ○ Free from errors of mechanics and usage, ○ Appropriate academic style, ○ Strongly suggestive of voice	Four of the following apply: ○ Organized, ○ Unified, ○ Free from errors of mechanics and usage, ○ Appropriate academic style, ○ Strongly suggestive of voice	Writing is clear, well organized, unified, free from errors of mechanics and usage, an appropriate academic style, with a strong suggestion of the author's individual voice	Score: _____

Total: _____

Mean: _____

Comments:

Evaluator: _____ Date: _____

Phase 3 Reflective Narrative Rubric

Areas Assessed	Undocumented 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable	Score
Relationship of the Artifact or Performance to the Standards	No discussion of how the artifact relates to the WTS standards or specialty organization Standards.	The discussion is inadequate to clearly understand (or the discussion misjudges) how the artifact/ or performance relates to the WTS and/or specialty organization standards.	Briefly describes the artifact or performance. Discusses in general, impersonal terms how the artifact or performance relates to the WTS and/or specialty organization standards.	Briefly describes the artifact or performance and its context of use. Discusses in specific, personal terms how the artifact or performance relates to the WTS and/or specialty organization standards.	Briefly, yet perceptively describes the artifact or performance and its context of use. Discusses how the artifact or performance offers a personal and original insight into the WTS and/or specialty organization standards.	Score: _____
Reflection on Learning	Provides no self assessment of one's learning or impact of one's teaching on student achievement.	Provides very limited or confusing assessment of one's learning and the impact of one's teaching on student achievement.	Provides vague or incomplete assessment of one's learning with only a limited statement of the impact of one's teaching on student achievement.	Provides assessment of one's learning with some statement of impact of one's teaching on student achievement.	Provides a careful and detailed assessment of one's learning and the impact of one's teaching on student achievement.	Score: _____
Reflection on Professional Goals	Provides no reflection about future goals.	The discussion is inadequate to clearly understand what general or specific goals have resulted from the experience and how they can be reached.	Discusses general directions for future growth in the WTS in general impersonal terms OR gives specific goals out of context.	Discusses general directions OR specific goals for future growth in the WTS with examples of how they can be reached.	Discusses general directions AND specific goals for future growth in the WTS. Explains reasons for choosing specific means of reaching these goals. Recognition of the interconnectedness of the WTS evident.	Score: _____
Quality of Writing	The narrative is very difficult to read because of its style, usage, mechanics, or organization	Two of the following apply: ○ Organized, ○ Unified, ○ Free from errors of mechanics and usage, ○ Appropriate academic style, ○ Strongly suggestive of voice	Three of the following apply: ○ Organized, ○ Unified, ○ Free from errors of mechanics and usage, ○ Appropriate academic style, ○ Strongly suggestive of voice	Four of the following apply: ○ Organized, ○ Unified, ○ Free from errors of mechanics and usage, ○ Appropriate academic style, ○ Strongly suggestive of voice	Writing is clear, well organized, unified, free from errors of mechanics and usage, an appropriate academic style, with a strong suggestion of the author's individual voice	Score: _____

Mean: _____

Evaluator's Signature

Date

WTS Generic Scoring Rubric for Artifacts
Phase 3 Portfolio Review

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p>WTS 1 Subject matter competency</p> <p>Score: _____</p>	<input type="checkbox"/> No evidence or materials are incomplete	<input type="checkbox"/> Materials indicate only a rudimentary grasp of the discipline as an accumulation of facts, standard procedures, and assigned tasks. <input type="checkbox"/> Materials rely on only a single method of representation. <input type="checkbox"/> No rationale for selection of resources and curriculum; opinion used as basis for making decisions.	<input type="checkbox"/> Materials suggest a concept of the discipline as an additive accumulation of facts, standard arguments, central generalizations, and study procedures. <input type="checkbox"/> Materials rely on only two or three methods of representation. <input type="checkbox"/> Thin rationale for the selection of resources and curriculum, typically reference authority or tradition as a basis for making decisions.	<input type="checkbox"/> Materials exhibit a solid grasp of the discipline and its complexity and study or inquiry methods. <input type="checkbox"/> Materials incorporate multiple representations, and inquiry methods; little concern for core assumptions of the discipline or impact that representation method(s) has (have) on the discipline. <input type="checkbox"/> Strong, careful rationale for the selection of resources and curriculum.	<input type="checkbox"/> Materials exhibit a solid grasp of the culture and complexity of the discipline(s) and the core assumptions and study or inquiry methods associated with the discipline(s). <input type="checkbox"/> Materials show recognition of the impact on the discipline of the representation methods, core assumptions, and inquiry methods. <input type="checkbox"/> Insightful, carefully argued rationale for the selection of resources and curriculum.

Comments:

Evaluator: _____ Date: _____

WTS Generic Scoring Rubric for Artifacts
Phase 3 Portfolio Review

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p>WTS 2 Growth and Development</p> <p>Score:</p> <p>—</p>	<p><input type="checkbox"/> No evidence or materials are incomplete</p>	<p><input type="checkbox"/> Materials show only a rudimentary concept of developmental domains and the impact on student learning or students' progression across them.</p> <p><input type="checkbox"/> Materials show an exclusive concern for content coverage.</p>	<p><input type="checkbox"/> Materials indicate that instructional decisions are based on limited consideration of the influence on learning of students' progression across the cognitive domain.</p> <p><input type="checkbox"/> Materials show a greater concern for content coverage than for how students construct knowledge, make meaningful connections, and acquire skill.</p>	<p><input type="checkbox"/> Materials show that instructional decisions are based on a careful consideration of the influence on learning of students' progression across the cognitive domain.</p> <p><input type="checkbox"/> Materials show a functional understanding of how students construct knowledge, make meaningful connections, and acquire skills.</p>	<p><input type="checkbox"/> Materials indicate that instructional decisions are based on careful consideration of the influence on learning of students' progression across multiple developmental domains.</p> <p><input type="checkbox"/> Materials show a clear understanding of how students construct knowledge, make meaningful connections, acquire skills, and develop habits of mind.</p>

Comments:

Evaluator: _____ Date: _____

WTS Scoring Rubric for Artifacts Phase 3 Portfolio

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p style="text-align: center;">WTS 3 Diverse Learners</p> <p style="text-align: center;">Score: _____</p>	<input type="checkbox"/> No evidence or materials are incomplete	<input type="checkbox"/> Materials show an exclusive concern for content coverage and <input type="checkbox"/> General disregard for learner differences evident. <input type="checkbox"/> Little evidence of flexibility in materials.	<input type="checkbox"/> Materials show recognition of the need to adapt instruction to students' needs. <input type="checkbox"/> A restricted concept of student needs is evident. <input type="checkbox"/> Materials appear to be flexible enough to be adapted to student needs, but few specific adaptations suggested.	<input type="checkbox"/> Materials include at least one form of instructional adaptation or choice of instructional strategy addressing varied student needs and strengths. <input type="checkbox"/> A wide range of student needs and strengths considered. <input type="checkbox"/> Materials show careful consideration of adaptations to specific aspects of student diversity and needs.	<input type="checkbox"/> Materials include two or more forms of instructional adaptation or choices of instructional strategy addressing varied student needs and strengths. <input type="checkbox"/> A wide range of student needs, strengths, and cultural backgrounds considered. <input type="checkbox"/> Materials show creativity in preparing to address student needs.

Comments:

Evaluator: _____ Date: _____

WTS Scoring Rubric for Artifacts Phase 3 Portfolio

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p style="text-align: center;">WTS 4 Instructional Strategies</p> <p style="text-align: center;">Score: _____</p>	<input type="checkbox"/> No evidence or materials are incomplete	<input type="checkbox"/> Materials typically show a singular, expository approach to content coverage. <input type="checkbox"/> Few instructional resources other than print resources used. <input type="checkbox"/> Plans emphasize the presentation of knowledge with little concern for student thinking	<input type="checkbox"/> Materials give evidence of knowledge of different instructional models and strategies as well as advantages and the limitations associated with them. <input type="checkbox"/> A narrow selection of instructional materials and resources including print and electronically accessed resources used. <input type="checkbox"/> Materials tend to emphasize acquisition of knowledge rather than development of students' problem solving and critical thinking capabilities.	<input type="checkbox"/> Materials document development of plans incorporating different instructional models and strategies as well as the advantages of them. <input type="checkbox"/> A variety of instructional materials and resources including human, print, and electronically accessed resources used. <input type="checkbox"/> Plans show a concern for student acquisition of content and skills, but a limited concern for development of students' problem solving and critical thinking capabilities.	<input type="checkbox"/> Materials document development of plans incorporating different instructional models and strategies as well as the advantages and limitations of them. <input type="checkbox"/> Materials integrate a variety of instructional materials and human, print, and electronically accessed resources. <input type="checkbox"/> Plans show a concern for student acquisition of content and skills and encourage development of students' problem solving and critical thinking capabilities

Comments:

Evaluator: _____ Date: _____

WTS Generic Scoring Rubric for Artifacts
Phase 3 Portfolio Review

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p>WTS 5 Classroom Management and Climate</p> <p>Score: _____</p>	<input type="checkbox"/> No evidence or materials are incomplete	<input type="checkbox"/> Material show superficial knowledge of the difference between extrinsic and intrinsic motivation. <input type="checkbox"/> Materials do not show recognition of the role planning for the management of time, space, materials, and student organization and movement plays in maintaining a positive classroom climate.	<input type="checkbox"/> Materials show knowledge of the difference between extrinsic and intrinsic motivation. <input type="checkbox"/> Materials suggest recognition of the role that planning for the management of time, space, materials, and student organization and movement plays in providing a positive classroom climate.	<input type="checkbox"/> Materials show comprehension of the difference between extrinsic and intrinsic motivation. <input type="checkbox"/> Plans document a reasoned approach for the management of time, space, materials, and student organization and movement intended to provide a positive climate for learning in the classroom.	<input type="checkbox"/> Materials show clear functional understanding of the difference between extrinsic and intrinsic motivation. <input type="checkbox"/> Plans document a reasoned, practical approach to the management of time, space, materials, and student organization and movement providing a positive climate likely foster a high level of student engagement, self-reliance, and responsibility in the classroom.

Comments:

Evaluator: _____ Date: _____

WTS Generic Scoring Rubric for Artifacts
Phase 3 Portfolio Review

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p>WTS 6 Communication</p> <p>Score: —</p>	<input type="checkbox"/> No evidence or materials are incomplete	<input type="checkbox"/> Materials show knowledge of the role of verbal language in learning. <input type="checkbox"/> Plans tend to be limited to spoken language or reading written text. <input type="checkbox"/> Materials present a limited knowledge of different question classification schemes, question structures, and question purposes. <input type="checkbox"/> No appreciation evident of the possibility that language use in the classroom may carry embedded cultural messages in addition to discipline-specific content being considered.	<input type="checkbox"/> Materials show knowledge of the role of verbal and non-verbal language in learning. <input type="checkbox"/> Materials give limited evidence of knowledge of how to use visual and media communication to support student learning. <input type="checkbox"/> Materials also show knowledge of different question classification schemes, question structures, and question purposes. <input type="checkbox"/> Little appreciation evident of the possibility that language use in the classroom may carry embedded cultural messages in addition to discipline-specific content being considered.	<input type="checkbox"/> Materials exhibit comprehension of the role of verbal and non-verbal language in learning. <input type="checkbox"/> Plans incorporate visual imagery and tools and electronic media in addition to spoken language and written text to support learning, interaction, and collaboration. <input type="checkbox"/> Materials show knowledge of different question types serving different purposes. <input type="checkbox"/> Some appreciation evident of the possibility that while language is used for different purposes in the classroom, its usage may carry cultural messages in addition to the discipline-specific content being considered.	<input type="checkbox"/> Materials present a dynamic understanding of the role of verbal and non-verbal language in learning. <input type="checkbox"/> Plans incorporate creative, varied, practical use of the language, visual imagery, and electronic media to support learning, interaction, and collaboration. <input type="checkbox"/> Materials show clear knowledge and keen selection of different question types serving different purposes. <input type="checkbox"/> Generally, the materials show a keen understanding that while language is used for different purposes in the classroom, its usage style may carry cultural messages in addition to the discipline-specific content being considered.

Comments:

Evaluator: _____ Date: _____

WTS Generic Scoring Rubric for Artifacts Phase 3 Portfolio Review

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
WTS 7 Instructional Planning Score: _____	<input type="checkbox"/> No evidence or materials are incomplete	<input type="checkbox"/> Plans addresses the needs of only one ability level. <input type="checkbox"/> Plans are unrelated to the curriculum goals or students' prior knowledge, or <input type="checkbox"/> Plans do not encourage student engagement, problem solving, or critical thinking. <input type="checkbox"/> Evidence of contingency thinking absent	<input type="checkbox"/> Lesson plan(s) address the needs of students either at more than one level or with more than one learning style. <input type="checkbox"/> The content considered has a general connection to the curriculum goals, but little connection to students' prior knowledge. <input type="checkbox"/> Limited opportunities for student engagement, problem solving, or critical thinking present. <input type="checkbox"/> Little evidence of contingency thinking present.	<input type="checkbox"/> Lesson plan(s) addresses the needs of students at more than one ability level who also present more than one learning style. <input type="checkbox"/> The content focus has a direct connection to the curriculum goals and a deliberate connection to students' prior knowledge. <input type="checkbox"/> Plan provide for student engagement and involves students in problem solving and/or critical thinking. <input type="checkbox"/> Some evidence of contingency thinking present.	<input type="checkbox"/> Plans address the needs of students at multiple ability levels who also present multiple learning styles, and represent multiple cultural and language backgrounds. Creativity evident in the plan. <input type="checkbox"/> Plans target and extend the curriculum goals, and activate students' prior knowledge. <input type="checkbox"/> Plans encourage a high level of student engagement and involve students in problem solving and/or critical thinking. <input type="checkbox"/> Plans build in some flexibility and contingency thinking.

Comments:

Evaluator: _____ Date: _____

WTS Generic Scoring Rubric for Artifacts
Phase 3 Portfolio Review

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p>WTS 8 Assessment Strategies</p> <p>Score: _____</p>	<input type="checkbox"/> No evidence or incomplete or materials are incomplete	<input type="checkbox"/> Materials give little evidence of knowledge and use of the differences among types of formal and informal assessment strategies. <input type="checkbox"/> Assessment materials thin or vague, may only propose a single assessment method. <input type="checkbox"/> No evidence of a concern for adaptations. <input type="checkbox"/> Materials give little evidence of understanding of measurement theory and assessment-related issues.	<input type="checkbox"/> Materials provide evidence of basic knowledge and use of formal and informal assessment <input type="checkbox"/> While assessment(s) are developed, generally a variety of methods are not included. <input type="checkbox"/> Limited evidence of a concern for adaptations (developmental, linguistic, and cultural differences among students) <input type="checkbox"/> Evidence provided indicates student has some understanding of measurement theory and assessment-related issues (validity, reliability, bias, etc.)	<input type="checkbox"/> Materials provide evidence of a variety of formal and informal assessment methods. <input type="checkbox"/> Evidence of a variety of assessments included. <input type="checkbox"/> Adaptations are included (developmental, linguistic, and cultural differences among students). <input type="checkbox"/> Demonstrates understanding of measurement theory and assessment-related issues (validity, reliability, bias, etc.).	<input type="checkbox"/> Materials provide evidence of flexible and independent use of various formal and informal assessment strategies. <input type="checkbox"/> A variety of assessment methods are included, justified and evaluated. <input type="checkbox"/> Adaptations are included (developmental, linguistic, and cultural differences among students), justified and evaluated. <input type="checkbox"/> Theoretical aspects of measurement and evaluation are represented directly and clearly throughout materials included.

Comments:

Evaluator: _____ Date: _____

Phase 3 Artifact and/or Performance Rubric DRAFT

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p>WTS 10 Positive Relationships</p> <p>Score: _____</p>	<p><input type="checkbox"/> No consideration of the need for planning in order to provide a safe, organized classroom environment.</p> <p><input type="checkbox"/> Avoids collaborative relationships with peers in the teacher-education program and /or mentors on school staff.</p> <p><input type="checkbox"/> Does not participate in collegial activities. Makes comments or takes actions that hinder effective communication among peers or with colleagues in field placements.</p> <p><input type="checkbox"/> Makes no effort to learn about students in field placements.</p>	<p><input type="checkbox"/> Materials show only rudimentary recognition of the need for planning in providing a safe, organized classroom environment.</p> <p><input type="checkbox"/> Tends to be a solitary worker who may occasionally respond to suggestions, offers of support, or feedback from peers or mentors on school staff.</p> <p><input type="checkbox"/> Occasionally seeks help from colleagues, supervisors, or counselors in field placements when working with students who are having or causing problems in class.</p> <p><input type="checkbox"/> Shows little effort to learn about backgrounds and/or families of students in the field placement; little concern for student rights.</p>	<p><input type="checkbox"/> Materials show a clear acknowledgement of the need for practical plans for providing a safe, organized classroom environment.</p> <p><input type="checkbox"/> When initiated by others, willingly participates in collaborative professional relationships with peers or mentors on school staff to improve the learning environment.</p> <p><input type="checkbox"/> Participates in one collegial education-related community activity.</p> <p><input type="checkbox"/> Interacts with students in field placements in accordance with assigned responsibilities; shows a concern for students, their backgrounds, families, and rights.</p>	<p><input type="checkbox"/> Materials show specific, basic plans for providing a safe, organized classroom environment.</p> <p><input type="checkbox"/> Initiates collaborative relationships with peers in teacher-education program and/or mentors on school staff in order to differentiate instruction and/or improve the learning environment.</p> <p><input type="checkbox"/> Participates in collegial activities at the university or in field place-ments, such as workshops, seminars, education-related community service</p> <p><input type="checkbox"/> Actively cultivates a positive relationship with students and their families in field placements. Recognizes the teacher's role as an advocate for students and their rights.</p>	<p><input type="checkbox"/> Materials include thorough, practical plans for providing and maintaining a safe, organized classroom environment.</p> <p><input type="checkbox"/> Serves as a mentor, reviewer or editor, or critical observer for peers in the teacher-education program in order to differentiate instruction and improve the learning environment.</p> <p><input type="checkbox"/> Participates in collegial activities beyond the university and field placement, such as workshops and conferences such as education-related community service, advocacy for students, political education, or outreach to families.</p> <p><input type="checkbox"/> Takes a leadership role in collegial activities at the university or in a field placement, advocating for improvement of the learning environment and fulfillment of student rights.</p>

Comments:

Evaluator: _____

Date: _____

Dance Rubric

Name: _____

	Excellent - 4	Good - 3	Satisfactory - 2	Needs Improvement - 1
Bodily Skills	The axial and locomotor movements are memorized and performed with control and skill.	The axial and locomotor movements are most often memorized and performed with some control and skill.	The axial and locomotor movements are somewhat memorized and performed with little control and skill.	The axial and locomotor movements are not memorized and performed without control and skill.
Theme / Focus	The movement language is unique and reflects the theme or idea of the compositional problem.	The movement language is often unique and most of the time reflects the theme or idea of the compositional problem.	The movement language is seldom unique and seldom reflects the theme or idea of the compositional problem.	The movement language is not unique and does not reflect the theme or idea of the compositional problem.
Movement Abstraction	The movement has been abstracted through one or more of the elements of dance.	The movement partially abstracted through one or more of the elements of dance.	The movement has moments of abstraction using one or more of the elements of dance.	The movement is literal without any evidence of abstraction through the one or more of the elements of dance.
Compositional Structure	The composition has a clearly defined structure, which is repeatable.	The composition has a structure, which is defined and repeatable.	The composition has a loosely defined structure and is repeated in its entirety.	The composition lacks repeatable structure.
Performance	The dancer is focused, concentrated and committed to the performance of the movement.	The dancer is often focused, concentrated and committed to the performance of the movement.	The dancer is seldom focused, concentrated and committed to the performance of the movement.	The dancer is not focused concentrated and committed to the performance of the movement.



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Comments, e-mail: resources@uen.org



Rubric for Creative Dance

Grade 4-8	D	C	B	A	
Grade 1-3	Beginning	Satisfactory	Proficient	Excellent	MARK
Effort	<ul style="list-style-type: none"> ➤ Participates only with strong encouragement. ➤ Is easily distracted and finds it difficult to maintain focus. May distract others. 	<ul style="list-style-type: none"> ➤ Participates in dance. ➤ Frequent reminders are needed to maintain focus on the dance. 	<ul style="list-style-type: none"> ➤ Participates in dance with a positive attitude. ➤ Needs to be reminded to focus at times. ➤ Can stay focused and follows instruction well. 	<ul style="list-style-type: none"> ➤ Participates in dance with enthusiasm, and encourages others to participate. ➤ Is consistently focused and on task and encourages others to remain focussed. 	
Level and Space	<ul style="list-style-type: none"> ➤ Uses little of the space possible for movements. ➤ Student movement experiences only one level. 	<ul style="list-style-type: none"> ➤ Uses some of the space provided. ➤ Movement is limited to only two levels. 	<ul style="list-style-type: none"> ➤ Attempts to use most of the space provided. ➤ At times uses varied levels within their movement experience. 	<ul style="list-style-type: none"> ➤ Uses all space provided, vertically as well as horizontally. ➤ Uses all levels within their exploration of movement. 	
Patterns and Pathways	<ul style="list-style-type: none"> ➤ Pathways and patterns are not apparent in the dance composition. 	<ul style="list-style-type: none"> ➤ Uses one or two pathways and patterns in their dance. 	<ul style="list-style-type: none"> ➤ Attempts various pathways in their movement. ➤ Basic patterns are included in their dance composition. 	<ul style="list-style-type: none"> ➤ Uses an extensive variety of pathways in their movement. ➤ Incorporates well defined patterns in their dance composition. 	
Creativity and Interpretation	<ul style="list-style-type: none"> ➤ Uses common and stereotypical patterns borrowed from others. ➤ Uses familiar patterns and movements. ➤ Re-uses a simple pattern borrowed from others or media. 	<ul style="list-style-type: none"> ➤ Adapts some options from others in their movement ➤ Goes beyond the familiar to take a small risk. ➤ Movements repeat limited common patterns and themes. 	<ul style="list-style-type: none"> ➤ Explores a variety of creative options. ➤ Takes some risks in their exploration. ➤ Movements show unusual patterns and fair variety. 	<ul style="list-style-type: none"> ➤ Explores numerous creative options. ➤ Willing to take risks in their exploration. ➤ Movements are highly original and carried out well. ➤ Movements highlight the music in an interesting way. 	

COMMENTS:

TOTAL

Adapted from Elaine Hanson, LTTA

General Rubric for a Presentation to a Panel

(Note: This is NOT for assessing content knowledge and understanding – see specific rubrics for each unit)

Component and Its Recommended Value	<i>Exceeds Standards</i> (score 4-5)	<i>Meets Standards</i> (score 3)	<i>Does Not Meet Standards</i> (score 1-2)
Clarity, organization, overall persuasiveness and impact (30%)	Moves in a <i>smooth, logical</i> progression from introduction to conclusion Keeps within time limits; <i>no part</i> is too long, too brief, and/or rushed <i>Strong</i> evidence of preparation, rehearsal, and use of prior feedback received Overall impact is <i>powerful</i> ; makes a <i>strong</i> case for the solution proposed	Moves in a <i>logical</i> progression from introduction to conclusion Keeps within time limits; <i>some parts may be a bit</i> too long, too brief, and/or rushed <i>Some</i> evidence of preparation, rehearsal, and use of prior feedback received Overall impact is <i>convincing</i> ; makes a <i>solid</i> case for the solution proposed	<i>Does not</i> move logically and/or have a clear introduction or conclusion Presentation is <i>way too long, too brief, and/or rushed</i> <i>Little or no</i> evidence of preparation, rehearsal, and use of prior feedback received Overall impact is <i>not convincing</i> ; <i>does not make a clear or complete case</i> for the solution proposed
Consideration of the particular audience (10%)	Chooses to persuade, inform, defend a position, and/or entertain, <i>as appropriate</i> for the goals in this situation <i>Skillfully</i> adjusts wording, delivery, and the amount and kind of information presented to fit the needs of the specific audience	Chooses to persuade, inform, defend a position, and/or entertain, <i>mostly</i> as appropriate for the goals in this situation <i>Attempts</i> to adjust wording, delivery, and the amount and kind of information presented to fit the needs of the specific audience	<i>Does not appear to have consciously chosen</i> a particular goal <i>Does not</i> adjust wording, delivery, and the amount and kind of information presented to fit the needs of the specific audience
Ability to answer questions (10%)	<i>Consistently</i> appears to listen carefully, asks clarifying questions and/or repeats or rephrases questions to be sure of understanding Response is <i>to the point, clear, and complete</i> <i>Appropriately</i> acknowledges lack of information and/or inability to answer a question	<i>Mostly</i> appears to listen carefully, asks clarifying questions and/or repeats or rephrases questions to be sure of understanding Response is <i>mostly</i> to the point, clear, and complete <i>Mostly</i> acknowledges lack of information and/or inability to answer a question	<i>Does not appear to</i> listen carefully, <i>does not</i> ask clarifying questions and/or repeat or rephrase questions to be sure of understanding Response is <i>not made</i> or is <i>way off the point, unclear, and/or very incomplete</i> <i>Does not</i> acknowledge lack of information and/or inability to answer a question

Use of verbal and nonverbal presentation techniques (20%)	<p><i>Strong</i>, clear speaking voice (<i>excellent</i> volume and enunciation)</p> <p>Speaker conveys confidence</p> <p>Makes <i>steady or frequent</i> eye contact with audience</p> <p>Stance and appearance are appropriate, professional</p> <p>Physical gestures and facial expression conveys energy, enthusiasm, and conviction</p> <p>Keeps audience <i>completely</i> engaged by the use of creativity, variety, questions, and/or involvement in an activity</p>	<p><i>Clear</i> speaking voice (<i>good</i> volume and enunciation)</p> <p>Speaker conveys <i>some degree of</i> confidence</p> <p>Makes <i>regular</i> eye contact with audience</p> <p>Stance and appearance are <i>mostly</i> appropriate, professional</p> <p>Physical gestures and facial expression conveys <i>some</i> energy, enthusiasm, and conviction</p> <p>Keeps audience <i>mostly</i> engaged by <i>some</i> use of creativity, variety, questions, and/or involvement in an activity</p>	<p><i>Unclear</i> speaking voice (inadequate volume and/or poor enunciation)</p> <p>Speaker conveys <i>very little or no</i> confidence</p> <p>Makes <i>very little or no</i> eye contact with audience</p> <p>Stance and appearance are <i>not at all</i> appropriate, professional</p> <p>Physical gestures and facial expression <i>do not</i> convey energy, enthusiasm, and conviction</p> <p><i>Does not</i> keep audience engaged by the use of creativity, variety, questions, and/or involvement in an activity</p>
Quality and use of visual aids (15%)	<p>Aids are <i>clearly</i> linked to the material, and <i>are skillfully designed to enhance the presentation</i></p> <p>Aids are <i>professional in appearance</i>; clearly visible to the audience, neat, and use <i>effective</i> color, images, and other features of the medium (e.g. sound and motion in PowerPoint)</p> <p>Information shown is <i>all</i> accurate</p>	<p>Aids are linked to the material</p> <p>Aids are <i>clearly visible</i> to the audience, neat, and use <i>appropriate</i> color, images, and other features of the medium (e.g. sound and motion in PowerPoint)</p> <p>Information shown is <i>mostly</i> accurate</p>	<p>Aids are <i>not used or are not appropriately</i> linked to the material</p> <p>Aids are <i>not</i> clearly visible to the audience, <i>not</i> neat, and/or <i>do not</i> appropriately use color, images, and other features of the medium (e.g. sound and motion in PowerPoint)</p> <p>Information shown has <i>substantial inaccuracies</i></p>
Group participation (if applicable) (15%)	<p>All members of the group spoke, in <i>roughly</i> equal amounts</p> <p>All members of the group were able to respond adequately to questions</p>	<p>All members of the group spoke, though <i>not</i> in roughly equal amounts</p> <p><i>Most</i> members of the group were able to respond adequately to questions</p>	<p><i>Only one or two</i> members of the group spoke substantially</p> <p><i>Most or all</i> members of the group were <i>not</i> able to or <i>did not</i> answer questions</p>

MBA 1.1 Communication Skills (MBA 230):

Communicate with different levels of personnel effectively using oral and written formats for different purposes ranging from one-to-one communication to addressing to a large audience.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 1.1 MBA 230	4: Exceeds Expectation	3: Meets Expectation	2: Approaching Expectation	1: Below Expectation	Points
Writing: Executive Summary	Topic, organizational issue, and recommendations are included; short and concise.	The majority of competency level 4.	About half of competency level 4.	None to only a few items of competency level 4.	
Writing: Introduction	Catches readers' attention all the time.	Catches readers' attention most of the time.	Catches readers' attention about half of the time.	Catch none to very little of readers' attention.	
Writing: Background	Provides adequate overview and background information of relevant literature.	Provides most required background information.	Provides about half of the required background information.	Provides none to very limited required background information.	
Writing: Organizational Issue	Description of the chosen issue is specific, real, narrow, and related to topic.	Three of the four required qualities (specific, real, narrow, and related to topic).	Two of the four required qualities (specific, real, narrow, and related to topic).	None to one of the four required qualities (specific, real, narrow, and related to topic).	
Writing: Analysis of Issue	Thorough analysis of the chosen issue using appropriate OB concepts/theories.	Provides most required OB concepts/theories.	Provides about half of the required OB concepts/theories.	Provides none to very limited required OB concept/theories.	
Writing: Recommendations	Recommendations are relevant, feasible, and of high quality; alternatives are provided; use course concepts to support them.	Four of the five required qualities (relevant, feasible, and of high quality; alternatives are provided; use course concepts to support them).	Three of the five required qualities (relevant, feasible, and of high quality; alternatives are provided; use course concepts to support them).	None to two of the five required qualities (relevant, feasible, and of high quality; alternatives are provided; use course concepts to support them).	
Writing: Measuring Outcomes	Detailed, well-thought, and realistic plan.	Two of the three required qualities (detailed, well-thought, and realistic plan).	One of the three required qualities (detailed, well-thought, and realistic plan).	None of the three required qualities (detailed, well-thought, and realistic plan).	
Writing: Conclusion	The conclusion shows the value added by the recommendations, and sells the recommendations convincingly to readers.	The conclusion shows the value added by the recommendations but the selling of recommendations can be improved.	The conclusion shows only the value added by the recommendations but no selling.	None.	
Writing: References	Complete and accurate.	Complete with some minor errors.	Incomplete with some errors.	Incomplete with many errors.	
Writing: Presentation	Structure is easy to follow and sentence formation supports intended meaning; no spelling, typographical, and grammatical errors.	Structure is easy to follow and sentence formation supports intended meaning; there are some spelling, typographical,	Structure is difficult to follow and sentence formation does not support intended meaning in many situations; and there are	Structure is difficult to follow and sentence formation does not support intended meaning in many situations; there are many spelling,	

		and grammatical errors.	some spelling, typographical, and grammatical errors.	typographical, and grammatical errors.	
Oral: Interactive activity	All activities effectively encourage student involvement and interaction.	Most activities effectively encourage student involvement and interaction.	About half of the activities effectively encourage student involvement and interaction.	None to a few activities effectively encourage student involvement and interaction.	
Oral: Session Leader	The leader is well prepared, effectively uses time, and effectively facilitates the post-activity discussion.	In most situations, the leader is well prepared, effectively uses time, and effectively facilitates the post-activity discussion.	In about half of the situations, the leader is well prepared, effectively uses time, and effectively facilitates the post-activity discussion.	In none to a few situations, the leader is well prepared, effectively uses time, and effectively facilitates the post-activity discussion.	
Oral: Summary	The summary of key concepts and issues are useful and related to the topic.	Most of the key concepts and issues in the summary are useful and related to the topic.	About half of the key concepts and issues in the summary are useful and related to the topic.	None to only a few key concepts and issues in the summary are useful and related to the topic.	
Oral: Delivery	The session is engaging and creative that keeps people interested in the session from start to finish.	In most situations, the session is engaging and creative.	In about half of the situations, the session is engaging and creative.	The session is not or rarely engaging and creative.	
Oral: Participants	Participants are enthusiastic and easy to understand.	Most of the time, participants are enthusiastic and easy to understand.	About half of the time, participants are enthusiastic and easy to understand.	Participants are not or rarely enthusiastic and easy to understand.	
Oral: Information	The session increases people's understanding of the topic, related issues, and concepts from the readings.	Most of the session increases people's understanding of the topic, related issues, and concepts from the readings.	About half of the session increases people's understanding of the topic, related issues, and concepts from the readings.	The session contributes none to very little to people's understanding of the topic, related issues, and concepts from the readings.	
Oral: Overall Impression	The session is successful.	The session is mostly successful.	About half of the session is successful.	None to a few portions of the session are successful.	
Student's Score = Sum of Points / Number of Dimensions					

MBA 1.2 Goal Setting (MBA 230):

Establish, validate, and secure support for organizational goals that satisfy and balance different stakeholders' requirements and interests.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 1.2 MBA 230	4: Exceeds Expectation	3: Meets Expectation	2: Approaching Expectation	1: Below Expectation	Points
Organizational Issues	Provides specific, real, narrow, and relevant description of the chosen issues.	Satisfies three of the required qualities of the description (specific, real, narrow, and relevant).	Satisfies two of the required qualities of the description (specific, real, narrow, and relevant).	Satisfies none to one of the required qualities of the description (specific, real, narrow, and relevant).	
Recommendations & Goals	Provides relevant, feasible, and high quality recommendations and goals; alternatives are provided; use course concepts to support alternatives, goals, and recommendations.	Provides relevant, feasible, and high quality recommendations and goals; use course concepts to support alternatives, goals, and recommendations.	Provides relevant, feasible, and high quality recommendations and goals.	None to irrelevant, infeasible, or bad quality recommendations and goals.	
Measuring Outcomes	The plans for measuring outcomes for the best recommendation are detailed, well-thought, and realistic.	Satisfies two of the required qualities of the plans (detailed, well-thought, and realistic).	Satisfies one of the required qualities of the plans (detailed, well-thought, and realistic).	Satisfies none of the required qualities of the plans (detailed, well-thought, and realistic).	
Conclusion	Describes the value added to the organization and how goals balance and satisfy different stakeholders' interests.	Describes the majority of the value added to the organization and how goals balance and satisfy different stakeholders' interests.	Describes about half of the value added to the organization and how goals balance and satisfy different stakeholders' interests.	Describes none to little of the value added to the organization and how goals balance and satisfy different stakeholders' interests.	
Presentation	Structure is easy to follow and there are no errors.	Structure is mostly easy to follow and there are a few errors.	Structure is easy to follow in about half of the paper and there are some errors.	Structure is difficult to follow and there are many errors.	
Student's Score = Sum of Points / Number of Dimensions					

MBA 1.3 Strategy Formulation (MBA 290):

Formulate strategies that are feasible, effective, and understandable to achieve organizational goals and social responsibilities.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 1.3 MBA 290	4: Exceeds Expectation	3: Meets Expectation	2: Approaching Expectation	1: Below Expectation	Points
Theoretical Framework	Use the most suitable theoretical framework	Use a suitable theoretical framework	Use a theoretical framework that is relevant, but not very suitable	Do not use a theoretical framework	
Critical Elements	Incorporate all critical elements for strategy formulation	Incorporate most critical elements for strategy formulation	Incorporate some critical elements for strategy formulation	Incorporate no critical elements for strategy formulation	
Feasibility	Consider all major aspects of implementation	Consider most major aspects of implementation	Consider some major aspects of implementation	Consider no aspects of implementation	
Student's Score = Sum of Points / Number of Dimensions					

MBA 2.1 Integrative Models (MBA 290):

Integrate quantitative and qualitative techniques from business functional areas such as accounting, finance, marketing, human resources, operations, and/or statistics for leading, planning, decision making, and problem solving purposes.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 2.1 MBA 290	4: Exceeds Expectation	3: Meets Expectation	2: Approaching Expectation	1: Below Expectation	Points
Appropriateness	Use the most appropriate models and techniques	Use appropriate models and techniques	Use models and techniques that are relevant, but not very appropriate	Use inappropriate or irrelevant models and techniques	
Comprehensiveness	Incorporate all applicable models and functional perspectives	Incorporate most applicable models and functional perspectives	Incorporate some applicable models and functional perspectives	Incorporate no applicable models or functional perspectives	
Interpretation	Correctly interpret all managerial issues	Correctly interpret most managerial issues	Correctly interpret some managerial issues	Incorrectly interpret managerial issues	
Student's Score = Sum of Points / Number of Dimensions					

MBA 2.2 Technology Utilization (MBA 260):

Utilize social, information, and/or management technologies to achieve organizational goals such as cost reduction, productivity improvement, process reengineering, marketing positioning, and organizational restructuring.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 2.2 MBA 260	4: Exceeds Expectation	3: Meets Expectation	2: Approaching Expectation	1: Below Expectation	Points
Conduct a SWOT analysis for a given business.	The SWOT analysis is complete and correct.	The SWOT analysis is mostly complete and included discussions are correct.	The SWOT analysis is incomplete and included discussions are correct.	The SWOT analysis is incomplete and included discussions are incorrect.	
Assess the applicable technology to utilize to solve the specific business needs of a company.	The appropriate technology is determined and solves the specific business needs.	A relevant technology is determined and solves most of the specific business needs.	A relevant technology is determined but is not applied to solve the business needs.	An inappropriate technology is determined and it does not solve the specific business needs.	
Assess the technological strengths and weaknesses of the proposed technology.	All technological strengths and weaknesses are assessed.	Most technological strengths and weaknesses are assessed.	Some technological strengths and weaknesses are assessed.	No technological strengths and weaknesses are assessed.	
Analyze the expected impact of the (above) suggested technology on the business.	The expected impact on the business is correctly and fully analyzed.	The expected impact on the business is correctly analyzed and mostly complete.	The expected impact on the business is correctly analyzed but incomplete.	The expected impact on the business is incorrectly analyzed and incomplete.	
Student's Score = Sum of Points / Number of Dimensions					

MBA 3.1 Ethical Decision (MBA 260):

Consider ethical issues when making decision to achieve individual and organizational responsibilities in business context.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 3.1 MBA 260	4: Exceeds Expectation	3: Meets Expectation	2: Approaching Expectation	1: Below Expectation	Points
Assess the ethical position of a given company.	The ethical standpoint is correctly determined and supported (from: Stockholder, Stakeholder, Social Welfare)	The ethical standpoint is correctly determined and mostly supported	The ethical standpoint is correctly determined but not supported	The ethical standpoint is not determined	
Assess the ethical and social issues associated with a given technology.	The ethical and social issues of a technology are correctly determined.	The ethical and social issues of a technology are mostly determined.	The ethical and social issues of a technology are somewhat determined.	The ethical and social issues of a technology are not determined.	
Assess the appropriateness of the use of a technology by a company given the ethical viewpoint of the company and the ethical and social issues with the specific technology	The appropriateness of the technology is determined and fully supported.	The appropriateness of the technology is determined and somewhat supported.	The appropriateness of the technology is determined and but not supported.	The appropriateness of the technology is not determined.	
Student's Score = Sum of Points / Number of Dimensions					

MBA 3.2 Diversity (MBA 270):

Analyze the implications of ethnic and cultural diversity for effective decision making and problem solving.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 3.2 MBA 270	4: Exceeds Expectation	3: Meets Expectation	2: Approaching Expectation	1: Below Expectation	Points
Cultural diversity awareness	Student demonstrates understanding of multiple perspectives with explanations and elaboration.	Student is at ease with content. S/he elaborates most of issues or problems.	Student is at ease with content, but s/he elaborates only a half of issues or problems.	Student is uncomfortable with information and is able to answer rudimentary issues or problems.	
Culture and ethics	Student demonstrates understanding how culture and ethics are related with explanations and elaboration.	Student is at ease with content. S/he elaborates most of issues or problems.	Student is at ease with content, but s/he elaborates only a half of issues or problems.	Student is uncomfortable with information and is able to answer rudimentary issues or problems.	
Managerial implications	Student demonstrates full knowledge of managerial implications with explanations and elaboration.	Student is at ease with content. S/he elaborates most of issues or problems.	Student is at ease with content, but s/he elaborates only a half of issues or problems.	Student is uncomfortable with information and is able to answer rudimentary issues or problems.	
Student's Score = Sum of Points / Number of Dimensions					

MBA 3.3 Legal and Professional Regulation (MBA 260):

Analyze the implications of legal and professional regulation for effective decision making and problem solving.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 3.3 MBA 260	4: Exceeds Expectation	3: Meets Expectation	2: Approaching Expectation	1: Below Expectation	Points
Assess the legal and professional regulations for a specific industry (such as finance or health).	The legal and professional regulations are correctly determined.	The legal and professional regulations are mostly determined.	The legal and professional regulations are somewhat determined.	The legal and professional regulations are not determined.	
Assess the security capability of a given technology.	The security capabilities of a technology are correctly determined.	The security capabilities of a technology are mostly determined.	The security capabilities of a technology are somewhat determined.	The security capabilities of a technology are not determined.	
Assess the appropriateness of the use of a technology by a company given the professional and legal regulations of the industry and the security capabilities of the specific technology	The appropriateness of the technology is determined and fully supported.	The appropriateness of the technology is determined and somewhat supported.	The appropriateness of the technology is determined and but not supported.	The appropriateness of the technology is not determined.	
Student's Score = Sum of Points / Number of Dimensions					

MBA 3.4 Global and Domestic Economy (MBA 270):

Analyze the implications of global and domestic economic systems for effective decision making and problem solving.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 3.4 MBA 270	4: Exceeds Expectation	3: Meets Expectation	2: Approaching Expectation	1: Below Expectation	Points
International Trade Theory	Student demonstrates understanding of international trade theories with explanations and elaboration.	Student is at ease with content. S/he elaborates most of issues or problems.	Student is at ease with content, but s/he elaborates only a half of issues or problems.	Student is uncomfortable with information and is able to answer rudimentary issues or problems.	
The Political Economy of International Trade	Student demonstrates understanding of policy instruments that governments use to restrict imports and promote exports with explanations and elaboration.	Student is at ease with content. S/he elaborates most of issues or problems.	Student is at ease with content, but s/he elaborates only a half of issues or problems.	Student is uncomfortable with information and is able to answer rudimentary issues or problems.	
Foreign Direct Investment	Student demonstrates understanding of costs and benefits of FDI with explanations and elaboration.	Student is at ease with content. S/he elaborates most of issues or problems.	Student is at ease with content, but s/he elaborates only a half of issues or problems.	Student is uncomfortable with information and is able to answer rudimentary issues or problems.	
Regional Economic Integration	Student demonstrates understanding of the different levels of economic integration and implications of economic integration for business with explanations and elaboration.	Student is at ease with content. S/he elaborates most of issues or problems.	Student is at ease with content, but s/he elaborates only a half of issues or problems.	Student is uncomfortable with information and is able to answer rudimentary issues or problems.	
Foreign Exchange Market	Student performs foreign exchange rate problems with all correct output interpretations.	Student performs foreign exchange rate problems with mostly correct output interpretations.	Student performs foreign exchange rate problems with about half correct output interpretations.	Student performs foreign exchange rate problems poorly with less than half correct output interpretations.	
Student's Score = Sum of Points / Number of Dimensions					

MBA 3.5 Interactive Factors (MBA 240):

Identify the relative significance of ethical, social, and economic factors; and incorporate the interactive impacts of these factors into analytical process for decision making and problem solving.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 3.5 MBA 240	4: Exceeds Expectations	3: Meets Expectations	2: Approaches Expectations	1: Below Expectations	Points
Identifies, describes and prioritizes the ethical, social and economic issues discussed in the case.	Student clearly identifies and describes the ethical, social and economic issues discussed in the case and identifies which of these issues are most important. Reasons for priority decisions are clearly stated.	Student identifies and describes the ethical, social, and economic issues discussed in the case. A list of prioritized issues is presented.	Student does not correctly identify and describe the ethical, social and economic issues discussed in the case. One or two important issues are mentioned.	Student does not describe or identify the ethical, social and economic issues or leaves out one or more of these issues. Important issues are not presented.	
Determines action issues and identifies decision makers	Student identifies and describes action issues in the case and identifies specific decision maker(s). Answer is clearly written, reasoning is logical and interesting.	Student identifies and describes action issues and identifies decision maker(s). No reasoning is given and answer is adequately presented.	Student has difficulty identifying and describing action issues. Decision maker is identified.	Student is able to identify some action issues but does not describe them or the decision maker(s).	
Integrates ethical, social and economic issues into specific analysis questions to help determine actions to be taken.	Student specifically identifies the relevant ethical, social and economic issues that will influence analysis questions and clearly and logically develops at least 3 relevant analysis questions.	Student specifically identifies ethical, social and economic issues that will influence analysis questions. One or two relevant analysis questions are presented.	Student identifies some ethical, social and economic issues that are important. One or two relevant questions are presented.	Student does not address ethical, social and economic issues in the development of analysis questions. Two or three questions are presented.	
Relevant ethical, social and economic issues are used as a foundation to answer analysis questions.	Student specifically identifies the relevant ethical, social and economic issues that will influence the answers to the analysis questions. Answers are given in a clear and logical sequence.	Student specifically identifies ethical, social and economic issues that will influence answers to analysis questions. Answers are vague and not based on relevant issues.	Student identifies some ethical, social and economic issues that are important. Answers are not relevant to the questions asked.	Student does not address ethical, social and economic issues in the development of answers. Answers are not relevant to questions asked.	
Student's Score = Sum of Points / Number of Dimensions					

MBA 4.1 Environment Shaping (MBA 290):

Recognize opportunities that allow the redirection of organizational resource to shape the internal and/or external environment for the long-term benefits of organizations.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 4.1 (MBA 290)	4: Exceeds Expectation	3: Meets Expectation	2: Approaching Expectation	1: Below Expectation	Points
Characteristics of internal environment	Describes all organizational internal characteristics including formal leadership structure, informal leadership structure, work group dynamics, information dissemination, formal work unit structure, etc.	Describes the majority in the characteristic list.	Describes about half in the characteristic list.	Describes none to very few in the characteristic list.	
Characteristics of external environment	Describes all external environment characteristics including industry (fragmented, transitional, emerging, declining), competitors (strategies, capacities, resources, schedules), regulation (pros, cons, trends), business partners (resource, influence, constraints), economy, consumer, technologies, etc.	Describes the majority in the characteristic list.	Describes about half in the characteristic list.	Describes none to very few in the characteristic list.	
Long-term welfare for the organization	Describes all the organization's long-term welfare including enhancing its abilities to accomplish missions, stakeholders' approval and satisfaction, minimizing forces that threaten the survival and advancement of the organization.	Describes the majority in the characteristic list.	Describes about half in the characteristic list.	Describes none to very few in the characteristic list.	
Asset lists for human and material resources	The asset lists are completely and accurately described. For human asset, the list classifies personnel into different functions, organizational levels, impacts, and difficulty to replace. For material resources, the list has categories by liquidity, time terms, functions, and financial values.	Both human and material asset lists are described but there are a few missing items in the lists.	Both human and material asset lists are described but there are about half missing items in the lists.	Only one list, human or material asset is described; or no list at all.	
Recognize opportunities to shape environments	Addresses both internal and external environmental shaping completely and accurately.	Addresses both internal and external environmental shaping but without sufficient elaboration.	Addresses only internal or external environmental shaping without sufficient elaboration.	Cannot recognize any opportunities.	
Student's Score = Sum of Points / Number of Dimensions					

MBA 4.2 Change Planning (MBA 280):

Plan for changes to position organizations for long-term sustainability and competitive advantage.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 4.2 MBA 280	4: Exceeds Expectation	3: Meets Expectation	2: Approaching Expectation	1: Below Expectation	Points
Analyze an operation and suggest improvements	Assignment includes all of the following: accurate description of operation, diagnosis of problem or need, selection of appropriate analysis tools, understanding of tool application, feasible and creative solutions.	Assignment includes most of the following: accurate description of operation, diagnosis of problem or need, selection of appropriate analysis tools, understanding of tool application, feasible and creative solutions.	Assignment includes about half of the following: accurate description of operation, diagnosis of problem or need, selection of appropriate analysis tools, understanding of tool application, feasible and creative solutions.	Assignment includes few of the following: accurate description of operation, diagnosis of problem or need, selection of appropriate analysis tools, understanding of tool application, feasible and creative solutions.	
Describe and critique the internet strategy of a firm	All of the following: select interesting firm, identify strengths and weaknesses of its internet strategy, discuss the competitive environment, suggest appropriate modifications, and describe expected outcomes.	Most of the following: select interesting firm, identify strengths and weaknesses of its internet strategy, discuss the competitive environment, suggest appropriate modifications, and describe expected outcomes.	About half of the following: select interesting firm, identify strengths and weaknesses of its internet strategy, discuss the competitive environment, suggest appropriate modifications, and describe expected outcomes.	Few of the following: select interesting firm, identify strengths and weaknesses of its internet strategy, discuss the competitive environment, suggest appropriate modifications, and describe expected outcomes.	
Identify relevant current event and suggest appropriate organizational responses	All of the following: Good selection of relevant article, thorough summary of critical issues, feasible and creative responses suggested.	Two of the following: Good selection of relevant article, thorough summary of critical issues, feasible and creative responses suggested.	One of the following: Good selection of relevant article, thorough summary of critical issues, feasible and creative responses suggested.	None of the following: Good selection of relevant article, thorough summary of critical issues, feasible and creative responses suggested.	
Apply and interpret results of quantitative models for improving operations	All correct	Most correct	About half correct	Few correct	
Student's Score = Sum of Points / Number of Dimensions					

MBA 5.1 Individual Success (MBA 230):

Understand how life-long learning strategies can enhance professional growth in changing job environment.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 5.1 MBA 230	4: Exceeds Expectation	3: Meets Expectation	2: Approaching Expectation	1: Below Expectation	Points
Work-Life Timeline	Describes completely both personal and professional points from past to the future.	Describes the majority of the topics of both personal and professional points from past to the future.	Describes about half of the topics of both personal and professional points from past to the future.	None to little in both areas.	
Explanation how Learning has Enhanced Growth	Describes both personal and professional arenas.	Describes the majority of the topics in both personal and professional arenas.	Describes about half of the topics in both personal and professional arenas.	None to little in both areas.	
Explanation of how Life-Long Learning Strategies Enhance Future Growth	Describes both personal and professional arenas.	Describes the majority of the topics in both personal and professional arenas.	Describes about half of the topics in both personal and professional arenas.	None to little in both areas.	
Explanation of the Importance of Learning Strategies in Changing Work Environment	Describes both personal and professional arenas.	Describes the majority topics in both personal and professional arenas.	Describes about half of the topics in both personal and professional arenas.	None to little in both areas.	
Student's Score = Sum of Points / Number of Dimensions					

MBA 5.2 Organizational Success (MBA 290):

Develop strategies to improve organizational practices and processes for long-term sustainability and competitive advantage.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 5.2 (MBA 290)	4: Exceeds Expectation	3: Meets Expectation	2: Approaching Expectation	1: Below Expectation	Points
Problem Description	Identifies all issues impacting on the organization's issues and problems, including formal structure, organization culture, reporting relationships, employee diversity, employee needs, motivation, and morale.	Describes the majority in the characteristic list.	Describes about half in the characteristic list.	Describes none to very few in the characteristic list.	
Application of principles and theories for organizational change	Is able to apply relevant theories and strategies for organizational change. Demonstrates awareness of the behavioral, structural, and technological approaches to change and is able to discuss implications and choose what best fits this organization and its problems. Recognizes that problems are multi-faceted and that solutions may be drawn from several approaches.	Is aware of and able to apply some strategies and approaches to change. Shows awareness that different types of problems require different solutions drawn from a different approach, but does not have the required knowledge to thoroughly consider all options.	Is able to recognize that different elements of the situation may require different approaches, but heavily favors only a behavioral approach or only a structural or only a technological approach for change.	Shows little awareness of the different approaches to organizational change. Discusses and applies one or none of the approaches to organizational change (behavioral, structural, technological).	
Strategy for solution	Recognizes forces for and against change and the realities of the situation and factors present. Is able to assess the feasibility of solutions, prioritize actions, and set a reasonable budget and timetable.	Describes the majority in the solution strategy list.	Describes about half of the solution strategy list.	Describes none to very few in the solution strategy list.	
Strategy for implementation	Aware of issues in implementation of change, such as time, cost, delegation of responsibility, ethical issues, communication, rumor control.	Aware of some issues in implementation of change but may ignore some.	Shows little awareness of the issues affected during implementation process.	Pays little attention to the implementation process and has no awareness of issues which can arise.	
Evaluates and institutionalizes changes	Recognizes a need to follow-up and determine if change efforts have resulted in positive outcomes in most of all the areas of concern. Institutes processes to solidify changes and tweak the process if needed.	Recognizes need to check on positive outcomes and solidify changes but reviews only a few areas of concern.	Notes need to check on positive outcomes, but does not include plan for doing so or for solidifying changes	No recognition of the need for evaluation and institutionalizing changes	
Student's Score = Sum of Points / Number of Dimensions					

Table 3A
Scoring Rubric for Microeconomic Skills

<u>Score</u>	<u>Marginal analysis</u>	<u>Market analysis</u>
0	No demonstrated skills	No demonstrated skills
1	Can explain role of marginal analysis	Can explain perfect competition; use supply & demand
2	Can apply marginal analysis in familiar contexts, esp. theory of firm and theory of consumer.	Can explain market inefficiency issues, such as imperfect competition, market failures, and public choice.
3	Can apply marginal analysis in unfamiliar contexts	Can explain and critique welfare foundations of economic policy analysis.

Table 3B
Scoring Rubric for Macroeconomic Skills

<u>Score</u>	<u>Macro Models</u>	<u>Monetary and Fiscal Policy</u>
0	No demonstrated skills	No demonstrated skills
1	Can use aggregate supply and demand	Can define monetary and fiscal policy
2	Can explain Keynesian, ISLM models	Can use macro models to explain macro policy
3	Can apply macro models in complex analysis	Can explain nuances of debate over activist macro policies

Table 3C
Scoring Rubric for Statistical Skills

<u>Score</u>	<u>Tests of Means</u>	<u>Interpret regression</u>	<u>Gather, interpret and present data</u>
0	No demonstrated skills; suggests inadequate math background	No demonstrated skills	No demonstrated skills; suggests serious problems in preparation
1	Can set up problem; errors in implementation	Can interpret coefficients of regression line as marginal impacts	Can find and present standard economic data
2	Can successfully conduct tests in familiar problems	Can interpret statistical properties of regression	Can use multiple data series to address complex interpretations of data
3	Can apply means tests in new contexts	Can assess limitations of regression results	Can conduct and interpret regression applications with collected data

Table 3D
Scoring Rubric for Critical Thinking Skills

<u>Score</u>	<u>Research skills</u>	<u>Writing and organization</u>	<u>Connect economic analysis to policy</u>
0	Fails to identify obvious sources	Written work very difficult to understand; may have grammatical errors	No ability to connect analysis to policy
1	Identifies obvious sources; relies too heavily on secondary sources such as texts	Grammar appropriate; organization limits understanding of argument	Correctly identifies relevant economic analysis; unable to complete argument
2	Identifies appropriate resources; uses at least some primary sources	Core economic argument can be understood; some details may be weakly presented	Connection of analysis to policy is correct; weaknesses in completing argument
3	Shows an ability to use higher-level resources that require "learning to learn" skills	Clear, convincing presentation of analysis	Connection of analysis to policy is correct, clear, and convincing

Doctoral Portfolio Rubric

College of Education
Center for Rural School Leadership & Research
Doctoral Entrance Portfolio Evaluation Rubric

	3	2	1	
Section I. Professional Resume/Vita.	Vita contains all components required; outstanding and relevant experience in all areas (education, work history, professional associations/ activities) Vita is well-organized; evidence that candidate attends to essential detail (form and content) creating an impressive product	Vita contains all components required; experience is strong in most areas (education, work history, professional associations/ activities) Vita is well-organized; evidence that development was intentional; evidence that candidate produces a good product	Vita lacks some essential components; experience is marginal in most areas (education, work history, professional associations/ activities) Vita is somewhat organized but not impressive; evidence that attention was not paid to producing a good product	Vita is somewhat organized but not impressive; evidence that attention was not paid to producing a good product
Section II. Personal philosophy and/or theory of teaching and learning.	Statement is clear, succinct and understandable ; expression demonstrates superior command of the written word ; All essential areas (teacher/student roles, impact of beliefs/values/attitudes on learning, ethical functioning, learning and developmental theory, importance of effective teaching) are included and well-developed ; evidence exists that candidate puts into practice what is discussed	Statement is well-written in most areas and understandable ; expression demonstrates strong use of the written word ; All required areas (teacher/student roles, impact of beliefs/values/attitudes on learning, ethical functioning, learning and developmental theory, importance of effective teaching) are included and well-developed ; some evidence exists that candidate puts into practice what is discussed	Statement is well-written in some areas and mostly understandable ; expression demonstrates some potential in use of the written word ; Most required areas (teacher/student roles, impact of beliefs/values/attitudes on learning, ethical functioning, learning and developmental theory, importance of effective teaching) are included and somewhat developed ; some evidence exists that candidate puts into practice what is discussed	Statement is well-written in some areas and mostly understandable ; expression demonstrates some potential in use of the written word ; Most required areas (teacher/student roles, impact of beliefs/values/attitudes on learning, ethical functioning, learning and developmental theory, importance of effective teaching) are included and somewhat developed ; some evidence exists that candidate puts into practice what is discussed
Section III. Self Evaluation.	Statement is clear, succinct and understandable ; expression demonstrates superior command of the written word ; demonstrates candidate's ability to express perceived strengths and weaknesses realistically ; demonstrates superior potential for doctoral study	Statement is well-written in most areas and understandable ; expression demonstrates strong use of the written word ; demonstrates candidate's ability to express perceived strengths and weaknesses fairly realistically ; demonstrates strong potential for doctoral study	Statement is fairly well-written and understandable ; expression demonstrates average use of (or good potential in) the written word ; demonstrates candidate's ability to express perceived strengths and weaknesses fairly realistically ; demonstrates moderate potential for doctoral study	Statement is fairly well-written and understandable ; expression demonstrates average use of (or good potential in) the written word ; demonstrates candidate's ability to express perceived strengths and weaknesses fairly realistically ; demonstrates moderate potential for doctoral study
Section IV. Personal and professional Goals.	Goal statement is clearly linked to self-evaluation (section III) and relates to the objective of becoming a strong educator and leader; a clear plan is included to address perceived weaknesses and utilize perceived strengths; the importance of continuous self-assessment is included and well-expressed; candidate's ability to process information, problem solve, and organize a specific behavioral plan for improving productivity and a method for continued self-evaluation is clear	Goal statement is mostly linked to self-evaluation (section III) and relates to the objective of becoming a strong educator and leader; a fairly clear plan is included to address perceived weaknesses and utilize perceived strengths; the importance of continuous self-assessment is included and addressed; candidate's ability to process information, problem solve, and organize a specific behavioral plan for improving productivity and a method for continued self-evaluation is fairly clear	Goal statement is somewhat linked to self-evaluation (section III) and relates to the objective of becoming a strong educator and leader; a vague plan is included to address perceived weaknesses and utilize perceived strengths; the importance of continuous self-assessment is marginally included and addressed; candidate's ability to process information, problem solve, and organize a specific behavioral plan for improving productivity and a method for continued self-evaluation is minimally clear	Goal statement is somewhat linked to self-evaluation (section III) and relates to the objective of becoming a strong educator and leader; a vague plan is included to address perceived weaknesses and utilize perceived strengths; the importance of continuous self-assessment is marginally included and addressed; candidate's ability to process information, problem solve, and organize a specific behavioral plan for improving productivity and a method for continued self-evaluation is minimally clear
Section V. Statement of purpose for pursuing doctoral study.	Statement of purpose is clear, succinct and understandable ; expression demonstrates superior command of the written word ; clearly demonstrates candidate's strength of commitment and desire to pursue doctoral study	Statement of purpose is mostly well-written ; expression demonstrates strong use of the written word ; mostly demonstrates candidate's strength of commitment and desire to pursue doctoral study	Statement of purpose is fairly well-written ; expression demonstrates good use of (or good potential in) the written word ; moderately demonstrates candidate's strength of commitment and desire to pursue doctoral study	Statement of purpose is fairly well-written ; expression demonstrates good use of (or good potential in) the written word ; moderately demonstrates candidate's strength of commitment and desire to pursue doctoral study

Section VI. Sample of academic writing.	Writing sample is appropriate for portfolio ; sample is clear, succinct and understandable ; expression demonstrates superior command of the written word and rich, complex, and creative thought	Writing sample is mostly appropriate for portfolio ; sample is mostly well-written ; expression demonstrates good command of the written word and complex and well-articulated thought	Writing sample is fairly appropriate for portfolio ; sample is fairly well-written ; expression demonstrates fair use of (or potential in) the written word and fairly well-articulated thought	W fo w: m pc pc
Section VII. Evidence of leadership ability.	Strong evidence of leadership (honors, awards, school/community leadership responsibilities); superior potential as a leader in the educational field	Some evidence of leadership (honors, awards, school/community leadership responsibilities); strong potential as a leader in the educational field	Minimal evidence of leadership (honors, awards, school/community leadership responsibilities); moderate potential as a leader in the educational field	N av le: m th
Section VIII. Writing Mechanics	Superior use of grammar, spelling, syntax and structure; writing is varied and expression of complex concepts is apparent; writing has logical flow; writing demonstrates a strong and varied vocabulary; superior command of the written word	Strong and competent use of grammar, syntax and structure with few minor errors; writing is appropriately varied and ability to express thoughts is apparent (potential to improve writing is also apparent); writing has logical flow and demonstrates a good vocabulary; good command of the written word	Fairly competent use of grammar, syntax and structure with some errors; writing style and structure is redundant and ability to express thought is somewhat limited (some potential to improve writing is also apparent); writing has some problems in logical flow and vocabulary is limited; basic command of the written word	P s w: r t m w: to lir w:

Rubric Examples

Foundations Rubric (7-8-00)

Foundations: Developing understanding of education as a social institution; utilizing diverse analytical and interpretive approaches appropriate for the study of education for persons of all ages; understanding the historical, philosophical, social and cultural contexts of education for persons of all ages; developing understanding of diverse philosophical orientations; articulating the orientations in thought that underlie democratic systems of government and their relationships to education; understanding comprehensive knowledge base about adults as learners and how to implement implications within the contexts of their work.

Levels of Achievement:

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Analysis of educational premises	Demonstrates insightful analysis of similarities and differences among fundamental educational premises; clearly articulates the analysis orally and in writing.	Demonstrates good analysis of similarities and differences among fundamental educational premises; analytical ability is evident in writing and orally.	Can identify some similarities and differences among fundamental educational premises; some analytical ability is evident in writing or orally.	Cannot identify similarities or differences among fundamental educational premises; analytical ability is not evident in writing or orally.
Identification of patterns in educational foundations	Clearly identifies patterns in the history, sociology, anthropology, and social contexts of education; provides strong support and evidence to defend ideas.	Identifies many patterns in the history, sociology, anthropology, and social contexts of education; provides appropriate support and evidence to defend ideas.	Identifies some patterns in the history, sociology, anthropology, and social contexts of education; provides some evidence and support to defend ideas.	No evidence that patterns are recognized, student cannot articulate underlying trend related to the context of education.
Critique of policy	Generates critiques of policies affecting	Generates good critiques of policies affecting	Generates adequate critiques of policies	Generates policy critiques that are undeveloped, not

	education in society that are well developed, persuasive, and supported with extensive evidence.	education and society; critiques are supported with adequate evidence.	affecting education and society; evidence to support critiques is minimal.	persuasive and not supported with evidence.
Professional ethics	Clearly articulates a comprehensive understanding of ethical principles related to the specialty; professional behavior is ethical at all times.	Articulates understanding of ethical principles related to the specialty; no violations of ethical practice are evident.	Articulates only minimal understanding of professional ethics; minor violations of ethical practice are addressed when brought to the student's attention.	Cannot articulate an understanding of professional ethics; behavior does not conform to ethical practice.
Connection of educational principles with learning theory	Clearly articulates the connection between the evolution of educational practice and premises of how people learn; makes clear link between personal theory of learning and practice in educational settings.	Articulates a good understanding of the connection between the evolution of educational practice and premises of how people learn; can link personal theory of learning and practice in educational settings.	Can sometimes articulate a connection between educational practice and learning theory; occasionally links personal theory of learning to educational practice.	No evidence that learning theory guides personal practice of education; cannot articulate the link between theory and practice.
Critical thinking	Clearly evidences critical thinking in written and verbal presentations; demonstrates facility with development of critical	Generally evidences critical thinking in written and verbal presentations; demonstrates the ability	Minimal evidence of critical thinking is demonstrated in student's work; occasionally developed	Evidence of critical thinking is lacking in student's work; cannot develop educational experiences that foster

	thinking in others; clearly values critical thinking as an educational goal.	to develop educational experiences that foster critical thinking; understands the importance of critical thinking as an educational goal.	educational experiences that foster critical thinking; minimally understands the importance of critical thinking as an educational goal.	critical thinking; does not articulate the importance of critical thinking as an educational goal
Creation of learning communities	Creates strong communities where participants share ownership for learning by being involved in goal setting, activity planning, active engagement, and self-analysis.	Creates opportunities for participants to share ownership for learning in many areas including: goal setting, activity planning, active engagement and/or self-analysis.	Allows participants some involvement in learning in one or two areas including: goal setting, activity planning, active engagement and/or self-analysis.	Assumes an authoritarian role in working with groups; no evidence of cooperative learning or active involvement in groups with which student works.

Interpersonal Communication Rubric (7-8-00)
Department of Educational Leadership and Policy Studies

Interpersonal Communication: Understanding issues and trends in a multicultural non-sexist society; demonstrating sensitive awareness and knowledge of own cultural background and that of others; being skilled in working effectively with individuals from diverse cultural backgrounds; exemplary listening and responding skills.

Levels of Achievement				
Criteria	Exemplary	Proficient	Marginal	Unacceptable
Nature of humankind	Demonstrates a positive and optimistic view of the nature of humankind.	Demonstrates a fairly positive and mostly optimistic view of the nature of humankind.	Demonstrates a slightly positive and somewhat optimistic view of the nature of humankind.	Demonstrates a negative and pessimistic view of the nature of humankind.
Organizational and personal goals	Pursues goals with high energy and assertion.	Pursues goals actively and rather assertively.	Pursues goals with low energy and with prompting from others.	Fails to set goals.
Shared Goals	Works toward shared goals in a highly cooperative manner.	Works toward shared goals in a cooperative manner.	Works toward shared goals in a less than cooperative manner.	Not cooperative in working toward shared goals.
Sensitivity	Interacts with others with deep sensitivity to interpersonal nuances.	Interacts with others with sensitivity to interpersonal nuances.	Interacts with others with some sensitivity to interpersonal nuances.	Interacts with others with no sensitivity to interpersonal nuances.

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Creating a climate of trust and openness in working with others through <ul style="list-style-type: none"> listening and responding 	Uses active listening and responding skills which are highly facilitative.	Uses active listening and responding skills which are facilitative.	Uses listening and responding skills which are minimally facilitative.	Fails to listen and responds in ways that are destructive of relationships.
<ul style="list-style-type: none"> being congruent in expressing self 	Maximally congruent in expressing oneself.	Congruent in expressing oneself.	Minimally congruent in expressing oneself.	Highly incongruent in expressing oneself.
<ul style="list-style-type: none"> providing encouragement, support, and feedback 	Provides hopeful encouragement, maximum support, and highly constructive feedback.	Provides encouragement, support, and constructive feedback.	Provides some encouragement, minimal support, and minimally constructive feedback.	Provides discouraging, non-supportive, and destructive feedback.
Revealing understanding of a multicultural, non-sexist society by <ul style="list-style-type: none"> responding to individuals 	Responds consistently to individuals as people, not stereotypes.	Responds most of the time to individuals as people, not stereotypes.	Responds more often than not to individuals as people, not stereotypes.	Responds to people stereotypically.
<ul style="list-style-type: none"> displaying sensitivity 	Displays consistently the utmost sensitivity in working with individuals from varied cultural backgrounds.	Displays rather consistently sensitivity in working with individuals from varied cultural backgrounds.	Displays most of the time some degree of sensitivity in working with individuals from varied cultural backgrounds.	Displays consistently a lack of sensitivity in working with individuals from varied cultural backgrounds.

Leadership Rubric (7-8-00)
Department of Educational Leadership and Policy Studies

Leadership: The ability to balance the forces of stability and change in order to maximize human and collective organizational performance; knowing when and how to apply techniques, technologies, and strategies that promote required or desired change; using periods of equilibrium for the organization to engage in reflective periods of self-appraisal and reflection; knowledge of and ability to engage in rational leadership activities such as planning, evaluation, implementation, and assessment regarding results.

Levels of Achievement				
Criteria	Exemplary	Proficient	Marginal	Unacceptable
Balance: Fostering actions toward achievement of vision, mission, and goals	Analyzes a hypothetical situation in which the elements and interactions of vision, mission and goals can be maximized and lead to an inclusive action plan or agenda which is clear, easily translated into work tasks, and evaluated when completed.	Understands and, with minor difficulty, analyzes a hypothetical situation of the exhibiting the inter-relatedness among vision, mission and goals and plan development.	Has some knowledge about the process of analysis and the inter-relatedness of vision, mission and goals. Is unable to translate this relationship into planning, work and evaluative agenda.	Is not able to analyze a hypothetical situation or exhibit an understanding of the interactive nature between vision, mission, and goals or translate them into a coherent action plan or agenda.
Balance: Facilitating group process	Leads and empowers group members towards consensual solutions which maximize members' commitment to and satisfaction with agreed upon responses within a specified time limit, e.g., 30 minutes.	Is hesitant but able to lead and empower group members in consensual solutions resulting in group satisfaction with agreed responses within a specific time, e.g., 30 minutes.	Requires significant assistance in leading and empowering group members in consensual solutions resulting in group satisfaction with agreed responses after an extended time period.	Is not able to lead or empower a group to develop a consensus which results in the members' commitment/satisfaction regarding their responses within a specified time limit, e.g. 30 minutes, even if extended

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Balance: Utilizing situational, contextual and cultural aspects of organizations effectively	Is able to identify the situational, contextual, and cultural aspects of an organization which are necessary to attain balance and that will lead to improvement in productivity of the individuals and the sub-group and organization.	Has some understanding of the situational, contextual and cultural aspects of an organization relative to balance and improved productivity of individuals and organizations.	Has difficulty understanding and identifying the situational, contextual and cultural aspects of an organization relative to balance and improved productivity of individuals and organizations.	Is not able to identify or relate any specific organizational context, culture, or situationally unique aspects of organizational balance in any setting. Is not able to identify the contrasting settings or conditions within settings involving stability between chaos and equilibrium.
Change: Understanding change models, processes, and impacts	Articulates and distinguishes the benefits and limitations of change models, processes, and impacts, as well as, the ability to stimulate potential benefits to enhance educational practice and outcomes.	Articulates and distinguishes the benefits and limitations of change models, processes and impacts. Has some difficulty in relating the potential benefits to educational practice and outcomes.	Is limited in ability to articulate and distinguish the benefits and limitations of change models, processes and impacts. Has limited understanding and inability to stimulate the potential benefits that enhance educational practice and outcomes.	Is not able to interpret the benefits and limitations of change models, processes, and impacts.
Change: Understanding the impact of change	Is able to analyze and articulate the impact of change within and outside an organizational system.	With limitations, is able to analyze and articulate the impact of change within and outside of an organizational system.	Has limited understanding and difficulty analyzing and explaining the impact of change within and outside of an organizational system.	Is not able to explain the impact of change, nor articulate the impact of change within and outside an organizational system.

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Change: Understanding the dynamics of change and its impact on the human condition	Is able to make informed choices, and synthesize the potential gains and limitations of the dynamics of change and its impact on human conditions and performance.	Is generally able to make informed choices and synthesize the potential gains and limitations of the dynamics of change and its impact on human conditions and performance.	Has difficulty in making informed choices and synthesizing the potential gains and limits of the dynamics of change and its impact on human conditions and performance.	Is not able to make informed choices, nor compare and contrast the potential gains and limitations of the dynamics of change and its impact on human conditions and performances.
Stability: Understanding the balance between chaos and equilibrium	Is able to distinguish work settings that are balanced between chaos and equilibrium from those that are not. Can write prescriptions or recommendations in which either chaotic or at risk settings can be re-balanced, leading to improved human productivity and satisfaction.	Is generally able to identify the concept of organizational balance in a work setting. Is able to analyze and identify the contrasting settings or conditions involving rebalancing and improved human productivity.	Has little understanding and some difficulty demonstrating the concept of organizational balance in work settings. Has difficulty identifying the contrasting settings or conditions within settings involving stability between chaos and equilibrium.	Is not able to demonstrate an understanding of the concept of organizational balance in work settings. Is not able to identify the contrasting settings or conditions within setting involving stability between chaos and equilibrium.

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Stability: Applying traditional management practices	Is able to explain how the management of practices of planning, influencing, and organizing must be implemented and fused to attain the stated purposes of the organization via the goals, missions, and vision activities and statements to create and maintain organizational stability.	Is generally able to explain the relationship of traditional management practices (planning, influencing, organizing and implementation) to the achievement of stated purposes of the organization via the goals, mission and vision activities of organizational stability.	Has some understanding but exhibits significant difficulty in explaining how stipulated goals, missions, visions and purposes can be developed and interrelated in the traditional management practices.	Is not able to demonstrate verbally or visually how stipulated goals, missions or visions and purposes can be developed and interrelated in the traditional management practice of planning, influencing, and organizing.

Written Communication Rubric (7-8-00)
Department of Educational Leadership and Policy Studies

Written Communication: Expressing ideas clearly in writing.

Levels of Achievement				
Criteria	Exemplary	Proficient	Marginal	Unacceptable
Content	Even, balanced information clearly and effectively supports a central purpose or thesis and displays a thoughtful, in-depth analysis of a sufficiently limited topic. Reader gains insights.	Information provides firm support for thesis and displays evidence of a basic analysis of a sufficiently limited topic. Reader gains some insights.	Information supports thesis at times. Analysis is basic or general. Reader gains few insights.	Paper does not successfully identify thesis. Analysis is vague or not evident. Reader is confused or may be misinformed.
Organization	The ideas are arranged logically to support the thesis. They flow smoothly from one to another and are clearly linked to each other. Reader can follow line of reasoning.	The ideas are arranged logically to support the thesis. They are usually clearly linked to each other. For the most part, reader can follow line of reasoning.	The writing is not arranged logically. Frequently, ideas fail to make sense together. Reader can figure out what writer probably intends but may not be motivated to do so.	The writing lacks any semblance of logical organization. The reader cannot identify a line of reasoning and loses interest.
Purpose	The writer's purpose is readily apparent to the reader.	The writing has a firm purpose, but may occasionally digress from the purpose.	The purpose is not always clear.	The purpose is generally unclear.

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Voice	The writing is compelling. It hooks the reader and sustains interest throughout.	The writing is generally engaging, but occasionally pedantic. The communication is generally focused and interesting.	The writing is dull and perfunctory. Though the paper may have some interesting parts, readers find it difficult to maintain interest.	The writing has little personality. The audience quickly loses interest and stops reading.
Tone	The tone is consistently professional and appropriate for the audience and for the purpose (e.g., letter, memo, proposal, application, research summary, report, scholarly communication).	The tone is generally professional. In general, it is appropriate for the audience and purpose.	The tone is not consistently professional or appropriate for the audience and purpose.	The tone is not professional. It is inappropriate for the audience and purpose.
Sentence Structure	Sentences are well phrased and varied in length and structure. They flow smoothly from one to another.	Sentences are well phrased and demonstrate some variety in length and structure. The flow from sentence to sentence is generally smooth.	Some sentences are awkwardly constructed, and they represent an occasional distraction for the reader.	Errors in sentence structure are frequent enough to represent a major distraction to the reader.
Word Choice	Word choice is consistently precise.	Word choice is generally good. The writer goes beyond the generic word to find one more precise and effective.	Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately.	Many words are used inappropriately, confusing the reader. The writer may also use clichés and

				colloquial language.
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Rubric Examples

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Grammar, Spelling, Mechanics (i.e., Punctuation, Italics, Capitalization, etc.)	The writing is free or almost free of errors.	There are occasional violations in the writing, but they don't represent a major distraction or obscure the meaning.	The writing has numerous errors, and the reader is distracted by them.	Errors are so numerous that they obscure the meaning of the passage. The reader is confused and stops reading.
In addition, for scholarly communications:				
Use of References	Compelling evidence is given to support claims and attribution is clear and fairly represented.	References to support claims are generally present.	Although occasional references are provided, the writer overrelies on unsubstantiated statements. The reader is confused about the source of the ideas.	References are not cited to support claims.
Use of Most Recent Edition of the Publication Manual of the American Psychological Association (APA)	APA format is used accurately and consistently.	APA format is used with minor violations.	Format of document reflects incomplete knowledge of APA format.	Format of document is not recognizable as APA.

Research Rubric (7-8-00)
Department of Educational Leadership and Policy Studies

Research: Comprehending the basic elements of research and inquiry; conducting scholarly inquiry.

Levels of Achievement				
Criteria	Exemplary	Proficient	Marginal	Unacceptable
Nature of Research	Eloquently articulates principles and views underlying qualitative and quantitative research, thus displaying a broad-based knowledge of the nature of research.	Articulate principles and views underlying qualitative and quantitative research, thus displaying basic knowledge of the nature of research.	Refers to principles and views underlying qualitative and quantitative research, but explanations are not clear, broad-based, or cohesive.	Articulates poorly the principles and views underlying qualitative and quantitative research, thus displaying a sketchy knowledge of the nature of research.
Published Research	Insightfully and completely critiques, summarizes, and interprets the findings from published research.	Critiques, summarizes, and interprets the main findings from published research.	Critiques, summarizes, and interprets the main findings from published research, but work is uneven and readers gain few insights.	Is unable to critique the findings of published research using knowledge of research methodology.

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Research questions, methods, and rigor	<ul style="list-style-type: none"> Develops original and groundbreaking research questions that derive from theory. Employs sophisticated methods during research investigations. Reveals understanding of research rigor by insightfully applying highest standards to all aspects of research pursuits. 	<ul style="list-style-type: none"> Develops appropriate and clearly stated research questions related to theory. Employs standard methods appropriately during research investigations. Applies standards of rigor to research pursuits, thus revealing basic understanding 	<ul style="list-style-type: none"> Develops adequate research questions with little theoretical underpinnings. For the most part, employs standard methods during research investigations but use may not always be appropriate. Is able to discuss standards of rigor superficially but has difficulty applying them. 	<ul style="list-style-type: none"> Develops unresearchable research questions. Employs inappropriate methods during research investigations. Fails to apply standards of rigor to any aspects of research pursuits.
Ethical standards for conducting research	Advocates for ethical research practices and always conducts research ethically with awareness and concern.	Always conducts research ethically.	Conducts research ethically. Any violations are relatively minor and unintentional.	Violates research ethics without concern.

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Contributions of research to education, knowledge, and practice	Eloquently and insightfully articulates the contributions of research to education, knowledge, and practice.	Explains the major contributions of research to education, knowledge, and practice.	Can discuss some contributions of research to education, knowledge, and practice, but explanations are not comprehensive.	Cannot articulate the contributions of research to education, knowledge, and practice.
Principles and skills of research data analysis	Employs the principles and skills of research data analysis in a sophisticated manner, revealing a thorough understanding.	Analyzes research data in a standard fashion, revealing basic understanding.	Needs substantial guidance to analyze research data in a standard fashion.	Employs principles and skills of research data analysis ineffectively, revealing little understanding.

Research Cycle Rubric

	Apprentice	Basic	Learned	Exemplary
Questioning - A researcher recognizes decisions, issues and problems when looking at a topic.	Has no interest in inquiring about a topic.	Relies upon others to state questions and topics.	Formulates questions about topics to elevate the question to focus on issues and problems	Discovers independently an issue or problem which needs a decision or solution after exploring a topic.
Planning - A researcher identifies sources of information likely to build understanding.	Wanders from source to source without questioning which source will be most helpful.	Selects sources with assistance.	Selects sources with mixed success.	Selects high quality sources independently and efficiently.
Gathering - A researcher collects and stores information for later consideration.	Cannot find needed information.	Loses track of most important information.	Collects information with some degree of organization.	Collects and organizes important information for retrieval independently.
Sorting - A researcher reorganizes information so that the most valuable becomes readily available to support understanding	Leaves information as gathered.	Creates partial organization of information.	Creates a structure but structure lacks some coherence.	Creates structure which provides a coherent and clear focus.
Synthesizing - A researcher recombines information to develop decisions and solutions.	Restates the decisions and solutions of others.	Reorganizes and combines strategies of others.	Combines the strategies of others with some original solution.	Creates an original decision or solution.
Evaluating - A researcher determines whether the information gathered is sufficient to support a	Does not draw a conclusion.	Reaches a hasty conclusion.	Looks for missing information.	Tests solutions and decisions to see if supporting information is adequate.

Rubric Examples

conclusion.				
Reporting - A researcher translates findings into a persuasive, instructive, or effective product(s).	Restates the research but fails to translate findings.	Shares the work or thoughts of others but doesn't reflect insight.	Provides a product which offers some insight with regard to the original problem or issues.	Creates and presents an original product which effectively addresses original problem or issues.

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Here's a rubric you might want to use as your work through your project:

Subject

This area would be the same as traditional, paper-based assessment and might include:

- Thesis statement
- Logic and flow of paragraphs
- Authentic sources
- Persuasive writing
- Depth of understanding
- Supporting details
- Evidence of synthesis of ideas

Purpose

- Project meets the desired outcomes
- Project demonstrates mastery of the subject.

Scope

- Content covered to the depth and breadth required by the assignment

Creativity and Vision

- Subject addressed from a unique point of view

Appropriate Use of Media

- Effective use of the technology
- Enhances the exploration of the subject
- Media selected magnifies the subject
- Media consistent with professional models of practice

Navigation Through the Content

- Content clearly ordered
- Includes an introduction, supporting content, and a conclusion
- Navigational elements (buttons, links, etc.) consistent and easy to use
- Content relatively easy to proceed through
- Provided links assist in the movement through the content

Visuals

- Supporting images included
- Visuals engage the user rather than detract them from the content
- Font choices legible
- Text size easy to read
- Colors pleasing and complementary to the subject
- Readable length of text on each page

Audience

- Language appropriate to the audience
- Project has the potential to impact the reader
- Colors and style are consistent with other types of media that speak to the particular target group or individual

Rubric Examples

Scoring Rubric for the Assessing Learning Task

	Score Level 4	Score Level 3	Score Level 2	Score Level 1
Holistic Statement	The response provides evidence that clearly, consistently, and convincingly demonstrates the teacher candidate's ability to select a developmentally-appropriate assessment, based on state-adopted academic content standards for students, or state-adopted framework, to measure student learning; plan its implementation; learn about students and make adaptations to the plan based on that information to meet student needs; analyze student evidence and the assessment; and reflect on the assessment experience. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.	The response provides evidence that clearly demonstrates the teacher candidate's ability to select a developmentally appropriate assessment, based on state-adopted academic content standards for students, or state-adopted framework, to measure student learning; plan its implementation; learn about students and make adaptations to the plan based on that information to meet student needs; analyze student evidence and the assessment; and reflect on the assessment experience. The preponderance of evidence provided for each of the following domains is appropriate, relevant, or accurate. Evidence is connected across the response.	The response provides evidence that partially demonstrates the teacher candidate's ability to select a developmentally-appropriate assessment, based on state-adopted academic content standards for students, or state-adopted framework, to measure student learning; plan its implementation; learn about students and make adaptations to the plan based on that information to meet student needs; analyze student evidence and the assessment; and reflect on the assessment experience. The preponderance of evidence provided for each of the following domains is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.	The response provides evidence that does little or nothing to demonstrate the teacher candidate's ability to select a developmentally-appropriate assessment, based on state-adopted academic content standards for students, or state-adopted framework, to measure student learning; plan its implementation; learn about students and make adaptations to the plan based on that information to meet student needs; analyze student evidence and the assessment; and reflect on the assessment experience. The preponderance of evidence provided for each of the following domains is inappropriate, irrelevant, inaccurate, or missing. Evidence is unconnected across the response.

Scoring Rubric for the Assessing Learning Task

	Score Level 4	Score Level 3	Score Level 2	Score Level 1
TPE 8, 9 Planning Instruction and Designing Learning Experiences for Students	<p><i>The candidate learns about her or his students and uses this information to plan instruction, as evidenced by:</i></p> <ul style="list-style-type: none"> • establishing clear and appropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework • obtaining detailed and relevant information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests • planning a relevant and appropriate assessment in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework • appropriately adapting the selected assessment to assist students to achieve learning goals and meet all students' needs 	<p><i>The candidate learns about her or his students and uses this information to plan assessment, as evidenced by:</i></p> <ul style="list-style-type: none"> • establishing appropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework • obtaining relevant information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests • planning an appropriate assessment in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework • appropriately adapting the selected assessment to assist students to achieve learning goals and meet students' needs 	<p><i>The candidate minimally learns about her or his students and uses this information to plan assessment, as evidenced by:</i></p> <ul style="list-style-type: none"> • establishing some appropriate and some inappropriate goals for student learning, based vaguely on state-adopted academic content standards for students or state-adopted framework • obtaining cursory information about selected students such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests • planning assessment that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted academic content standards for students or state-adopted framework • minimally adapting the selected assessment to assist students in achieving learning goals, or using an adaptation that inconsistently meets students' needs 	<p><i>The candidate insufficiently learns about her or his students and uses this information to plan assessment, as evidenced by:</i></p> <ul style="list-style-type: none"> • establishing inappropriate or no goals for student learning, based on state-adopted academic content standards for students or state-adopted framework • obtaining irrelevant or no information about selected students such as linguistic background; academic language abilities content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests • planning inappropriate or no assessment related to the content area and subject matter to be taught and/or assessment that is not in accordance with state-adopted academic content standards for students or state-adopted framework • inappropriately adapting, or not adapting, the selected assessment to assist students to achieve learning goals and meet students' needs

Scoring Rubric for the Assessing Learning Task

	Score Level 4	Score Level 3	Score Level 2	Score Level 1
TPE 6, 7 Engaging and Supporting Students in Learning	<p><i>The candidate uses and adapts strategies and activities for instruction and learning, as evidenced by:</i></p> <ul style="list-style-type: none"> • using relevant and developmentally-appropriate assessment practices • making relevant and appropriate plans for students who have special needs or abilities • drawing upon detailed and relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning assessment, and allowing students to express meaning, including in their first language • knowing and applying relevant and appropriate instructional practices for English Language Development 	<p><i>The candidate uses and adapts strategies for assessment, as evidenced by:</i></p> <ul style="list-style-type: none"> • using developmentally-appropriate assessment practices • making appropriate plans for students who have special needs or abilities • drawing upon relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning assessment, and allowing students to express meaning, including in their first language • knowing and applying appropriate instructional practices for English Language Development 	<p>The candidate minimally uses and adapts strategies for assessment, as evidenced by:</p> <ul style="list-style-type: none"> • using ambiguous or inconsistent assessment practices • making inconsistent or minimal plans for students who have special needs or abilities • drawing upon minimal or cursory information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning assessment, and/or allowing students to express meaning, including in their first language • a limited knowledge and/or ambiguous application of instructional practices for English Language Development 	<p><i>The candidate insufficiently uses and adapts strategies for assessment, as evidenced by:</i></p> <ul style="list-style-type: none"> • using developmentally-inappropriate or no assessment practices • making inappropriate or no plans for students who have special needs or abilities • drawing upon irrelevant or no information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning assessment, and/or allowing students to express meaning, including in their first language • knowing and applying inappropriate or no instructional practices for English Language Development

Scoring Rubric for the Assessing Learning Task

	Score Level 4	Score Level 3	Score Level 2	Score Level 1
TPE 3 Assessing Student Learning	<p><i>The candidate uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:</i></p> <ul style="list-style-type: none"> • using assessment results accurately and appropriately to determine student progress and to plan instruction • providing detailed and accurate feedback, to students and/or to their families about student academic strengths and areas for growth in relation to the learning goals 	<p><i>The candidate uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:</i></p> <ul style="list-style-type: none"> • using assessment results appropriately to determine student progress and to plan instruction • providing accurate feedback to students and/or to their families about student academic strengths and areas for growth in relation to the learning goals 	<p><i>The candidate minimally uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:</i></p> <ul style="list-style-type: none"> • using assessment results sometimes appropriately and sometimes inappropriately to determine student progress and to plan instruction • providing minimal or limited feedback, to students and/or to their families, about student academic strengths and areas for growth in relation to the learning goals 	<p><i>The candidate insufficiently uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:</i></p> <ul style="list-style-type: none"> • using assessment results inappropriately or not at all to determine student progress and to plan instruction • providing inaccurate or no feedback to students and/or to their families about student academic strengths and areas for growth in relation to the learning goals
TPE 13 Developing as a Professional Educator	<p><i>The candidate reflects on connecting learning about students to instructional planning, as evidenced by:</i></p> <ul style="list-style-type: none"> • providing detailed and relevant reflection and feedback on the results of the assessment and adaptations made in order to improve assessment skills and teaching effectiveness 	<p><i>The candidate reflects on the assessment experience and student learning, as evidenced by:</i></p> <ul style="list-style-type: none"> • providing relevant reflection and feedback on the results of the assessment and adaptations made in order to improve assessment skills and teaching effectiveness 	<p><i>The candidate minimally reflects on the assessment experience and student learning, as evidenced by:</i></p> <ul style="list-style-type: none"> • providing cursory or limited reflection and feedback on the results of the assessment and adaptations made in order to improve assessment skills and teaching effectiveness 	<p><i>The candidate insufficiently reflects on the assessment experience and student learning, as evidenced by:</i></p> <ul style="list-style-type: none"> • providing irrelevant or no reflection and feedback on the results of the assessment and adaptations made in order to improve assessment skills and teaching effectiveness

Scoring Rubric for the Culminating Teaching Experience Task

	Score Level 4	Score Level 3	Score Level 2	Score Level 1
Holistic Statement	The response provide written and video evidence that clearly, consistently, and convincingly demonstrates the teacher candidate's ability to learn about students; create and maintain the classroom environment; plan for instruction; make adaptations to the plan to meet student needs; teach the lesson; assess student learning; analyze the evidence of student learning and the effectiveness of the lesson; and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.	The response provides written and video evidence that clearly demonstrates the teacher candidate's ability to learn about students; create and maintain the classroom environment; plan for instruction; make adaptations to the plan to meet student needs; teach the lesson; assess student learning; analyze the evidence of student learning and the effectiveness of the lesson; and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is appropriate, relevant, or accurate. Evidence is connected across the response.	The response provides written and video evidence that partially demonstrates the teacher candidate's ability to learn about students; create and maintain the classroom environment; plan for instruction; make adaptations to the plan to meet student needs; teach the lesson; assess student learning; analyze the evidence of student learning and the effectiveness of the lesson; and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.	The response provides written and video evidence that does little or nothing to demonstrate the teacher candidate's ability to learn about students; create and maintain the classroom environment; plan for instruction; make adaptations to the plan to meet student needs; teach the lesson; assess student learning; analyze the evidence of student learning and the effectiveness of the lesson; and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is inappropriate, irrelevant, inaccurate, or missing. Evidence is unconnected across the response.

Scoring Rubric for the Culminating Teaching Experience Task

	Score Level 4	Score Level 3	Score Level 2	Score Level 1
TPE 8, 9 Planning Instruction and Designing Learning Experiences for Students	<p>The candidate learns about her or his students and uses this information to plan instruction, as evidenced by:</p> <ul style="list-style-type: none"> establishing clear and appropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework obtaining detailed and relevant information about the class as a whole and about selected students, including linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests planning relevant and appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework selecting or adapting relevant and appropriate instructional strategies, grouping strategies, and instructional materials to assist students to achieve learning goals and meet all students' needs 	<p>The candidate learns about her or his students and uses this information to plan instruction and assessment, as evidenced by:</p> <ul style="list-style-type: none"> establishing appropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework obtaining relevant information about the class as a whole and about selected students, including linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests planning appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework selecting or adapting appropriate instructional strategies, grouping strategies, and instructional materials that assist students to achieve learning goals and meet students' needs 	<p>The candidate minimally learns about her or his students and uses this information to plan instruction and assessment, as evidenced by:</p> <ul style="list-style-type: none"> establishing some appropriate and some inappropriate goals for student learning, based on state-adopted academic content standards for students or state-adopted framework obtaining cursory information about the class as a whole and about selected students, such as linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests planning instruction that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted academic content standards for students or state-adopted framework selecting or adapting instructional strategies, grouping strategies, and instructional materials that minimally assist students in achieving learning goals or that are inconsistent in meeting students' needs 	<p>The candidate insufficiently learns about her or his students and uses this information to plan instruction and assessment, as evidenced by:</p> <ul style="list-style-type: none"> establishing inappropriate or no goals for student learning based on state-adopted academic content standards for students or state-adopted framework obtaining irrelevant or no information about the class as a whole and about selected students, including linguistic background; academic language abilities; content knowledge and skills; physical, social, and emotional development; cultural and health considerations; and interests planning inappropriate or no instruction related to the content area and subject matter to be taught and/or instruction not in accordance with state-adopted academic content standards for students or state-adopted framework selecting or adapting inappropriate or no instructional strategies, grouping strategies, and instructional materials that assist students to achieve learning goals and do not meet students' needs

Scoring Rubric for the Culminating Teaching Experience Task

	Score Level 4	Score Level 3	Score Level 2	Score Level 1
TPE 10, 11 Creating and Maintaining Effective Environments for Student Learning	<i>The candidate establishes a climate for learning and uses instructional time appropriately, as evidenced by:</i> <ul style="list-style-type: none">• allocating instructional time appropriately• establishing clear and appropriate procedures for routine tasks and managing transitions to maximize instructional time• developing and maintaining clear and appropriate expectations for academic and social behavior• creating and maintaining a positive climate for learning	<i>The candidate establishes a climate for learning and uses instructional time appropriately, as evidenced by:</i> <ul style="list-style-type: none">• allocating instructional time appropriately• establishing appropriate procedures for routine tasks and managing transitions to maximize instructional time• developing and maintaining appropriate expectations for academic and social behavior• creating and maintaining a positive climate for learning	<i>The candidate minimally establishes a climate for learning and uses instructional time appropriately, as evidenced by:</i> <ul style="list-style-type: none">• sometimes appropriately and sometimes inappropriately allocating instructional time• establishing inconsistent or minimal procedures for routine tasks and management of transitions• developing and maintaining ambiguous or inconsistent expectations for academic and social behavior• creating a climate that is sometimes appropriate for learning	<i>The candidate insufficiently establishes a climate for learning and uses instructional time appropriately, as evidenced by:</i> <ul style="list-style-type: none">• allocating instructional time inappropriately• establishing inappropriate or no procedures for routine tasks and management of transitions• developing and maintaining inappropriate or no expectations for academic and social behavior• creating a climate that is inappropriate for learning

Scoring Rubric for the Culminating Teaching Experience Task

	Score Level 4	Score Level 3	Score Level 2	Score Level 1
TPE 4, 5, 6, 7 Engaging and Supporting Students in Learning	<p><i>The candidate uses and adapts strategies and activities for instruction and learning, as evidenced by:</i></p> <ul style="list-style-type: none"> • using relevant and developmentally-appropriate instructional strategies and activities according to purpose and lesson content • making relevant and appropriate plans for students who have special needs or abilities • drawing upon detailed and relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language • knowing and applying relevant and appropriate instructional practices for English Language Development • ensuring the active and equitable participation of all students 	<p><i>The candidate uses and adapts strategies and activities for instruction and learning, as evidenced by:</i></p> <ul style="list-style-type: none"> • using developmentally-appropriate instructional strategies and activities according to purpose and lesson content • making appropriate plans for students who have special needs or abilities • drawing upon relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language • knowing and applying appropriate instructional practices for English Language Development • ensuring the active and equitable participation of most students 	<p><i>The candidate minimally uses and adapts strategies and activities for instruction and learning, as evidenced by:</i></p> <ul style="list-style-type: none"> • using ambiguous or inconsistent strategies and activities according to purpose and lesson content • making inconsistent or minimal plans for students who have special needs or abilities • drawing upon minimal or cursory information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language • a limited knowledge and/or ambiguous application of instructional practices for English Language Development • ensuring the active and equitable participation of some students 	<p><i>The candidate insufficiently uses and adapts strategies and activities for instruction and learning, as evidenced by:</i></p> <ul style="list-style-type: none"> • using developmentally-inappropriate or no instructional strategies and activities according to purpose and lesson content • making inappropriate or no plans for students who have special needs or abilities • drawing upon irrelevant or no information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language • knowing and applying inappropriate or no instructional practices for English Language Development • ensuring the active and equitable participation of few or no students

Scoring Rubric for the Culminating Teaching Experience Task

	Score Level 4	Score Level 3	Score Level 2	Score Level 1
TPE 1 Making Subject Matter Comprehensible to Students	<p>The candidate knows the state-adopted student academic content standards or state-adopted framework(s), as evidenced by:</p> <ul style="list-style-type: none"> demonstrating a detailed and accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards for students or state-adopted framework to all students 	<p>The candidate knows the state-adopted content standards for students or state-adopted framework, as evidenced by:</p> <ul style="list-style-type: none"> demonstrating an accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards for students or state-adopted framework to all students 	<p>The candidate minimally knows the state-adopted content standards for students or state-adopted framework, as evidenced by:</p> <ul style="list-style-type: none"> demonstrating a cursory or limited understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards for students or state-adopted framework to students 	<p>The candidate insufficiently knows the state-adopted content standards for students or state-adopted framework, as evidenced by:</p> <ul style="list-style-type: none"> demonstrating an inaccurate or no understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards or state-adopted framework to students
TPE 2, 3 Assessing Student Learning	<p>The candidate uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:</p> <ul style="list-style-type: none"> using progress monitoring appropriately at key points during instruction to determine whether students are progressing adequately and providing detailed and accurate feedback to students using classroom assessments appropriately and analyzing student work accurately 	<p>The candidate uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:</p> <ul style="list-style-type: none"> using progress monitoring appropriately at key points during instruction to determine whether students are progressing adequately and providing accurate feedback to students using classroom assessments and analyzing student work accurately 	<p>The candidate minimally uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:</p> <ul style="list-style-type: none"> using progress monitoring sometimes appropriately and sometimes inappropriately during instruction to determine whether students are progressing and/or providing minimal or limited feedback to students using ambiguous classroom assessments and cursory or inconsistent analysis of student work 	<p>The candidate insufficiently uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:</p> <ul style="list-style-type: none"> using progress monitoring inappropriately or not at all during instruction to determine whether students are progressing and/or providing inaccurate or no feedback to students using inappropriate or no classroom assessments and inaccurate or no analysis of student work

Scoring Rubric for the Culminating Teaching Experience Task

	Score Level 4	Score Level 3	Score Level 2	Score Level 1
TPE 13 Developing as a Professional Educator	<i>The candidate reflects on connecting learning about students to instructional planning, as evidenced by:</i> <ul style="list-style-type: none">• providing detailed and relevant reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness	<i>The candidate reflects on the instructional experience and student learning, as evidenced by:</i> <ul style="list-style-type: none">• providing relevant reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness	<i>The candidate minimally reflects on the instructional experience and student learning, as evidenced by:</i> <ul style="list-style-type: none">• providing cursory or limited reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness	<i>The candidate insufficiently reflects on the instructional experience and student learning, as evidenced by:</i> <ul style="list-style-type: none">• providing irrelevant or no reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness

Scoring Rubric for the Subject-Specific Pedagogy Task


	Score Level 4	Score Level 3	Score Level 2	Score Level 1
Holistic Statement	The response provides evidence that clearly, consistently, and convincingly demonstrates the teacher candidate's ability to understand the connection between information about a class and designing subject-specific and developmentally-appropriate activities; to understand and use a variety of assessments to determine students' progress and to plan instruction; and to adapt lessons for an English learner and for a student with special needs, based on information given about these students. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.	The response provides evidence that clearly demonstrates the teacher candidate's ability to understand the connection between information about a class and designing subject-specific and developmentally-appropriate activities; to understand and use a variety of assessments to determine students' progress and to plan instruction; and to adapt lessons for an English learner and for a student with special needs, based on information given about these students. The preponderance of evidence provided for each of the following domains is appropriate, relevant, or accurate. Evidence is connected across the response.	The response provides evidence that partially demonstrates the teacher candidate's ability to understand the connection between information about a class and designing subject-specific and developmentally-appropriate activities; to understand and use a variety of assessments to determine students' progress and to plan instruction; and to adapt lessons for an English learner and for a student with special needs, based on information given about these students. The preponderance of evidence provided for each of the following domains is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.	The response provides evidence that does little or nothing to demonstrate the teacher candidate's ability to understand the connection between information about a class and designing subject-specific and developmentally-appropriate activities; to understand and use a variety of assessments to determine students' progress and to plan instruction; and to adapt lessons for an English learner and for a student with special needs, based on information given about these students. The preponderance of evidence provided for each of the following domains is inappropriate, irrelevant, inaccurate, or missing. Evidence is unconnected across the response.

Scoring Rubric for the Subject-Specific Pedagogy Task

	Score Level 4	Score Level 3	Score Level 2	Score Level 1
TPE 4, 6, 7 Engaging and Supporting Students in Learning	<ul style="list-style-type: none"> ▪ The candidate uses and adapts strategies and activities for instruction, as evidenced by: ▪ incorporating relevant subject-specific and developmentally-appropriate instructional strategies, student activities, procedures, and experiences that address state-adopted academic content standards for students or state-adopted framework(s) ▪ knowing and applying relevant and appropriate instructional practices for English Language Development ▪ adapting relevant and appropriate instructional strategies to provide access to the state-adopted academic content standards for students or state-adopted framework(s) for all students 	<p>The candidate uses and adapts strategies and activities for instruction, as evidenced by:</p> <ul style="list-style-type: none"> ▪ incorporating subject-specific and developmentally-appropriate instructional strategies, student activities, procedures, and experiences that address state-adopted academic content standards for students or state-adopted framework(s) ▪ knowing and applying appropriate instructional practices for English Language Development ▪ adapting appropriate instructional strategies to provide access to the state-adopted academic content standards for students or state-adopted framework(s) for all students 	<p>The candidate minimally uses and adapts strategies and activities for instruction as evidenced by:</p> <ul style="list-style-type: none"> ▪ incorporating instructional strategies, student activities, procedures, and experiences that address state-adopted academic content standards for students or state-adopted framework(s) in an ambiguous or minimal manner ▪ a limited knowledge and/or ambiguous application of instructional practices for English Language Development ▪ adapting instructional strategies to provide access to the state-adopted academic content standards for students or state-adopted framework(s) in an ambiguous or inconsistent manner 	<p>The candidate insufficiently uses and adapts strategies and activities for instruction as evidenced by:</p> <ul style="list-style-type: none"> ▪ incorporating developmentally inappropriate or no instructional strategies, student activities, procedures, and experiences that address state-adopted academic content standards for students or state-adopted framework(s) ▪ knowing and applying inappropriate or no instructional practices for English Language Development ▪ adapting inappropriate or no instructional strategies to provide access to the state-adopted academic content standards for students or state-adopted framework(s)
TPE 1 Making Subject Matter Comprehensible to Students	<p>The candidate knows the state-adopted student academic content standards or state-adopted framework(s), as evidenced by:</p> <ul style="list-style-type: none"> ▪ demonstrating relevant, detailed, and accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards for students or state-adopted framework(s) to all students 	<p>The candidate knows the state-adopted student academic content standards or state-adopted framework(s), as evidenced by:</p> <ul style="list-style-type: none"> ▪ demonstrating accurate understanding of subject-specific pedagogical skills for teaching state-adopted academic content standards for students or state-adopted framework(s) to all students 	<p>The candidate knows the state-adopted student academic content standards or state-adopted framework(s), as evidenced by:</p> <ul style="list-style-type: none"> ▪ demonstrating cursory or limited understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards for students or state-adopted framework(s) to students 	<p>The candidate knows the state-adopted student academic content standards or state-adopted framework(s), as evidenced by:</p> <ul style="list-style-type: none"> ▪ demonstrating inaccurate or no understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards for students or state-adopted framework(s)

Scoring Rubric for the Subject-Specific Pedagogy Task

	Score Level 4	Score Level 3	Score Level 2	Score Level 1
TPE 3 Assessing Student Learning	<p><i>The candidate uses assessment to inform instruction and feedback strategies, as evidenced by:</i></p> <ul style="list-style-type: none"> ▪ understanding clearly and accurately the purposes and relevant uses of different types of assessment, including entry level, progress-monitoring, and summative assessments, to plan instruction ▪ demonstrating an appropriate and relevant understanding of multiple measures that can be used to assess students' knowledge, skills, and behaviors 	<p><i>The candidate uses assessment to inform instruction and feedback strategies, as evidenced by:</i></p> <ul style="list-style-type: none"> ▪ understanding accurately the purposes and uses of different types of assessment, including entry level, progress-monitoring, and summative assessments, to plan instruction ▪ demonstrating a relevant understanding of multiple measures that can be used to assess students' knowledge, skills, and behaviors 	<p><i>The candidate minimally uses assessment to inform instruction and feedback strategies, as evidenced by:</i></p> <ul style="list-style-type: none"> ▪ a minimal or vague understanding of the purposes and uses of different types of assessment, including entry level, progress-monitoring, and summative assessments, to plan instruction ▪ demonstrating a cursory or limited understanding of multiple measures that can be used to assess students' knowledge, skills, and behaviors 	<p><i>The candidate insufficiently uses assessment to inform instruction and feedback strategies as evidenced by:</i></p> <ul style="list-style-type: none"> ▪ understanding inaccurately or not at all the purposes and uses of different types of assessment, including entry level, progress-monitoring, and summative assessments, to plan instruction ▪ demonstrating an irrelevant or no understanding of multiple measures that can be used to assess students' knowledge, skills, and behaviors
TPE 9 Planning Instruction and Designing Learning Experiences for Students	<p><i>The candidate uses student information to plan instruction, as evidenced by:</i></p> <ul style="list-style-type: none"> ▪ planning relevant and appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework(s) ▪ selecting or adapting relevant and appropriate instructional strategies and student activities that assist students to achieve learning goals and meet all students' needs 	<p><i>The candidate uses student information to plan instruction, as evidenced by:</i></p> <ul style="list-style-type: none"> ▪ planning appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework(s) ▪ selecting or adapting appropriate instructional strategies and student activities that assist students to achieve learning goals and meet students' needs 	<p><i>The candidate minimally uses student information to plan instruction, as evidenced by:</i></p> <ul style="list-style-type: none"> ▪ planning instruction that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted academic content standards for students or state-adopted framework(s) ▪ selecting or adapting instructional strategies and student activities that minimally assist students in achieving learning goals or that are inconsistent in meeting students' needs 	<p><i>The candidate insufficiently uses student information to plan instruction as evidenced by:</i></p> <ul style="list-style-type: none"> ▪ planning inappropriate or no instruction related to the content area and subject matter to be taught and/or not in accordance with state-adopted student academic content standards for students or state-adopted framework(s) ▪ selecting or adapting inappropriate or no instructional strategies and student activities that assist students to achieve learning goals or meet students' needs



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Graduate Level Writing Assignment Rubric

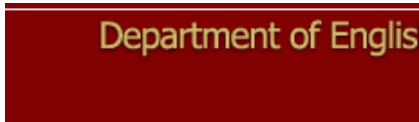
APUS Assignment Rubric	EXEMPLARY LEVEL	ACCOMPLISHED LEVEL	DEVELOPING LEVEL	BEGINNING LEVEL
Graduate Level	4	3	2	1
SYNTHESIS OF KNOWLEDGE (FOCUS/THESIS)	Student exhibits a defined and clear understanding of the assignment. Thesis is clearly defined and well constructed to help guide the reader throughout the assignment. Student builds upon the thesis of the assignment with well-documented and exceptional supporting facts, figures, and/or statements.	Establishes a good comprehension of topic and in the building of the thesis. Student demonstrates an effective presentation of thesis, with most support statements helping to support the key focus of assignment.	Student exhibits a basic understanding of the intended assignment, but the thesis is not fully supported throughout the assignment. While thesis helps to guide the development of the assignment, the reader may have some difficulty in seeing linkages between thoughts. While student has included a few supporting facts and statements, this has limited the quality of the assignment.	Exhibits a limited understanding of the assignment. Reader is unable to follow the logic used for the thesis and development of key themes. Introduction of thesis is not clearly evident, and reader must look deeper to discover the focus of the writer. Student's writing is weak in the inclusion of supporting facts or statements.
FOUNDATION OF KNOWLEDGE	Student demonstrates proficient command of the subject matter in the assignment. Assignment shows an impressive level of depth of student's ability to relate course content to practical examples and applications. Student provides comprehensive analysis of details, facts, and concepts in a logical sequence.	Student exhibits above average usage of subject matter in assignment. Student provides above average ability in relating course content in examples given. Details and facts presented provide an adequate presentation of student's current level of subject matter knowledge.	The assignment reveals that the student has a general, fundamental understanding of the course material. Whereas, there are areas of some concern in the linkages provided between facts and supporting statements. Student generally explains concepts, but only meets the minimum requirements in this area.	Student tries to explain some concepts, but overlooks critical details. Assignment appears vague or incomplete in various segments. Student presents concepts in isolation, and does not perceive to have a logical sequencing of ideas.
APPLICATION OF KNOWLEDGE (CRITICAL THINKING SKILLS)	Student demonstrates a higher-level of critical thinking necessary for graduate level work. Learner provides a strategic approach in presenting examples of problem solving or critical thinking, while drawing logical conclusions which are not immediately obvious. Student provides well-supported ideas and reflection with a variety of current	Student exhibits a good command of critical thinking skills in the presentation of material and supporting statements. Assignment demonstrates the student's above average use of relating concepts by using a variety of factors. Overall, student provides adequate conclusions, with 2 or fewer errors.	Student takes a common, conventional approach in guiding the reader through various linkages and connections presented in assignment. However, student presents a limited perspective on key concepts throughout assignment. Student appears to have problems applying information in a problem-solving	Student demonstrates beginning understanding of key concepts, but overlooks critical details. Learner is unable to apply information in a problem-solving fashion. Student presents confusing statements and facts in assignment. No evidence or little semblance of critical thinking skills.

	and/or world views in the assignment. Student presents a genuine intellectual development of ideas throughout assignment.		manner.	
ORGANIZATION OF IDEAS/FORMAT	Student thoroughly understands and excels in explaining all major points. An original, unique, and/or imaginative approach to overall ideas, concepts, and findings is presented. Overall format of assignment includes an appropriate introduction (or abstract), well-developed paragraphs, and conclusion. Finished assignment demonstrates student's ability to plan and organize research in a logical sequence.	Student explains the majority of points and concepts in the assignment. Learner demonstrates a good skill level in formatting and organizing material in assignment. Student presents an above average level of preparedness, with few formatting errors.	Learner applies some points and concepts incorrectly. Student uses a variety of formatting styles, with some inconsistencies throughout the paper. Assignment does not have a continuous pattern of logical sequencing.	Assignment reveals formatting errors and a lack of organization. Student presents an incomplete attempt to provide linkages or explanation of key terms.
WRITING SKILL	Student demonstrates an excellent command of grammar, as well as presents research in a clear and concise writing style. Presents a thorough, extensive understanding of word usage. Student excels in the selection and development of a well-planned research assignment. Assignment is error-free and reflects student's ability to prepare graduate-level writing for possible publication in a peer-reviewed (refereed) journal.	Student provides an effective display of good writing and grammar. Assignment reflects student's ability to select appropriate word usage and presents an above-average presentation of a given topic or issue. Assignment appears to be well written with no more than 3-5 errors. Student provides a good final product that covers the above-minimal requirements.	Assignment reflects basic writing and grammar, but with more than 5 errors. Key terms and concepts are somewhat vague and not completely explained by student. Student uses a basic vocabulary in assignment. Student's writing ability is average, but demonstrates a basic understanding of the subject matter.	Topics, concepts, and ideas are not coherently discussed or expressed in assignments. Student's writing style is weak and needs improvement, along with numerous proofreading errors. Assignment lacks clarity, consistency, and correctness. Student needs to review and revise assignment.
USE OF COMPUTER TECHNOLOGY/APPLICATIONS	Student provides a high-caliber, formatted assignment. Learner exhibits excellent use of computer technology in the development of assignment. Quality and appropriateness of stated references demonstrate the student's ability to use technology to conduct applicable research. Given assignment includes appropriate word	Assignment presents an above-average use of formatting skills, with less than 3 errors. Students has a good command of computer applications to format information and/or figures in an appropriate format. Student uses at least two types of computer applications to produce a quality assignment.	Student demonstrates a basic knowledge of computer applications. Appearance of final assignment demonstrates the student's limited ability to format and present data. Resources used in assignment are limited. Student may need to obtain further help in the use of computer applications and	Student needs to develop better formatting skills. The student may need to take additional training or obtain help from the Educator Help Desk while preparing an assignment. Research and resources presented in the assignment are limited. Student needs to expand research scope. The number of

	processing, spreadsheet and/or other computer applications as part of the final product.		Internet research.	formatting errors is not acceptable.
RESEARCH SKILL	<p>Student provides sophisticated synthesis of complex body of information in the preparation of assignment.</p> <p>Research provided by student contributes significantly to the development of the overall thesis.</p> <p>Student incorporates at least of 7-10 quality references in assignment. Student incorporates a variety of research resources and methodology in the preparation of assignment.</p>	<p>Student achieves an above average synthesis of research, but interpretation is narrow in scope and description within assignment.</p> <p>Assignment contains less than 7 resources, and presents an average overview of key concepts.</p>	<p>Assignment provides a basic, but borderline perspective of student's research abilities. Student has incorporated less than 4 sources, which does not attempt to cover key elements of assignment.</p>	<p>Student fails to provide an adequate synthesis of research collected for assignment.</p> <p>The lack of appropriate references or source materials demonstrates the student's need for additional help or training in this area.</p> <p>Student needs to review and revise the assignment. The paper is not of acceptable quality for graduate-level work.</p>

ENGLISH LANGUAGE ARTS LITERARY ANALYSIS WRITING RUBRIC

SKILL AREA	6 Responses at this level:	5 Responses at this level:	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
Meaning: the extent to which the writing exhibits sound understanding, interpretation, and/or analysis of the writing task and text(s)	<ul style="list-style-type: none"> convey an accurate and in-depth understanding of the topic, audience, and purpose for the writing task offer insightful interpretations of the text(s) with analysis that goes well beyond a literal level 	<ul style="list-style-type: none"> convey an accurate and complete understanding of the topic, audience, and purpose for the writing task offer clear and explicit interpretations of the text(s) with analysis that goes beyond a literal level 	<ul style="list-style-type: none"> convey an accurate although somewhat basic understanding of the topic, audience, and purpose for the writing task offer partially explained and/or somewhat literal interpretations of the text(s) with some analysis 	<ul style="list-style-type: none"> convey a partly accurate understanding of the topic, audience, and purpose of the writing task offer few or superficial interpretations of the text(s) with a tendency to retell instead of analyze 	<ul style="list-style-type: none"> convey a confused or largely inaccurate understanding of the topic, audience, and purpose for the writing task offer unclear interpretations of the text(s) and no attempt to analyze 	<ul style="list-style-type: none"> provide no evidence of understanding the writing task or topic make no interpretations of the text(s)
Development: the extent to which ideas are elaborated using specific and relevant details and/or evidence to support the thesis	<ul style="list-style-type: none"> develop ideas clearly and fully, effectively integrating and elaborating on specific textual evidence reveal a thorough and insightful understanding of the author's use of literary elements and techniques 	<ul style="list-style-type: none"> develop ideas clearly and consistently, incorporating and explaining specific textual evidence reveal an understanding of the author's use of literary elements and techniques 	<ul style="list-style-type: none"> develop some ideas more fully than others, using relevant textual evidence reveal an implicit understanding of the author's use of literary elements and techniques 	<ul style="list-style-type: none"> develop ideas briefly or partially, using some textual evidence but without much elaboration reveal a vague or limited understanding of the author's use of literary elements and techniques 	<ul style="list-style-type: none"> attempt to offer some development of ideas but textual evidence is vague, irrelevant, repetitive, or unjustified reveal a confused understanding of the author's use of literary elements and techniques 	<ul style="list-style-type: none"> completely lack development and do not include textual evidence reveal no awareness or understanding of the author's use of literary elements and techniques
Organization: the extent to which the writing establishes a clear thesis and maintains direction, focus, and coherence	<ul style="list-style-type: none"> skillfully establish and maintain consistent focus on a clear and compelling thesis exhibit logical and coherent structure with claims, evidence and interpretations that convincingly support the thesis make skillful use of transition words and phrases 	<ul style="list-style-type: none"> effectively establish and maintain consistent focus on a clear thesis exhibit a logical sequence of claims, evidence, and interpretations to support the thesis and effectively used transitions make effective use of transition words and phrases 	<ul style="list-style-type: none"> establish and maintain focus on a clear thesis exhibit a logical sequence of claims, evidence, and interpretations but ideas within paragraphs may be inconsistently organized make some attempt to use basic transition words and phrases 	<ul style="list-style-type: none"> establish but fail to consistently maintain focus on a basic thesis exhibit a basic structure but lack the coherence of consistent claims, evidence, and interpretations make an inconsistent attempt to use some basic transition words or phrases 	<ul style="list-style-type: none"> establish a confused or irrelevant thesis and fail to maintain focus exhibit an attempt to organize ideas into a beginning, middle, and end, but lack coherence make little attempt to use transition words and phrases 	<ul style="list-style-type: none"> fail to include a thesis or maintain focus complete lack of organization and coherence make no attempt to use transition words or phrases
Language: the extent to which the writing reveals an awareness of audience and purpose through word choice and sentence variety	<ul style="list-style-type: none"> are stylistically sophisticated, using language that is precise and engaging, with notable sense of voice and awareness of audience and purpose effectively incorporate a range of varied sentence patterns to reveal syntactic fluency 	<ul style="list-style-type: none"> use language that is fluent and original, with evident awareness of audience and purpose incorporate varied sentence patterns that reveal an awareness of different syntactic structures 	<ul style="list-style-type: none"> use appropriate language, with some awareness of audience and purpose make some attempt to include different sentence patterns but with awkward or uneven success 	<ul style="list-style-type: none"> rely on basic vocabulary, with little awareness of audience or purpose reveal a limited awareness of how to vary sentence patterns and rely on a limited range syntactic structures 	<ul style="list-style-type: none"> use language that is imprecise or unsuitable for the audience or purpose reveal a confused understanding of how to write in complete sentences and little or no ability to vary sentence patterns 	<ul style="list-style-type: none"> use language that is incoherent or inappropriate include a preponderance of sentence fragments and run-ons that significantly hinder comprehension
Conventions: the extent to which the writing exhibits conventional spelling, punctuation, paragraphing, capitalization, and grammar	<ul style="list-style-type: none"> demonstrate control of the conventions with essentially no errors, even with sophisticated language 	<ul style="list-style-type: none"> demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language (e.g., punctuation of complex sentences) 	<ul style="list-style-type: none"> demonstrate partial control, exhibiting occasional errors that do not hinder comprehension (e.g., incorrect use of homonyms) 	<ul style="list-style-type: none"> demonstrate emerging control, exhibiting frequent errors that somewhat hinder comprehension (e.g., agreement of pronouns and antecedents; spelling of basic words) 	<ul style="list-style-type: none"> demonstrate lack of control, exhibiting frequent errors that make comprehension difficult (e.g., subject verb agreement; use of slang) 	<ul style="list-style-type: none"> illegible or unrecognizable as literate English



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Rubric for Writing/English Courses

A An **A** paper is exceptional work that more than fulfills the requirements of the assignment. This essay tackles the topic in an innovative way, with a clear sense of audience and purpose, an insightful thesis, and an appropriate and effective organization. The structure is carefully planned; each section of the essay develops the thesis with logical arguments and specific, conclusive evidence which has been interpreted and clearly related to the writer's point. The style is energetic and precise: the sentence structure is varied and the words are carefully chosen. *How* the writer says things is as excellent as *what* the writer says. There is evidence of careful editing since the essay contains few grammatical and/or mechanical errors and, if necessary, is correctly documented using MLA format.

B A **B** paper is clearly above-average and more than meets the requirements of the assignment. Like the "A" paper, it has a clear thesis and organizational strategy; and each paragraph provides unified, coherent, and developed support for its thesis and subordinate assertions. If necessary, it properly documents sources. While the essay takes some "risks," attempts complex strategies of development, and pays attention to audience, it falls short of the "A" essay in one or more of the following ways: the thesis may not be as interesting or insightful; there may be weaknesses in organizational strategy or its execution; the support may not be uniformly conclusive and convincing; and the style may not be as energetic or the diction as thoughtful. The essay shows strong evidence of editing since there are relatively few grammatical and/or mechanical errors.

C A **C** paper is average work that solidly meets the requirements of the assignment. The essay has a thesis and organizational plan which demonstrate thought on the writer's part, a generally clear style, an awareness of audience, and adequate documentation, if required. Paragraphs contribute unified and coherent support, but the writer may have difficulty with any of the following: the thesis may be too general; the evidence may be predictable, may not be thoroughly interpreted, or may not be **clearly** related to the writer's point; the paragraphs may be uneven in development and transition. Even in the "C" essay, there should be relatively few grammatical or mechanical errors--not enough to interfere with readability; the student has done some editing, even though it may be superficial.

D A **D** paper is below average work that demonstrates a serious attempt to fulfill the assignment and shows some promise but does not fully meet the requirements of the assignment. The essay may have **one** or several of the following weaknesses. It may have a general or implied thesis; but the idea may be too broad, vague, or obvious. Awareness of audience may not be evident. The organizational plan may be inappropriate or inconsistently carried out. Evidence may be too general, missing, not interpreted, irrelevant to the thesis, or inappropriately repetitive. Documentation may be incomplete or inaccurate. The style may be compromised by repetitive or flawed sentence patterns and/or inappropriate diction and confusing syntax. Grammatical and mechanical errors may interfere with readability and indicate a less-than-adequate attempt at editing or unfamiliarity with some aspects of Standard Written English.

F An **F** paper is substantially below average for the assignment. It exhibits **one** or several of the following. It may be off-topic. It may be an attempt to meet the requirements of the assignment, but it may have no apparent thesis or a self-contradictory one, or the essay's point is so general or obvious as to suggest little thinking-through of the topic. It may display little or no apparent sense of organization; it may lack development; evidence may be inappropriate and/or off-topic or may consist of generalizations, faulty assumptions, or errors of fact; it may display little or no awareness of audience. This essay may fail to handle borrowed material responsibly and/or to document

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Rubric Examples

appropriately. The style suggests serious difficulties with fluency which may be revealed in short, simple sentences and ineffective diction. Grammatical/mechanical errors may interfere with reader comprehension or indicate problems with basic literacy or a lack of understanding of Standard English usage.

For a printer-friendly copy please click [here](#) (requires free [Adobe Acrobat](#) reader)

Last updated 08/04/08 . Send comments to [Dr. William Naufftus](#), interim chair.. Page maintained by [Dr. Jo Koster](#).

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Rubric Examples

Rubric for the Historical Fiction Essay

Criteria	5	4	3	2	1	N
Ideas and Content	My paper brings the time & place my character lived alive; vividly describes her/his experiences and values; refers to relevant, historically accurate details.	My paper reveals the time and place my character lived; describes a day in her/his life; most or all details are historically accurate.	The time & place my character lived is clear, but his/her experiences are more like a list than a letter or diary entry; some details may be historically inaccurate.	I tell the reader when and where my story is set but make no attempt to include historically accurate facts or details.	The setting of my story is murky, and the characters' experiences and/or values are often historically inaccurate.	I didn't write enough to judge my own ideas and content.
Organization	My letter/diary has a strong lead, a developed middle, and a satisfying ending, all in an order that makes sense, flows, and hangs together.	I have either a strong lead, developed middle or satisfying ending but not all three.	I have a beginning, middle and end in logical order but without flair.	My organization is rough but workable. My writing may drag its feet then race ahead; my ending may stop suddenly.	My writing is aimless and disorganized; it is probably confusing to a reader.	I didn't write enough to judge.
Paragraphs	I indent the beginnings of all paragraphs & have one topic per paragraph. I wrote at least 5 paragraphs.	I indent the beginnings of all paragraphs, have one topic/paragraph, and I wrote 5 paragraphs.	Some of my paragraphs are too long, too short, or not indented. I wrote at least 5 paragraphs.	I have several problems with paragraphs and/or I wrote less than 5 paragraphs.	I use incorrect paragraph format and/or I wrote less than 5 paragraphs.	I didn't write enough to judge.
Voice and Tone	I use 1st person. My voice sounds like a real person. My paper has personality & shows how my character thinks and feels.	I sound like I care about the topic. My writing voice is engaging but may fade in and out.	My tone is OK but my paper could have been written by anyone. I need to reveal more about how I think and feel about the topic.	My writing is bland, mechanical or pretentious. It sounds like I have not found my own way to say things. I used 2nd or 3rd person.	My writing is too formal or inappropriately informal. There may be no hints of a real person in it. It may sound like I don't like the topic.	I didn't write enough to judge
Word choice	The words I use are	My paper has some fine word	The words I use are	My word choice is	The same words are	I had better get busy....

Rubric Examples

ZOO*4330 Environmental Biology of Fishes Oral Presentations Rubric						
Assignment: The oral presentation will be based upon a detailed description of a morphological, behavioural, physiological, or genetic, etc. specialization in any fish species or group of species and how that specialization is an adaptation to a specific environmental condition. Students are encouraged to go beyond mere descriptions in their presentations.						
	Exceptional: 4 points	Admirable: 3 points	Acceptable: 2 Points	Amateur: 1 point	Self Evaluation	Professor + Lab Instructor
Introduction	Introduces self. Clearly states the presentation title. Outline of talk is given or clearly states questions and areas to be addressed in the talk.	Self and topic are introduced. Informs audience of the outline of the talk.	Does not introduce self or topic. Does not provide an outline for talk.	No introduction (self or topic) given. No outline given.		
Background knowledge of speaker and Depth of Presentation involving a detailed discussion or a morphological, behavioural, physiological, or genetic specialization in the fish species or group of species	Speaker conveys strong background knowledge of subject area. Reference to peer reviewed studies. Studies and figures cited (e.g. web sources).	Speaker conveys moderate knowledge of subject area. Reference to peer reviewed studies. Studies and figures cited (e.g. web sources).	Speaker conveys basic knowledge of subject area. Reference to peer reviewed studies. Studies and figures not cited (e.g. web sources).	Speaker conveys limited background knowledge of subject area. No reference to peer reviewed studies. Studies and figures not cited (e.g. web sources).		
Focus of Presentation on how the specialization is an adaptation to specific environmental conditions.	Speaker conveys strong knowledge and understanding of chosen specialization. Specialization is discussed in depth. Focus of specialization is maintained throughout presentation.	Speaker conveys moderate knowledge and understanding of chosen specialization. Specialization is discussed adequately. The talk focuses on the specialization.	Speaker conveys basic knowledge and understanding of chosen specialization. Specialization is not discussed in depth. Speaker drifts from specialization in talk.	Speaker conveys limited understanding of chosen specialization. Speaker diverges from studies on fish species or specialization.		
Oral Presentation Skills (Minus 1 mark for each infraction [overtime; delivery not practised; font size; crowding; other])	Communicates ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery.	Communicates ideas with proper voice projection. Adequate preparation and delivery.	Some difficulty communicating ideas, due to voice projection, lack of preparation, or incomplete work	Great difficulty communicating ideas. Poor voice projection. Little preparation or incomplete work.		
Discussion following Presentation - defending or explaining points covered in presentation	Demonstrates the topic has been mastered. Delivers confident, accurate responses to questions which can be answered. Offers an alternate response to questions which cannot be answered.	Able to listen and respond confidently and accurately to questions.	Some difficulty listening and responding to questions.	Great difficulty listening and responding to questions.		

Rubric Examples

Assessing colleagues presentations - indicator of ability to comprehend course material by evaluating colleagues' contributions (<i>This is evaluated orally during the discussions and by written evaluations to be submitted.</i>)	Demonstrates superior ability at comprehending material, able to listen critically and provide constructive comments and/or ask questions of colleagues.	Demonstrates good listening and comprehension skills. Able to address questions and/or provide helpful comments.	Demonstrates adequate listening and comprehension skills. Able to assess fairly.	Demonstrates limited listening and/or comprehension skills. Lacking skills in assessing colleagues.		
Scale: 22 - 24=Exceptional 18 - 21=Admirable 12 - 17=Acceptable 6 -11=Amateur				Total Points		
Presenter's name:						
<small><i>This rubric is marie Thérèse Rush's modification of the multimedia project rubric developed by Caroline McCullen, Instructional Technologist, SAS inSchool, Cary, NC http://www.SASinSchool.com [Accessed Jan. 2003].</i></small>						

Rubric Examples

**SUNY College of Environmental Science and Forestry and Syracuse City School District Science Fair
Rubric**

Criteria	4	3	2	1
Content & Knowledge of Project	Clearly and thoroughly explains purpose, content and findings of project. Shows extensive evidence of science content knowledge of project. ()	Explains purpose, content and findings in project in simple manner. Shows some evidence of science content knowledge of project. ()	Explain one of the following: purpose, content or findings of project. Shows minimal evidence of science content knowledge of project. ()	Little or no knowledge of purpose, content or findings in project. Shows no evidence of science content knowledge of project. ()
Use of Inquiry Process	Clearly identifies hypothesis, evidence of research, testing of hypothesis, and findings resulting from inquiry ()	Identifies hypothesis, evidence of research, testing of hypothesis and findings resulting from inquiry in simple manner. ()	Minimally identifies hypothesis and evidence of research or findings in inquiry process. ()	Little or no evidence of hypothesis, research or findings in inquiry process. ()
Presentation	Clearly planned and organized information in presentation. Uses several extensive and appropriate multi-media techniques (models, pictures, diagrams, charts) ()	Planned and organized information in presentation. Uses multi-media techniques choices not as extensive or smooth as could be. ()	Minimal evidence of planning and organization. Uses only 1 multi-media techniques. (models, pictures, diagrams, charts) ()	Little or no planning and organization. Uses 0 multi-media technique. (models, pictures, diagrams, charts) ()
Ability to answer Questions & Understanding our Environment	Answers questions clearly, explains and demonstrates with visuals and dialogue how they better understand their environment. Explains value to and many ways they could share this information with scientists, teachers, and community leaders ()	Simply answers and explains how they understand their environment. Offers minimal examples and reasons for sharing information with others. ()	Briefly and narrowly answers questions and explains how they understand their environment. Offers no reference or reason for sharing information with others ()	Unable to answer questions or to explain their understanding of the environment. Offers no reference or reason for sharing information with others ()

Rubric for Exercise One

Levels of Achievement				
	Superior (A)	Exceeds Requirements (B)	Meets Requirements (C)	Needs Improvement (D)
Learning Outcome: (a) Definition of environmental planning/writing	Demonstrates knowledge of definition of environmental planning by comparing this reading to other definitions	Does this thoughtfully, may compare to news/experience	Uses case study to help define environmental planning as social and political activity	Overly perfunctory
b) investigate ...	Demonstrates ability to investigate by setting the who does what question in the context of other answers		Demonstrates ability to grapple with new material in environmental planning	
Length	3-4 pages max typed 12pt font dbl space 1" margins	3-4 pages (max) typed 12pt font dbl space 1" margins	2-3 pages typed 12pt font dbl space 1" margins	Less than 2-3, but MARG any other process indicated less than handwrt
Technical Writing Quality	Exceeds plus No errors in grammar Writing needs no improvement in technical quality	No mechanical errors No colloquialisms Proficient professional quality writing	No more than 5 mechanical errors: spell/grammar check plus proofread One or two informal/ inapp. word choices	6-10 mechanical errors Inappropriate word choices Colloquialisms
Organization and Clarity in Writing *****	'exceeds' plus writing needs no improvement in organization or clarity	'meets' plus well-written and clear persuasive Innovative or interesting	Paragraphs/answers have clear main idea, frequently located as the first sentence of the paragraph Logical order to ideas	Main idea too much Too much detail The article is not clear

How to use rubrics: first of all, aim to meet the basic requirements. Go over the categories and consider how your paper is likely to be assessed. Make improvements where you can.

To improve writing:

work with a friend, another student ... have them read and point out a) where they do not understand what you are saying, b) typos and funny grammar or casual expressions (the spell/grammar check will only catch so much). Also, ask them to read a paragraph and restate your main idea. That way, you will know whether or not it is clear to a reader.

How we will use rubrics for assessment: For many exercises, we will do student/student grading before the hand-in grade. This helps in your learning, and when you can do revisions it often means better papers when I look at them.

What the grades at the top mean:

"Meets" = C ... so if I just meet the requirements of the assignment, will I get a C? I don't want a C.

1. If you meet in all categories, the resulting grade is bumped up between a half and a full grade. So, if you Meet in Everything, your resulting grade will be a B or a B-.
2. You have to earn a C before you earn a B. I think it might be useful to think about it that way. It seems to me that for many students, aiming for the A makes them forget what is in C.

Science Rubric

Beginning	Approaching	Meeting	Exceeding
1.1 Student uses properties to identify, describe, and categorize substances, materials, and objects, and as characteristics to categorize living things			
Student sometimes observes and examines: Physical: <ul style="list-style-type: none"> <input type="checkbox"/> properties of substances <input type="checkbox"/> motion of objects <input type="checkbox"/> wave behavior Earth: <ul style="list-style-type: none"> <input type="checkbox"/> nature and properties of earth materials Life: <ul style="list-style-type: none"> <input type="checkbox"/> basis of biological diversity 	Student can often identify and describe: Physical: <ul style="list-style-type: none"> <input type="checkbox"/> properties of substances <input type="checkbox"/> motion of objects <input type="checkbox"/> wave behavior Earth: <ul style="list-style-type: none"> <input type="checkbox"/> nature and properties of earth materials Life: <ul style="list-style-type: none"> <input type="checkbox"/> basis of biological diversity 	Student can routinely apply and analyze the structure of: Physical: <ul style="list-style-type: none"> <input type="checkbox"/> properties of substances <input type="checkbox"/> motion of objects <input type="checkbox"/> wave behavior Earth: <ul style="list-style-type: none"> <input type="checkbox"/> nature and properties of earth materials Life: <ul style="list-style-type: none"> <input type="checkbox"/> basis of biological diversity 	Student can teach how to design and conduct a quality experiment that evaluates and applies knowledge of: Physical: <ul style="list-style-type: none"> <input type="checkbox"/> properties of substances <input type="checkbox"/> motion of objects <input type="checkbox"/> wave behavior Earth: <ul style="list-style-type: none"> <input type="checkbox"/> nature and properties of earth materials Life: <ul style="list-style-type: none"> <input type="checkbox"/> basis of biological diversity
1.2 Student recognizes the components, structure, and organization of systems and the interconnections within and among them			
Student sometimes observes and examines: Physical: <ul style="list-style-type: none"> <input type="checkbox"/> energy sources and kinds <input type="checkbox"/> energy transfer and transformation <input type="checkbox"/> structure of matter <input type="checkbox"/> physical/chemical changes Earth: <ul style="list-style-type: none"> <input type="checkbox"/> components and patterns of the earth system <input type="checkbox"/> components of the solar system and beyond Life: <ul style="list-style-type: none"> <input type="checkbox"/> the structure and organization of living systems <input type="checkbox"/> molecular basis of heredity <input type="checkbox"/> human biology 	Student can often identify and describe: Physical: <ul style="list-style-type: none"> <input type="checkbox"/> energy sources and kinds <input type="checkbox"/> energy transfer and transformation <input type="checkbox"/> structure of matter <input type="checkbox"/> physical/chemical changes Earth: <ul style="list-style-type: none"> <input type="checkbox"/> components and patterns of the earth system <input type="checkbox"/> components of the solar system and beyond Life: <ul style="list-style-type: none"> <input type="checkbox"/> the structure and organization of living systems <input type="checkbox"/> molecular basis of heredity <input type="checkbox"/> human biology 	Student can routinely apply and analyze: Physical: <ul style="list-style-type: none"> <input type="checkbox"/> energy sources and kinds <input type="checkbox"/> energy transfer and transformation <input type="checkbox"/> structure of matter <input type="checkbox"/> physical/chemical changes Earth: <ul style="list-style-type: none"> <input type="checkbox"/> components and patterns of the earth system <input type="checkbox"/> components of the solar system and beyond Life: <ul style="list-style-type: none"> <input type="checkbox"/> the structure and organization of living systems <input type="checkbox"/> molecular basis of heredity <input type="checkbox"/> human biology 	Student can teach how to design and conduct a quality experiment that evaluates and applies knowledge of: Physical: <ul style="list-style-type: none"> <input type="checkbox"/> energy sources and kinds <input type="checkbox"/> energy transfer and transformation <input type="checkbox"/> structure of matter <input type="checkbox"/> physical/chemical changes Earth: <ul style="list-style-type: none"> <input type="checkbox"/> components and patterns of the earth system <input type="checkbox"/> components of the solar system and beyond Life: <ul style="list-style-type: none"> <input type="checkbox"/> the structure and organization of living systems <input type="checkbox"/> molecular basis of heredity <input type="checkbox"/> human biology

Science Rubric

Beginning	Approaching	Meeting	Exceeding
1.3 Student understands how interactions within and among systems cause changes in matter and energy			
<p>Student sometimes observes and examines:</p> <p>Physical:</p> <ul style="list-style-type: none"> <input type="checkbox"/> nature of forces <input type="checkbox"/> forces to explain motion <p>Earth:</p> <ul style="list-style-type: none"> <input type="checkbox"/> processes and interactions in the earth system <input type="checkbox"/> interactions in the solar system and beyond <p>Life</p> <ul style="list-style-type: none"> <input type="checkbox"/> life processes and the flow of matter and energy <input type="checkbox"/> biological evolution <input type="checkbox"/> interdependence of life environmental and resource issues 	<p>Student can often identify and describe:</p> <p>Physical:</p> <ul style="list-style-type: none"> <input type="checkbox"/> nature of forces <input type="checkbox"/> forces to explain motion <p>Earth:</p> <ul style="list-style-type: none"> <input type="checkbox"/> processes and interactions in the earth system <input type="checkbox"/> interactions in the solar system and beyond <p>Life</p> <ul style="list-style-type: none"> <input type="checkbox"/> life processes and the flow of matter and energy <input type="checkbox"/> biological evolution <input type="checkbox"/> interdependence of life environmental and resource issues 	<p>Student can routinely apply and analyze:</p> <p>Physical:</p> <ul style="list-style-type: none"> <input type="checkbox"/> nature of forces <input type="checkbox"/> forces to explain motion <p>Earth:</p> <ul style="list-style-type: none"> <input type="checkbox"/> processes and interactions in the earth system <input type="checkbox"/> interactions in the solar system and beyond <p>Life</p> <ul style="list-style-type: none"> <input type="checkbox"/> life processes and the flow of matter and energy <input type="checkbox"/> biological evolution <input type="checkbox"/> interdependence of life environmental and resource issues 	<p>Student can teach how to design and conduct a quality experiment that evaluates and applies knowledge of:</p> <p>Physical:</p> <ul style="list-style-type: none"> <input type="checkbox"/> nature of forces <input type="checkbox"/> forces to explain motion <p>Earth:</p> <ul style="list-style-type: none"> <input type="checkbox"/> processes and interactions in the earth system <input type="checkbox"/> interactions in the solar system and beyond <p>Life</p> <ul style="list-style-type: none"> <input type="checkbox"/> life processes and the flow of matter and energy <input type="checkbox"/> biological evolution <input type="checkbox"/> interdependence of life environmental and resource issues
2.1 Student develops abilities necessary to do scientific inquiry			
<ul style="list-style-type: none"> <input type="checkbox"/> Student sometimes examines and describes the steps of scientific inquiry. 	<ul style="list-style-type: none"> <input type="checkbox"/> Student can often apply and analyze some of the steps of scientific inquiry. 	<ul style="list-style-type: none"> <input type="checkbox"/> Student can routinely apply and analyze all the steps of scientific inquiry. 	<ul style="list-style-type: none"> <input type="checkbox"/> Student can teach how to design and conduct an experiment that evaluates and applies all the steps of scientific inquiry.
2.2 Student applies science knowledge and skills to solve problems or meet challenges			
<ul style="list-style-type: none"> <input type="checkbox"/> Student sometimes identifies a scientific problem. 	<ul style="list-style-type: none"> <input type="checkbox"/> Student often investigates a scientific problem using the steps of scientific inquiry. 	<ul style="list-style-type: none"> <input type="checkbox"/> Student routinely applies science knowledge and skills to solve problems or meet challenges . 	<ul style="list-style-type: none"> <input type="checkbox"/> Student teach how to apply science knowledge and skills to solve complex problems or meet high level challenges.

Science Rubric

Beginning	Approaching	Meeting	Exceeding
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3.1 Student understands the nature of scientific inquiry			
Student sometimes observes and examines: <ul style="list-style-type: none"> <input type="checkbox"/> Intellectual honesty <input type="checkbox"/> Limitations of science and technology <input type="checkbox"/> Inconsistencies in scientific inquiry <input type="checkbox"/> Methods of investigation <input type="checkbox"/> Evolution of scientific ideas 	Student can often identify and describe: <ul style="list-style-type: none"> <input type="checkbox"/> Intellectual honesty <input type="checkbox"/> Limitations of science and technology <input type="checkbox"/> Inconsistencies in scientific inquiry <input type="checkbox"/> Methods of investigation <input type="checkbox"/> Evolution of scientific ideas 	Student can routinely analyze and compare: <ul style="list-style-type: none"> <input type="checkbox"/> Intellectual honesty <input type="checkbox"/> Limitations of science and technology <input type="checkbox"/> Inconsistencies in scientific inquiry <input type="checkbox"/> Methods of investigation <input type="checkbox"/> Evolution of scientific ideas. 	Student can teach how to evaluate: <ul style="list-style-type: none"> <input type="checkbox"/> Intellectual honesty <input type="checkbox"/> Limitations of science and technology <input type="checkbox"/> Inconsistencies in scientific inquiry <input type="checkbox"/> Methods of investigation <input type="checkbox"/> Evolution of scientific ideas
3.2 Student knows that science and technology are human endeavors, interrelated to each other, to society, and to the workplace.			
Student sometimes observes and examines: <ul style="list-style-type: none"> <input type="checkbox"/> All people contribute to science and technology <input type="checkbox"/> Relationship of science and technology <input type="checkbox"/> Careers and occupations using science, mathematics, and technology 	Student can often identify and describe: <ul style="list-style-type: none"> <input type="checkbox"/> All people contribute to science and technology <input type="checkbox"/> Relationship of science and technology <input type="checkbox"/> Careers and occupations using science, mathematics, and technology 	Student can routinely analyze and compare: <ul style="list-style-type: none"> <input type="checkbox"/> All people contribute to science and technology <input type="checkbox"/> Relationship of science and technology <input type="checkbox"/> Careers and occupations using science, mathematics, and technology 	Student can teach how to evaluate: <ul style="list-style-type: none"> <input type="checkbox"/> All people contribute to science and technology <input type="checkbox"/> Relationship of science and technology <input type="checkbox"/> Careers and occupations using science, mathematics, and technology

EXS 489 Exercise Science Research Methods

Rubrics for Abstract Assessment

Article abstracts will be assessed using the three rubrics below (knowledge, quality product and critical analysis). The total of the three scores plus one additional point for the accuracy of the APA format will comprise the abstract score; therefore each is worth a total of 10 points. Over the course of the semester, 75% of the abstracts must be of at least acceptable quality in order to meet minimal standards to pass the course.

Knowledge Rubric

3 Target

Student demonstrates a thorough understanding of the article. The study is summarized in an accurate and concise fashion which includes all pertinent information.

2 Acceptable

Student demonstrates an accurate understanding of the article. Most of the key information is included and is interpreted correctly. Errors, if any, are minor.

1 Needs Improvement

Student demonstrates severe misconceptions about the article. Major points of the study are not grasped and/or the quality is so poor that content knowledge is undeterminable. Errors or incomplete information suggest a lack of comprehension in the article's purpose, procedures, interpretation of results and/or relevance.

Quality Product Rubric

3 Target

The abstract meets or exceeds its purpose and the conventional standards for a quality product. The abstract is well-organized, and neat. No typos or technical errors (grammar, mechanics, spelling, sentence formation) appear.

2 Acceptable

Overall, the abstract is well-organized but may include some typos or technical errors. These minimal errors however do not distract the reader from understanding the article summary or critique.

1 Needs Improvement

The abstract does not meet its purpose nor is it of acceptable quality. Organization is lacking and sections are very poorly done, or perhaps missing entirely. Errors and/or typos are substantial.

Critical Analysis Rubric

3 Target

The article critique was well thought out and includes insightful comments. It is obvious that the writer gave much thought into what the study was about and how it was conducted. Coupled with a good background knowledge of the area, the suggestions and criticisms were valuable.

2 Acceptable

The article critique included some good points but was fairly basic. Some apparent obvious points were either overlooked or not interpreted accurately.

1 Needs Improvement

The article critique was extremely superficial and lacked any useful information. It appeared that the writer did not understand what the article entailed or did not put much thought into how the study could be improved.

General Format for Abstracts

Top of 1st Page – Bibliographic Information

Lin, S., & Woollacott, M. H. (2002). Postural muscle responses following changing balance threats in young, stable older, and unstable older adults. *Journal of Motor Behavior*, 34, 37-44.

Introduction

In this section give a brief (1-3 sentence) intro to give the necessary background to the study and state its purpose (in your own words).

Methods/Procedures

This section will be about 1/3 to 1/2 of a page in length and will describe the specifics of what the study involved. Be sure to talk about the subjects, subject groups, equipment used, variables measured, testing procedures and the statistical analyses conducted.

Results

Discuss the major results found (sometimes a non-significant result is important).

Conclusions

In your own words, summarize the researchers' conclusions.

Critique

In the final 1/2 -page, discuss in detail your comments regarding the research study. In your opinion was it designed well? Why? Were the data collection procedures appropriate? Do you have suggestions on the subject population? Were the statistical analyses appropriate? Would you expand the scope of the study? Reduce the scope? What did you like about what the researchers did (or not), and why?

REMINDER: Any information which is word for word from the article, **must be in quotation marks with the page number identified** (p. 38), otherwise it is considered plagiarized. With the exception of perhaps one or two sentences, the abstract should be in your own words anyway, so this should not be a major concern.

Student Learning Outcomes Assessment Rubric
ENS 304L Exercise Physiology Lab – Student Group Projects

Project title: _____

CATEGORY A: RESEARCH PRINCIPLES AND THEORY

- 1. Student work exhibited a complete understanding of the research approaches and research questions of exercise physiology.**

Score: 5 4 3 2 1

- 5 = Students showed exemplary understanding and awareness of problems and opportunities inherent in exercise physiology research.
- 4 = Students showed above average understanding and awareness.
- 3 = Students showed adequate and average understanding and awareness.
- 2 = Students showed below average understanding and awareness.
- 1 = Students showed limited understanding and awareness of the field of exercise physiology.

- 2. Student research design showed complexity and sophistication of thought and an understanding of the underlying physiological systems under investigation.**

Score: 5 4 3 2 1

- 5 = Students exhibited outstanding understanding of the problem they were solving through a sufficiently complex and sophisticated research design.
- 4 = Students produced an above average and relatively skillful research design.
- 3 = Students produced adequate and average research design.
- 2 = Students produced below average and inadequate research design.
- 1 = Students produced a poor research design.

Category A: Research Principles and Theory sub-score: _____

CATEGORY B: RESEARCH SKILLS AND PRACTICE

- 3. Student design, research plan execution, and analysis of collected data was thorough and complete in all aspects central to the research goals of the project.**

Score: 5 4 3 2 1

- 5 = Students exhibited outstanding and skillful implementation of their research design and fully completed analysis of the data collected in the study.
- 4 = Students showed above average and relatively complete implementation and analysis.
- 3 = Students showed adequate and average implementation and analysis.
- 2 = Students showed below average and inadequate implementation and analysis.
- 1 = Students showed little to no ability to implement a complete research project or to analyze data fully or correctly.

4. Students demonstrated appropriate use of and skill with measurement techniques and technologies in the course of their project work.

Score: 5 4 3 2 1

- 5 = Student made high quality, accurate and complete measurements as required throughout project.
- 4 = Student made above average and relatively complete measurements or showed above average improvement.
- 3 = Student made adequate and average measurements or showed average improvement.
- 2 = Student made below average and inadequate measurements or showed above little improvement.
- 1 = Student made very poor measurements or showed no awareness of the necessity of accurate and appropriate measures in a research context.

5. Students demonstrated a thorough understanding of the possible methodological sources of error and bias in their data.

Score: 5 4 3 2 1

- 5 = Students showed outstanding ability to identify and understand the magnitude of various sources of error and bias inherent to the research methods used in their study.
- 4 = Students showed above average and relatively complete awareness of error and bias.
- 3 = Students showed adequate and average awareness of error and bias.
- 2 = Students showed below average and inadequate awareness of error and bias.
- 1 = Students showed little to no ability to find or judge methodological error and bias.

Category B: Research Skills and Practice sub-score: _____

CATEGORY C: ACADEMIC SKILLS AND PRODUCTS

6. Students organized and presented data effectively and accurately described trends and relationships of results.

Score: 5 4 3 2 1

- 5 = Students work reflected data that was appropriately organized, and they were able to accurately describe trends and relationships of outcomes.
- 4 = Students' presentation and description of results was above average.
- 3 = Students' presentation and description of results was average.
- 2 = Students' presentation and description of results was below average.
- 1 = Students' presentation and description of results was poor.

7. Students demonstrated a system-scale understanding of whole-body responses to exercise and constructed sophisticated explanations for physiological observations.

Score: 5 4 3 2 1

- 5 = Students work showed outstanding understanding of the connections and responses of the integrating physiological systems.
- 4 = Students work showed an above average understanding.
- 3 = Students work showed an adequate and average understanding.
- 2 = Students work showed a below average and inadequate understanding.
- 1 = Students work showed little to no understanding of the interconnected nature of physiological phenomena.

8. Students drew on and applied appropriate technical skills and knowledge in context during the development and execution of their research project.

Score: 5 4 3 2 1

- 5 = Students showed outstanding ability to draw on prior content knowledge and technical skills and applied them at them appropriately.
- 4 = Students showed above average and relatively complete ability.
- 3 = Students showed adequate and average ability.
- 2 = Students showed below average and inadequate ability.
- 1 = Students showed little to no ability to draw on prior knowledge and skills.

9. Students demonstrated skill in conducting background research for their project and were able to defend the quality of their collected information.

Score: 5 4 3 2 1

- 5 = Students showed outstanding ability to find relevant and accurate background information at the appropriate stages throughout the project, and showed the ability to judge the relative quality and reliability of found information or literature.
- 4 = Students showed above average and relatively complete ability.
- 3 = Students showed adequate and average ability.
- 2 = Students showed below average and inadequate ability.
- 1 = Students showed little to no ability to find or judge the quality of information.

10. Students demonstrated appropriate use of and skill with statistical analysis techniques in the course of their project work.

Score: 5 4 3 2 1

- 5 = Students made high quality, accurate and complete analyses using statistical methods as required throughout project work.
- 4 = Students made above average and relatively complete statistical analyses.
- 3 = Students made adequate and average statistical analyses.
- 2 = Students made below average and inadequate statistical analyses.
- 1 = Students made very poor analyses or shows no awareness of the necessity of statistical analyses in a research context.

11. Students arrived at an appropriate conclusion based on results of their study and provided an understanding of how their results could be used or applied elsewhere.

Score: 5 4 3 2 1

- 5 = Students made an accurate and suitable conclusion based on their results, and they suggested appropriate application of findings to future experiments or general practice.
- 4 = Students' conclusion of their results was only moderately accurate, or they provided only a limited application of their findings.
- 3 = Students' conclusion of their results was only a partial answer to the research question and provided no application of their findings.
- 2 = Students' conclusion of their results was only a minimal answer to the research question, and they provided no application of their findings.
- 1 = Students included no conclusion or it was unrelated to the research question or not based on their results.

12. Students demonstrated skill in delivering an informative and professional oral report.

Score: 5 4 3 2 1

- 5 = Students produced a high quality, accurate, and complete oral technical report.
- 4 = Students produced an above average and relatively complete oral report.
- 3 = Students produced an adequate and average oral report.
- 2 = Students produced a below average and inadequate oral report.
- 1 = Students produced a poor report.

13. Students demonstrated skill in the construction of informative and professional written reports.

Score: 5 4 3 2 1

- 5 = Students produced a high quality, accurate and complete technical report as required throughout project.
- 4 = Students produced an above average and relatively complete reports.
- 3 = Students produced an adequate and average reports.
- 2 = Students produced below average and inadequate reports.
- 1 = Students produced poor reports.

Category C Academic Skills and Products sub-score: _____

Total Score for Presentation/Paper: _____

PHYSICAL DEVELOPMENT RUBRIC (Goals 19 and 20)

When all dimensions of this rubric are used, the following criteria should be used to determine the performance levels:

- Exceeds - no more than one 3 and all other 4s on the dimensions
- Meets - no more than one 2 and all others 3s and 4s
- Approaches - no more than one 1 and all others 2s, 3s, or 4s
- Begins - at least a 1 all 3 areas of the rubric

If all dimensions of this rubric are not used, see the assessment, itself, to determine how to score the student work and determine the performance levels.

Score	KNOWLEDGE	PERFORMANCE	EXPLANATION
	Knows and can distinguish between physical education terms, facts, concepts, principles, theories or methods	Demonstrates skill in execution of movement, creation of movement and analysis of movement	Explains what was done and why and judges the quality of the product
4	Descriptions and identification of physical education terms, facts, concepts, principles, theories or methods are complete and correct.	Demonstration of skill, fitness, strategies, game or dance is thorough, appropriate, and accurate.	Explanation is organized, effective and correct; evaluation of quality is complete and accurate.
3	Descriptions and identification of physical education terms, facts, concepts, principles, theories or methods are mostly complete and correct.	Most of the demonstration of skill, fitness, strategies, game or dance is thorough, appropriate, and accurate.	Most of the explanation is organized, effective and correct; most of the evaluation of quality is complete and accurate.
2	Descriptions and identification of physical education terms, facts, concepts, principles, theories or methods are somewhat complete and correct.	Demonstration of skill, fitness, strategies, game or dance is somewhat, appropriate, and accurate.	Some of the explanation is organized, effective and correct; some of the evaluation of quality is complete and accurate.
1	Descriptions and identification of physical education terms, facts, concepts, principles, theories or methods are minimally present or correct	Demonstration of skill, fitness, strategies, game or dance is minimally appropriate and accurate.	Little of the explanation is organized, effective and correct; little of the evaluation of quality is complete and accurate.
0	All descriptions identification of physical education terms, facts, concepts, principles, theories or methods are missing and/or incorrect.	All demonstration of skill, fitness, strategies, game or dance is missing and/or incorrect.	All of the explanation is missing and/or lacks organization; all of the evaluation of quality is missing and/or lacks organization.

PHYSICAL DEVELOPMENT RUBRIC (Goal 21)

When all dimensions of this rubric are used, the following criteria should be used to determine the performance levels:

- Exceeds - no more than one 3 and all other 4s on the dimensions
- Meets - no more than one 2 and all others 3s and 4s
- Approaches - no more than one 1 and all others 2s, 3s, or 4s
- Begins - at least a 1 all 3 areas of the rubric

If all dimensions of this rubric are not used, see the assessment, itself, to determine how to score the student work and determine the performance levels.

Score	KNOWLEDGE	PROCESS	EXPLANATION
	Identify and describe the principles of working toward a common goal, leading a group, and making responsible decisions	Demonstrates the principles of team building, individual responsibility, leadership, respect, and conflict resolution	Assesses and explains how individuals were effective within a group and how the team worked toward a common goal
4	Identification and descriptions of the principles of working toward a common goal, leading a group, and making responsible decisions are complete and correct.	Demonstration of the principles of team building, individual responsibility, leadership, respect, and conflict resolution is thorough, appropriate, and accurate.	Assessment and explanation of how individuals were effective within a group and how the team worked toward a common goal are complete and accurate.
3	Identification and descriptions of the principles of working toward a common goal, leading a group, and making responsible decisions are mostly complete and correct.	Most of the demonstration of the principles of team building, individual responsibility, leadership, respect, and conflict resolution is thorough, appropriate, and accurate.	Most of the assessment and explanation of how individuals were effective within a group and how the team worked toward a common goal are complete and accurate.
2	Identification and descriptions of the principles of working toward a common goal, leading a group, and making responsible decisions are somewhat complete and correct.	Demonstration of the principles of team building, individual responsibility, leadership, respect, and conflict resolution is somewhat, appropriate, and accurate.	Some of the assessment and explanation of how individuals were effective within a group and how the team worked toward a common goal are complete and accurate.
1	Identification and descriptions of the principles of working toward a common goal, leading a group, and making responsible decisions are minimally present or correct	Demonstration of the principles of team building, individual responsibility, leadership, respect, and conflict resolution is minimally appropriate and accurate.	Little of the assessment and explanation of how individuals were effective within a group and how the team worked toward a common goal is complete and accurate.
0	All identification/descriptions of the principles of working toward a common goal, leading a group, and making responsible decisions are missing and/or incorrect.	All demonstration of the principles of team building, individual responsibility, leadership, respect, and conflict resolution is missing and/or incorrect.	All of the assessment and explanation of how individuals were effective within a group and how the team worked toward a common goal are missing and/or incorrect.



Rubric for Grades 6-9 Physical Education

Criteria	1	2	3	4
Knowledge Base	<ul style="list-style-type: none"> Shows little understanding of basic movement pattern(s). Shows little understanding of concepts taught Does not explain concepts when asked 	<ul style="list-style-type: none"> Understands movement pattern(s) generally, but does not distinguish levels of skill in accomplishing movement pattern Shows some understanding of concepts taught in a general way Explains concepts very generally or explains some aspect of concept 	<ul style="list-style-type: none"> Understands movement pattern(s) clearly, and can generally distinguish poor and good performance Clearly understands concepts taught Can explain concepts to others Can extend learning to other areas with support 	<ul style="list-style-type: none"> Understands movement pattern(s), can distinguish levels of performance, makes connections between movement patterns and knows where each one is used Has a clear and deep understanding of concepts taught Can explain concepts clearly to others Applies learning to other areas independently
Skills/ Performance	<ul style="list-style-type: none"> Does not easily demonstrate basic movement patterns Reluctantly attempts some more advanced movement patterns Puts minimal effort into improving fitness levels 	<ul style="list-style-type: none"> Can demonstrate basic movement patterns With support attempts some more advanced movement patterns With support, will carry out activities designed to improve fitness levels 	<ul style="list-style-type: none"> Can demonstrate basic movement patterns Developing more advanced movement patterns Attempts to improve skill levels Puts solid effort into improving fitness levels 	<ul style="list-style-type: none"> Can demonstrate basic movement patterns easily Can demonstrate advanced movement patterns Challenges self to continually refine or improve skill levels Improves fitness level through activities
Attitude	<ul style="list-style-type: none"> Disparaging or uncooperative behaviours present 	<ul style="list-style-type: none"> Neutral behaviours present, requiring support 	<ul style="list-style-type: none"> Positive and responsible behaviours present 	<ul style="list-style-type: none"> Independent, supportive and encouraging behaviours present

Comments:



Rubric for Accompanying

	Beginner	Intermediate	Advanced
Control	Participant is able to maintain control of game object while staying within game parameters (playing field, rules, etc.).	Participant is able to move quickly while controlling the ball or game object within the playing parameters and is able to see other participants in that area.	Participant is able to maintain control while moving quickly and responding to the movements of others in the playing parameters.
Visual Contact	Participant watches game object to virtual exclusion of any other participants.	Participant is visually aware of game object and other participants.	Participant is able to anticipate open spaces so as to move to those spaces in relation to other participants and playing parameters.
Balance	Participant keeps center of gravity over base of support.	Participant keeps center of gravity over base of support while moving quickly.	Participant keeps center of gravity over base of support while moving quickly and is able to fake directional changes.
Absorption	Participant controls game object by absorbing force through movement of body part or equipment in contact with game object.	Participant controls game object by absorbing force through movement of body part or equipment in contact with game object while moving quickly.	Participant controls game object by absorbing force through movement of body part or equipment in contact with game object while moving quickly in relation to other participants and playing parameters.



Self-Assessment Rubric for Basketball Dribbling Skills

	Practice Needed	Good Skills	Excellent Skills
Dribbling in own space	I sometimes lose the ball—it gets away from me. This happens with my preferred hand and even more with my other hand.	I seldom lose the ball, though I can keep it under control better with my preferred hand than with my other hand.	I can make the ball bounce where I want it to go and can keep it ahead of me when I'm running. I can do this with both hands, even though my preferred hand is surer than my other hand.
Forward/backward stance with switches	I have trouble switching forward and back. Sometimes my feet tangle up.	I am able to keep my stance a good deal of the time, even when I am doing switches.	I can do forward and back switches very quickly and don't even have to think about it as I do it. I am focussed on the play.
Head up	I am always looking down at my feet or the ball, and sometimes I run into people because I don't see where I'm going.	I try to keep my head up and watch where I'm going, but once in a while I watch the ball or my feet.	I am concentrating on the play and where I am about to go, so my head is always up as I look for openings.
Dribbling and travelling	I get caught up in what I want to do and forget that I can't hold the ball and run. I don't manage to keep one foot on the same spot while I hold the ball and look where to go.	I usually remember to bounce the ball when I run, but occasionally I forget when there's lots happening. I try to keep one foot on the same spot while I hold the ball, but it slips or lifts off once in a while.	I automatically bounce the ball as I run, so I almost never get called for travelling. I am pretty good at holding one foot on its spot so I can look around for an opening to pass or run.
Watching for open spaces	I don't watch for open spaces, because there's too much else taking my attention. Sometimes I dribble right to where people are waiting for me.	Sometimes I can watch for open spaces and try to make a play that works well because I find a spot. Sometimes I get caught because someone gets there faster than I thought.	I like to watch where the play is going and find the open spaces to pass or to run. I can usually find an open space to run to or a person in the clear to pass to.

Rubric

Arkansas Geography/History

Instructions: The following pages will explain in detail the information that you will be required to show on your relief map. Along with the map you will be required to turn in a report pertaining to each historical site (10 sites) that you identify on your map. You will have 5 weeks to complete this project. It will be due on _____. This is a home project, although we will take time in the classroom to work on your written report. Each week you will turn in rough drafts pertaining to your report.

_2 rough drafts due

2 rough drafts due

_3 rough drafts due

_3 rough drafts due

Possible Points	Requirement	Points earned
10pts	10 historical sites in Arkansas *each site should be labeled	
160 pts	*Write one paragraph on each historical site named on map. (Your choice) 1) Within this paragraph Answer the 5 W's – Who 1pt, What 1 pt, When, 1pt Where 1pt, Why 1pt, and How 1 pt. 2) Use proper indentions 1 pt 3) Use correct punctuation 5 pts 4) Use correct capitalization 5 pts	
15 pts	*Rivers should be identified and colorful Rivers to identify are: Arkansas, Mississippi, Little Red River, Buffalo National River White River 1) Label 1 pt 2) Correct location 1pt 3) Colorful 1pt(paint, colors, markers, etc.)	
10 pts	Each region should be identified 1) Colorful 1 pt 2) Label 1 pt	

20 pts

Each major city listed must be labeled on your map
Ft. Smith, Little Rock, Fayetteville, Pine Bluff,
Jonesboro, Hot Springs, Texarkana, El Dorado,
W Memphis, Harrison

1) Location 1 pt

2) Label 1 pt

30 pts

the map should depict the different landforms.
Lowlands should be lower than the mountain
Regions. Put as much detail as possible in the
Landforms.

20 pts

The size of the project should be at least 18 inches in width.
You may have a larger project but not smaller.

35pts

Presentation. You will be graded on the presentation on accuracy
and length. You will have 8 minutes to present your presentation,
not less than 6 minutes. Focus on the historical events that you
selected. You may use your report as a guide but you may not read
it word by word.

Total Pts Pos.

300pts

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Latin American Countries

Derived from rubric: [Middle Eastern Project](#)built by [vickyferris1](#)Rubric Code: **R289W3**

Writing assignment rubric.



Ready to use



Public Rubric

Keywords: (None)

Categories: Subjects: [Accounting](#) [Arts and Design](#) [Biology](#) [Business](#) [Chemistry](#) [Communication](#) [Computers](#) [Dance](#) [Engineering](#) [English](#) [Finance](#) [Foreign Languages](#) [Geography](#) [Geology](#) [Health](#) [History](#) [Humanities](#) [Journalism](#) [Law](#) [Math](#) [Medical](#) [Music](#) [Philosophy](#) [Physical Ed., Fitness](#) [Physics](#) [Political Science](#) [Psychology](#) [Science](#) [Social Sciences](#) (General) [Types: Exam](#) [Homework](#) [Project](#) [Presentation](#) [Assignment](#) [Writing](#) (Other)

Grade Levels: 6-8

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

url: link: embed:

Criterion 100 %

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	Excellet (N/A)	Good (N/A)	Satisfactory (N/A)	Fair (N/A)	Poor (N/A)
Content & Developemnt 35 pts	Excellet Content is accurate and persuasive. - Content and purpose of the writing are clear. -Major points are stated clearly. -Wording is clear. Thoughts are developed and stay on topic.	Good Content is accurate and persuasive. - Major points are stated. - Content and purpose of the writing are clear. -Wording is mostly exact, clear, and precise.	Satisfactory Content is not comprehensive and /or persuasive. - Major points are addressed, but not well supported. -Wording is not exact, clear, or precise. - Content is inconsistent with regard to purpose and clarity of thought.	Fair Content is not comprehensive and/or persuasive. -Major points are addressed, but not developed or well supported. -Content is not consistent with essay topic.	Poor Content is incomplete. - Major points are not clear and /or persuasive.
Organization & Structure 25 pts	Excellet -Structure of the paper is clear and easy to follow. -Introduction is clear, interesting, and is has a smooth transition to the body of the paper. - Paragraph transitions are logical and maintain the flow of thought throughout the paper. - Conclusion is logical and flows from the body of the paper.	Good - Structure is mostly clear and easy to follow. - Paragraph transitions are present. - Conclusion is logical.	Satisfactory - Structure of the paper is not easy to follow. - Paragraph transitions need improvement. - Conclusion is missing, or if provided, does not flow from the body of the paper.	Fair - Organization and structure detract from the message of the writer. - Paragraphs are disjointed and lack transition of thoughts.	Poor - Paper is not organized. Student has not shown any effort in writing this paper.

Grammar, Punctuation & Spelling 15 pts	Excellet - Rules of grammar, usage, and punctuation are followed; spelling is correct. - Language is clear and precise; sentences display consistently strong, varied structure.	Good - Rules of grammar, usage, and punctuation are followed with minor errors that do not detract from the readability of the work.	Satisfactory - Paper contains few grammatical, punctuation and spelling errors. - Language lacks clarity or includes the use of some jargon or conversational tone.	Fair -Paper contains numerous grammatical, punctuation errors. -Paper lacks clarity and includes jargon and the use of conversational tone.	Poor -Numerous grammatical errors that distracts from the readability of the paper.
Spelling 15 pts	Excellet Spelling is correct/ No errors	Good 3-5 Spelling errors	Satisfactory 6-7 Spelling errors	Fair 8-10 Spelling errors	Poor More than 10 spelling errors
Format 10 pts -Typed -Double-spaced -12-pt. font Times New Romans -2 Full pages in length -At least 2 sources cited.	Excellet - Paper follows all designated guidelines. - Paper is the appropriate length as described for the assignment. -Format enhances readability of paper. -2 or more sources listed.	Good - Paper follows designated guidelines. - Paper is the appropriate length as described for the assignment. -Format is good. -Sources are listed	Satisfactory - Paper follows most guidelines.	Fair Paper lacks many elements of correct formatting. - Paper is inadequate in length. - Only one source listed.	Poor - Paper does not met formatting standards.

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Global History and Geography
Content-Specific Rubric
Thematic Essay
January 2007

Theme: Human Rights Violations

The human rights of many groups have been violated at different times in various nations and regions. Efforts by governments, groups, and individuals to resolve these human rights violations have met with mixed results.

Task: Select *two* groups who have experienced human rights violations in a specific nation or region and for *each*

- Describe *one* historical circumstance that led to a human rights violation in the nation or region
- Describe *one* example of a human rights violation in that nation or region
- Discuss the extent to which a government, a group, or an individual made an attempt to resolve this human rights violation

You may use any group whose rights have been violated from your study of global history. Some suggestions you might wish to consider include Christians under the Roman Empire, indigenous peoples in Latin America, Armenians under the Ottoman Empire, Ukrainians after the Russian Revolution, Jews in Europe, Cambodians under Pol Pot, blacks under apartheid in South Africa, and Kurds in the Middle East.

Do not use any human rights violations from the United States in your answer.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (*one* historical circumstance that led to a human rights abuse, *one* example of a human rights violation, *and* the extent to which a government, group, or an individual made an attempt to resolve the human rights violation) for each of *two* groups.
2. The same nation or region may be associated with the two groups chosen, e.g., pogroms directed against Jews in czarist Russia in the late 19th and early 20th centuries and treatment of Chechens in Russia in the late 20th and early 21st centuries.
3. The two groups chosen may be from a single religious, ethnic, or historical identity, e.g., Jews in czarist Russia and Jews in Nazi Germany.
4. The example of the human rights abuse may be included in the description of the historical circumstance that led to a human rights violation in a nation or region.
5. Human rights violations of groups in the United States are not acceptable; however, the United States could be used as the government or the source of a group or individual that attempted to resolve the human rights violation, e.g., United States government support for economic sanctions to end apartheid in South Africa.
6. As is the case with many historical topics, what constitutes the extent to which a government, a group, or an individual made an attempt to resolve each human rights violation is subject to the student's point of view. The response may discuss the extent of resolution from a variety of perspectives as long as the position taken is supported by accurate facts and examples.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing one historical circumstance that led to a human rights violation, describing one example of that human rights violation for each group, and discussing the extent to which a government, a group, or an individual made an attempt to resolve each human rights violation for two groups in a specific nation or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *Jews in Europe*: describes unsettled social, economic, political conditions of Germany in the 1920s and 1930s and the historical legacy of anti-Semitism and the racism of the Nazi party; describes how anti-Semitic policies and lack of opposition culminated in state-sponsored genocide—the Holocaust; acknowledges actions of individuals such as Oskar Schindler but also discusses acquiescence to evil and the need for the Nuremberg Trials; *Ukrainians after the Russian Revolution*: describes how Stalin’s policy toward nationalities combined with collectivization of agriculture and police-state tactics led to human rights abuses; describes how terror and violence isolated Ukraine; describes how forcibly collected high-grain quotas created food shortages and “class war” against Kulaks brought on over six million deaths in 1932–33; discusses how relief from Stalin’s rule was not on the agenda of the outside world and that historical resolution was part of independence for Ukraine in 1991
- Richly supports the theme with relevant facts, examples, and details, e.g., *Jews in Europe*: Treaty of Versailles; scapegoat; stab-in-the-back; Aryan; concentration camps; Nuremberg Laws; ghetto; Kristallnacht; genocide; Raoul Wallenberg; “righteous persons”; Warsaw ghetto uprising; Nuremberg Trials; Nuremberg Principle; “never again”; Zionism; *Ukrainians after the Russian Revolution*: national self-determination; five-year plans; breadbasket of Soviet Union; Russification; totalitarian; “Stalin famine”
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one aspect of the task more thoroughly than another
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *Jews in Europe*: connects dissatisfaction with peace settlement and economic conditions with support for Nazi Party; describes examples of human rights violations prior to and during World War II; discusses how Nuremberg Trials were attempts to resolve human rights abuses of Nazi Germany; *Ukrainians after the Russian Revolution*: describes the desire of the Soviet government to collectivize agriculture and subsequent human rights abuses; discusses obstacles to resistance at the time
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops **all** aspects of the task with little depth or develops *at least four* aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze, and/or evaluate information)
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Examples of addressing *at least four* aspects of the task in some depth at Level 3

Holistic Scoring Reminder: These examples apply only to the evaluation of bullet 1.
A response meeting the criteria below does not, by itself, make it a level 3 response.

1. Discusses all **three** aspects of the task for *one* group and only **one** aspect for the *second* group.
2. Discusses any **two** aspects of the task for *both* groups.

Exception: If *at least three* components have been thoroughly developed evenly and in depth and the response meets most of the other level 5 criteria, the overall response may be considered a Level 3 paper.

Score of 2:

- Minimally develops all aspects of the task *or* develops *at least three* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Examples of addressing *at least three* aspects of the task in some depth at Level 2

Holistic Scoring Reminder: These examples apply only to the evaluation of bullet 1.
A response meeting the criteria below does not, by itself, make it a level 2 response.

1. Discusses all **three** aspects of the task for only *one* group.
2. Discusses any **two** aspects of the task for *one* group and only **one** aspect for the *second* group.

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:

Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the theme, task or suggestions as copied from the test booklet; *OR* is illegible; *OR* is a blank paper

Global History and Geography
Content-Specific Rubric
Thematic Essay
June 2007

Theme: Political Change

Often, governments implement policies in an attempt to change society

Task: Choose *one* example from global history where a government attempted to change society and

- Describe the change the government wanted to bring about
- Explain why the government wanted to make this change
- Describe *one* specific policy the government used to try to bring about this change
- Discuss the extent to which this change was achieved

You may use any example of governmental change from your study of global history. Some suggestions you might wish to consider include efforts to strengthen the Empire of Mali under Mansa Musa, Reformation in England under Henry VIII, westernization of Russia under Peter the Great, Reign of Terror during the French Revolution under Robespierre, Meiji Restoration in Japan under the Emperor Meiji, modernization of Turkey under Atatürk, five-year plans in the Soviet Union under Joseph Stalin, fascism in Italy under Benito Mussolini, and oil policies in Venezuela under Hugo Chávez. **Although you are *not* limited to these suggestions, you may *not* use communism under Mao Zedong or Deng Xiaoping as your example of governmental change.**

Do not use an example of governmental change in the United States as your answer.

Scoring Notes:

1. This thematic essay has a minimum of *four* components (a change the government wanted to bring about, the reason the government wanted to make this change, a specific policy the government used to bring about this change, and the extent to which the change was achieved).
2. In some instances, some components of the task may be treated simultaneously, e.g., the description of the specific policy the government used to try to bring about change may be combined with the discussion of the extent to which the change was achieved.
3. The policy the government used to bring about change may be identified by name (perestroika), by the name of a leader (Gorbachev), or by intent (to restructure the Soviet economy).
4. The description of a specific policy the government used to bring about change may take the form of a description of the specific elements of the policy.
5. No credit may be assigned to a response using the Chinese government under Mao Zedong or Deng Xiaoping as its focus.
6. As is the case with many historical topics, the extent to which a change was achieved is subject to point of view. The response may discuss the extent to which a change was achieved from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing the change in society a government wanted to bring about, explaining why the government wanted to make this change, describing one specific policy the government used to bring about this change, and discussing the extent to which the change was achieved
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *modernization of Turkey under Atatürk*: illustrates the depth and breadth of Atatürk's reforms in making Turkey into a modern secular state after World War I; complete separation of church and state by replacing Islamic law with laws modeled after European nations such as Great Britain and France; changing status for Turkish women by granting political rights such as voting and the right to run for political office; replacing traditional Islamic religious schools with secular public schools in which the traditional Islamic curriculum was replaced; introducing a new Turkish alphabet that greatly boosted the literacy rate; makes connections to issues in Turkey today such as the place and role of Islam and the relationship of Turkey to Europe
- Richly supports the theme with relevant facts, examples, and details, e.g., *modernization of Turkey under Atatürk*: Ottoman Empire; Young Turks; Turkish nationalism; secular state; Republic of Turkey; Father of Turkey; westernization; suffrage
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *modernization of Turkey under Atatürk*: changing the remnants of the Ottoman Empire into the modern secular state of Turkey; replacing Islamic law with a legal code based on a European model; replacing Islamic traditions with western practices; legacy of Atatürk in the society and the government that he shaped remains fundamentally unchanged
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Note: At score levels 5 and 4, all **four** components of the task should be developed.

Holistic Scoring Reminder: This note applies only to the evaluation of bullet 1.

Score of 3:

- Develops **all** aspects of the task with little depth or develops **at least three** aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze, and/or evaluate information)
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Note: If **at least two** components have been thoroughly developed evenly and in depth, and the response meets most of the other Level 5 criteria, the overall response may be considered a Level 3 paper.

Score of 2:

- Minimally develops *all* aspects of the task or develops *at least two* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:

Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the theme, task, or suggestions as copied from the test booklet; *OR* is illegible; *OR* is a blank paper

Honors World Geography Weekly Current Events Rubric

Purpose: To expose students to events taking place around the world and apply it to what we are learning in world geography.

Description: Throughout the rest of the year we will have an ongoing current events assignment. *A current event is something that has taken place in the news during the week.* The current event that you choose to cover for the week has to be related to something we have covered in class during the previous week or the current week.

Directions: You will use the following news paper websites to find your article and write a summary of the article using the template that I provide you with: www.nytimes.com, www.dailypress.com, <http://hamptonroads.com/pilotonline/>, <http://www.washingtonpost.com/>, <http://news.bbc.co.uk/>, and <http://www.washingtontimes.com/>.

Rubric: A good article summary will complete the entire template that I give you by using complete sentences that are in paragraph form (topic sentence, middle filler, and concluding sentence). You are expected to write a one paragraph summary for each of the paragraphs or sections within the article, and a final summary that is **TWO** paragraphs at the end of the article. You must also complete that who, what, when, where, how, and why sections on the right but these do not to be in paragraphs, but must be in complete sentences. Each article summary will count as three homework assignments. The grading breakdown is as follows

50pts – Chosen article is on something that has been recently covered in class and is stapled and attached to the summary

15pts – Answered who, what, when, where why, and how in complete sentences.

10pts – Paragraph summary for every paragraph or section of the article

25pts – Two paragraph article summary at the end.

Total = 100 pts possible

I reserve the right to change a grade based on egregious grammatical mistakes.

Due Dates: Your article will be due every two weeks starting with the first one due on September 26th. The second one will be due on October 10th, third one October 24th, etc. You will turn them in at the beginning of these class periods into the homework in box.

FOR YOUR INFORMATION ON HOW YOU WILL BE GRADED:

1. RUBRIC FOR PARTICIPATION (on a daily basis):

ATTENTIVENESS	USEFULNESS OF CONTRIBUTION	READINESS TO CONTRIBUTE	GRADE (in %)
Always attentive	Almost always meaningful, useful and appropriate remarks	Always eager to contribute	90 – 100
Most of the time attentive	Mostly meaningful, useful and appropriate remarks	occasionally volunteers to speak	80 – 89
Sometimes attentive	Sometimes meaningful, useful and appropriate remarks	Does not want to speak unless being asked directly	70 – 79
Hardly ever attentive	Mostly useless and inappropriate contributions	Remains silent even when asked directly	60 - 69
Did not show up	Did not show up	Did not show up	50

2. RUBRIC FOR EVALUATION OF ORAL PRESENTATION:

COMPREHENSIBILITY	USE OF APPROPRIATE TERMINOLOGY	DEPICTION OF ISSUE	ORGANISATION	GRADE (in %)
Occasional noticeable interferences with first language, but inaccuracies are no obstacle to understanding correctly; slight hesitation	Introduces all pertinent vocabulary and key terms and provides fellow students with vocabulary list	lays out issue in a concise but detailed, sophisticated and clear way, quotes sources, elaborate explanations given for conclusions.	Coherent, well structured, logical progression in depiction of issue and/or biography	100 - 90
occasional difficulties to understand; frequent hesitation	Uses some important key terms, Explains some vocabulary and gives out a short list but only verbally	describes problem comprehensibly, including most details, quoted one source, concludes comprehensibly	Mostly coherent, some structure visible, progression somewhat uncoordinated	80 - 89
strong interferences by first language; can hardly be understood; many pauses	Uses one key term, does not provide vocabulary translations	describes problem but leaves out important aspects, does not quote source, conclusion somewhat far fetched	To a large extent Incoherent structure, jumps from one item to the other without any logical progression	70 - 79
mostly unintelligible; severe influences by first language; complete presentation breakdown	Uses inappropriate vocabulary, appears to be insecure what some key terms mean	describes problem insufficiently, has no background, is not able to put issue into perspective	All over the place; no logical structure visible	60 - 69

3. RUBRIC FOR NACHRICHTENPRÄSENTATION:

COMPREHENSIBILITY	KNOWLEDGE OF VOCABULARY MENTIONED IN MELDUNG	DEPICTION OF MELDUNGEN	GRADE (in %)
noticeable interferences with mother tongue; however, inaccuracies are no obstacle to understanding correctly; slight hesitation	Knows all pertinent vocabulary	Reports news pieces in a concise but detailed and clear way, sophisticated, can elaborate on background of particular "Meldung" and people and events mentioned	100 - 90
occasional difficulties to understand; frequent hesitation	Can explain some vocabulary	reports news pieces comprehensibly, including most details, has some background info on particular "Meldung" and people and events mentioned	80 - 89
strong interferences by first language; can hardly be understood; many pauses	Is not able to give vocabulary translations	describes news pieces but leaves out important aspects of the "Meldung", can give only very limited background info on particular "Meldung" and people and events mentioned	70 - 79
mostly unintelligible; severe influences by first language; complete breakdown	appears to be insecure what the words in "Meldung" mean at all	Reports news pieces insufficiently, has no background info whatsoever on particular "Meldung" and people and events mentioned	60 - 69

:

4. DAILY QUIZZES ARE MULTIPLE CHOICE, TEN QUESTIONS EACH, RIGHT OR WRONG.

5. HOMEWORK IS EITHER DONE OR NOT DONE. HOWEVER, IF IT LACKS SIGNIFICANTLY ACADEMIC STANDARDS IT WILL BE RETURNED AND HAS TO BE REWRITTEN.

6. RUBRIC FOR FINAL ESSAY:

LANGUAGE (applies to English or German version)	USE OF APPROPRIATE TERMINOLOGY	SUPPORT/CONTENT	FOCUS AND ORGANISATION	GRADE (in %)
Risks complex sentence structures, writes in appropriate tenses, easily comprehensible sentences, the text moves along efficiently for the most part.	Introduces all pertinent vocabulary and key terms, showing clear knowledge of what they mean	elaborate, quotes two sources (even not verbatim), good explanations and reasons given for conclusions, superior understanding. Relevant details provide enrichment.	Coherent, well structured, logical progression in line of reasoning. The paper is clear, focused, and purposeful. It thoroughly explains the selected topic in understandable and comprehensive terms. The order, structure, or presentation is compelling and moves the reader through the text.	100 - 90
Risks the occasional complex sentence structure, mostly comprehensible sentences, can convey his or her ideas	Uses some important key terms and vocabulary and it appears that he or she is aware of their meaning	describes problem comprehensibly, including most details, quotes one source (even though not verbatim), concludes comprehensibly, mature understanding	The organizational structure is strong enough to move the reader from point to point without undue confusion. Despite a few problems, the organization does not seriously get in the way of the main point.	80 - 89
Writes in a very basic style, sentence structure sometimes obscures meaning, rather than showing the reader how ideas relate. Errors in spelling, grammar, punctuation, repeatedly distract the reader and make the text difficult to read.	Uses only one key term, paraphrases terms and terminology that have been key in our discussions and readings instead of using the correct term	describes problem but leaves out important aspects, does not quote any source, commonplace understanding, conclusion somewhat far fetched	Incoherent, jumps from one item to the other without any logical progression. The writing lacks a clear sense of direction. Ideas, details or events seem strung together in a random, haphazard fashion or else there is no identifiable internal structure at all.	70 - 79
Sentence structure mostly unclear and incomprehensible, the ideas are obscured	Uses inappropriate and inadequate vocabulary, no important key terms mentioned	describes problem insufficiently, has no background, is not able to put issue into perspective, lack of understanding is evident	The writer has not clarified the selected topic. The paper has no clear sense of purpose.	60 - 69

Rubric for oral presentation: Foreign Language Department

Rubric—Presentation

Skill	Accomplished	Proficient	Intermediate	Beginner
Structure	4	3	2	1
Timing and Spacing	4	3	2	1
Audibility	4	3	2	1

Accomplished—speaker is well-prepared and easily able to engage the listener through a clear structure, good timing and pacing, and clear audibility.

Proficient—speaker is well prepared with a structure having only minor digressions and/or difficulties, falters occasionally in timing and pacing and is sufficiently audible.

Intermediate—speaker's structure is adequate having some digressions and/or difficulties, timing and pacing falters or shows considerable hesitation; audience has difficulty with audibility.

Beginner—speaker's structure shows lack of organization and is difficult to follow, timing and pacing are lacking or shows frequent hesitation; audience has difficulty understanding the speaker.

Rubric—Vocabulary

Skill	Accomplished	Proficient	Intermediate	Beginner
Language	4	3	2	1
Colloquialisms	4	3	2	1
Idiomatic Expressions	4	3	2	1

Accomplished—speaker uses specific, clear and descriptive language that incorporates colloquialisms and idiomatic expressions with ease and creativity.

Proficient— speaker uses specific, clear and descriptive language for the most part and incorporates colloquialisms and idiomatic expressions with only minor mistakes.

Intermediate— speaker uses clear but predictable language that only incorporates colloquialisms and idiomatic expressions with some difficulty.

Beginner— speaker uses only basic, disjointed language and has trouble with colloquialisms and idiomatic expressions.

Rubric—Grammar and syntax

Skill	Accomplished	Proficient	Intermediate	Beginner
Sentence Structure	4	3	2	1
Grammar	4	3	2	1
Word Order	4	3	2	1

Accomplished—speaker uses complex sentence structure with few to no grammatical mistakes

Proficient— speaker uses less complex but correct sentence structure with minor mistakes in grammar and word order.

Intermediate— speaker uses basic yet correct sentence structure with some difficulties in grammar usage and word order.

Beginner— speaker uses only basic and sometimes incorrect sentence structure and has frequent difficulties with grammar usage and word order.

Rubric Examples

Rubric for Written Component: Foreign Language Department

Rubric—Product

Skill	Accomplished	Proficient	Intermediate	Beginner
Clarity	4	3	2	1
Amount of Communication	4	3	2	1
Quality of Communication	4	3	2	1
Fluency	4	3	2	1

Accomplished—Clarity: Can be understood without difficulty by native speakers.

Amount of Communication: Detailed narration and description; ability to support opinions and to develop arguments in hypothetical situations.

Quality of Communication: Ability to compensate for an imperfect grasp of forms with confident use of communicative strategies such as paraphrasing and circumlocution.

Fluency: Remarkable fluency and ease of speech, although inadequacies may occasionally appear.

Proficient—Clarity: Can be understood without difficulty by native speakers although intelligibility may at times fail.

Amount of Communication: Writing takes place at paragraph length with adequate connections, yet the development of a theme may be lacking in details and limited to generalities; limited production in hypothetical situations.

Quality of Communication: Able to express concrete situations; hypothetical statements may be written with caution yet with accuracy; few errors of agreement, tense, word order, articles, pronouns, prepositions.

Fluency: Sentences linked together smoothly; yet does not necessarily show facility in analytical, abstract, hypothetical, argumentative products.

Intermediate—Clarity: Can be understood by native speakers not accustomed to non-native speakers.

Amount of Communication: Emergence of a connected discourse delivered at paragraph length; can usually express adequately when narrating and describing; amount of communication is less substantial in analytical and abstract situations

Quality of Communication: Difficulty controlling past, present, and future tenses as well as their respective formations; several errors of agreement, tense, word order, articles, pronouns, prepositions; however, linguistic inaccuracy does not interfere with communicative performance (the student's ability to get a message across).

Fluency: Limited vocabulary and awkward sentence structure.

Beginner—Clarity: Misunderstandings frequently arise due to strong interference from native language but can be overcome by clarifications when communicating with sympathetic interlocutors.

Amount of Communication: Language production takes place one sentence at a time.

Quality of Communication: Some language accuracy takes place in basic structures and vocabulary; Can

create with learned elements of language and make up sentences within a limited range of situations and contexts.

Fluency: Writing is characterized by obvious struggles with appropriate language forms.

Rubric—Vocabulary

Skill	Accomplished	Proficient	Intermediate	Beginner
Language	4	3	2	1
Colloquialisms	4	3	2	1
Idiomatic Expressions	4	3	2	1

Accomplished—writer uses specific, clear and descriptive language that incorporates colloquialisms and idiomatic expressions with ease and creativity.

Proficient—writer uses specific, clear and descriptive language for the most part and incorporates colloquialisms and idiomatic expressions with only minor mistakes.

Intermediate— writer uses clear but predictable language that only incorporates colloquialisms and idiomatic expressions with some difficulty.

Beginner— writer uses only basic, disjointed language and has trouble with colloquialisms and idiomatic expressions.

Rubric—Grammar and syntax

Skill	Accomplished	Proficient	Intermediate	Beginner
Sentence Structure	4	3	2	1
Grammar	4	3	2	1
Word Order	4	3	2	1

Accomplished—writer uses complex sentence structure with few to no grammatical mistakes

Proficient— writer uses less complex but correct sentence structure with minor mistakes in grammar and word order.

Intermediate— writer uses basic yet correct sentence structure with some difficulties in grammar usage and word order.

Beginner— writer uses only basic and sometimes incorrect sentence structure and has frequent difficulties with grammar usage and word order.

Rubric for self and peer evaluation:

Peer evaluation	Peers feel that student had an equal part in preparing and presenting information. 10 9	Peers feel that student could have done a little more in either preparing or presenting information. 8 7 6	Peers feel that student did very little work in either preparing or presenting information. 5 4 3 2 1 0
Self evaluation	Student feels that he or she had an equal part in preparing and presenting the information. 10 9	Student feels that he or she could have done more in either preparing or presenting the information. 8 7 6	Student feels he or she did very little work in either preparing or presenting the information. 5 4 3 2 1 0
Comments:			

Rubric Examples

PEER EVALUATION

NOTE: PLEASE **DO NOT** INCLUDE YOUR NAME IN THIS DOCUMENT

Name of student you are evaluating:				
	Strongly agree	Agree	Somewhat agree	Disagree
Student had an equal part in preparing this presentation	4	3	2	1
Student had an equal part in presenting the information	4	3	2	1
Student demonstrated confidence and knowledge in the material presented	4	3	2	1
Student was able to be heard clearly	4	3	2	1
Student addressed the class questions clearly and concisely	4	3	2	1
Comments:				

Rubric Examples

SELF-EVALUATION

Your name				
	Strongly agree	Agree	Somewhat agree	Disagree
You had an equal part in preparing this presentation	4	3	2	1
You had an equal part in presenting the information	4	3	2	1
You demonstrated confidence and knowledge in the material presented	4	3	2	1
You were able to be heard clearly	4	3	2	1
You addressed the class questions clearly and concisely	4	3	2	1
Comments:				

Legend:


4=21-25

3=17-20

2=13-16

1=12 and below

Rubric Examples


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Foreign Language Rubric

Rubrics for Oral Evaluation

	0	1	2	3	4	5
Pronunciation	no response	barely intelligible	numerous errors, difficult to understand	understandable, much native language interference	understandable, minimum native language interference	no conspicuous mispronunciations
Structure	no response	many errors, little sentence structure	numerous errors interfere with communication	frequent errors do not hinder communication	good, several errors	excellent, very few or no errors
Vocabulary	no response	inadequate	limited to basic words, often inaccurate	functional, fails to communicate complete meaning	adequate	precise, varied
Listening Comprehension	no response	recognizes simple memorized phrases	comprehends slow or directed speech	comprehends simplified speech	understands speech well, requires some repetition	understands nearly everything
Speaking/Fluency	no response	fragmented, barely intelligible	able to use routine expressions	incomplete sentences, communicates meaning with frequent errors	adequately conveys meaning, several errors	natural, very few errors or no errors



These Rubrics for Oral, Written and Visual projects may be used for any year of the language.
(The information below is for a Spanish class.)

Evaluaciones Orales, Escritas y Visuales

La Parte Oral						
Volumen	0	1	2	3	4	5
Pronunciación	0	1	2	3	4	5
Claridad	0	1	2	3	4	5
Fluidez	0	1	2	3	4	5
Esfuerzo	0	1	2	3	4	5
Uso de español (vocabulario)	0	1	2	3	4	5
La Parte Escrita						
Ortografía	0	1	2	3	4	5
Gramática	0	1	2	3	4	5
Esfuerzo	0	1	2	3	4	5
Fluidez	0	1	2	3	4	5
Uso de español (vocabulario)	0	1	2	3	4	5
La Parte Visual						
Esfuerzo	0	1	2	3	4	5
Contenido	0	1	2	3	4	5
Uso de español (vocabulario)	0	1	2	3	4	5
Nota Oral						
Nota Escrita						
Nota Visual						
Nota Final						

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Rubric Examples



ASSESSMENT

The assessment is unusual in its very authenticity: if students cannot be understood by their counterparts in Russia, then they have not communicated effectively. However, the students wrote their own descriptions as homework, then any mistakes were underlined and the second draft was graded for 15% of the 10-week grade. The criteria for that grade is as follows:

	VOCABULARY	GRAMMAR	PRESENTATION
4	Uses new vocabulary from the e-mail; appropriately uses enough detail to completely describe hair, eyes, height. Eg., "I have long, curly brown hair."	Very few mistakes in spelling, adjective agreement, case endings	A long paragraph that thoroughly describes many aspects of personal appearance with details such as "long brown curly hair, a round face, dark brown eyes, medium height, a small mouth and small feet"
3	Uses some new vocabulary, but is not thorough. Eg., "I have long brown hair."	More mistakes in spelling, agreement, case endings	A fairly long paragraph with less detail or with one aspect of appearance omitted
2	Relies mostly on words previously learned. Eg., "I have brown hair." (The word "brown" is a Russian 1 word.)	Many mistakes, especially in agreement and case endings	A short paragraph with little detail and simple descriptions limited to a few aspects such as hair, eyes, height.
1	No new vocabulary	Little awareness of correct forms	A very short paragraph with only one or two aspects briefly described

Rubric Examples

REFLECTION:

REFLECTION

Before this unit students have had one year of Russian and will have learned basic vocabulary, singular and plural forms of nouns and adjectives in three cases. This tends to be the vocabulary unit that students remember best, and can recall best when it returns as a writing topic. A natural follow-up unit is one on health.

This lesson could be augmented as follows:

- use new vocabulary to have students draw a head representative of a teacher dictating in Russian. (eg., "Now draw eyes, short nose, etc.")
- have students bring in collage illustrations to practice labeling of new vocabulary
- learn Russian songs that incorporate descriptive vocabulary
- using portraits of famous Russians (Pushkin, Anna Akhmatova, Raisa Gorbacheva), assign one to each student to describe in both oral and written presentation.

FOREIGN LANGUAGE RUBRIC

NAME _____ DATE _____

	KNOWLEDGE	COMPREHENSION	COMMUNICATION
	Knowing and understanding the vocabulary, structures, and cultural context of the target language	Responding with understanding to written, spoken and visual clues.	Using interpersonal, interpretive and presentational skills and strategies to communicate in the target language
4	<ul style="list-style-type: none"> All the required elements (vocabulary, structures, and/or cultural context) are complete and correct. 	<ul style="list-style-type: none"> The response shows complete understanding of main ideas and details. 	<ul style="list-style-type: none"> The communication skills and strategies are complete, appropriate and correct.
3	<ul style="list-style-type: none"> Most of the required elements (vocabulary, structures, and/or cultural context) are complete and correct. 	<ul style="list-style-type: none"> The response for the most part shows understanding of main ideas and most details. 	<ul style="list-style-type: none"> The communication skills and strategies are mostly complete, appropriate and correct.
2	<ul style="list-style-type: none"> Some of the required elements (vocabulary, structures, and/or cultural context) are complete and correct. 	<ul style="list-style-type: none"> The response shows some understanding of main ideas and details. 	<ul style="list-style-type: none"> The communication skills and strategies are somewhat complete, appropriate and/or correct.
1	<ul style="list-style-type: none"> A few of the required elements (vocabulary, structures, and/or cultural context) are complete and correct. 	<ul style="list-style-type: none"> The response shows little understanding of main ideas and/or details. 	<ul style="list-style-type: none"> The communication skills and strategies are minimally evident, appropriate, and/or correct.
0	<ul style="list-style-type: none"> All the required elements (vocabulary, structures, and/or cultural context) are missing and/or incorrect. 	<ul style="list-style-type: none"> The response shows no understanding of main ideas and/or details. 	<ul style="list-style-type: none"> The communication skills and strategies are missing, inappropriate, and/or incorrect.
Score			

Rubric Examples

Appendix 3.1.2**Rubric for Brochure on Aging**

Criteria/Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding				
Identify and describe needs of different stages of adulthood clearly	- identifies and describes stages with limited clarity and completeness	- identifies and describes stages with moderate clarity and completeness	- identifies and describes stages with considerable clarity and completeness	- thorough identification and description of stages
Communication				
Communicate verbally or by printed word, “Duvall’s 8 Stage Family Life Cycle (Aging Family - Retirement to Death)” and “McGoldrick’s 6 Stage Life Cycle – Families in Later Life”	- communicates with limited accuracy and effectiveness	- communicates with moderate accuracy and effectiveness	- communicates with considerable accuracy and effectiveness	- communicates with a high degree of accuracy and effectiveness
Application				
Brochure reflects understanding of myths about aging and fallacies of the same	- brochure reflects limited understanding	- brochure reflects moderate understanding	- brochure reflects considerable understanding	- brochure reflects a high degree of understanding

Note:

A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 3.2.3

Analysis Report Class Presentation Rubric

Student: _____

Date: _____

Categories/Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding				
Use appropriate terminology and descriptions when presenting various aspects about the older individual.	- demonstrates limited use of terminology and descriptions	- demonstrates moderate use of terminology and descriptions	- demonstrates considerable use of terminology and descriptions	- demonstrates thorough use of terminology and descriptions
Thinking/Inquiry				
Explain and demonstrate their assessment and alternatives for the promotion of the older individual's needs.	- explains and demonstrates their assessment and alternatives with limited effectiveness	- explains and demonstrates their assessment and alternatives with moderate effectiveness	- explains and demonstrates their assessment and alternatives with considerable effectiveness	- explains and demonstrates their assessment and alternatives with a high degree of effectiveness
Communication				
Describe and/or demonstrate the various communication skills needed to acquire the applicable information for assessment to assist an older individual.	- communicates assessment information with limited effectiveness	- communicates assessment information with moderate effectiveness	- communicates assessment information with considerable effectiveness	- communicates assessment information with a high degree of effectiveness

Note:

A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Rubric Examples

TABLE 1. Assessment rubric

Specific Achievement	Beginning	Developing	Accomplished	Exemplary
Objective 1: identify historical milestones in the development of aging as a subject of study	unable to identify any historical milestones	able to identify milestones	able to identify milestones and discuss their importance based on reading assignments	able to identify milestones and compare them to alternative ways to study aging
Objective 2: discuss biological, psychological, social, and spiritual aspects of aging	unable to discuss the biological, psychological, social, and spiritual aspects of aging	able to differentiate among the biological, psychological, social, and spiritual aspects of aging	able to identify and discuss: at least 2 biological processes of aging 1 significant social or psychological change associated with aging, at least 1 aspect of spirituality that can be associated with aging	able to identify and discuss: the major biological changes associated with aging significant social changes that influence psychological well-being in old age changes in the significance of spirituality in old age
Objective 3: identify and discuss the systems that influence successful aging, such as policy, the aging network, and inter- and intradisciplinary health systems	unable to identify and discuss the systems that influence successful aging, such as policy, the aging network, and inter- and intradisciplinary health systems	able to define successful aging able to differentiate among the systems that influence successful aging	able to identify and discuss: the aging network Medicaid and Medicare health care professionals working with older adults	able to identify and discuss: the changes that have occurred in the aging network over time the impact the U.S. health system has on successful aging the significance of changes in old age policy over time
Objective 4: identify essential health and allied health professions and what they do	unable to identify essential health and allied health professions and what they do	able to identify at least 3 essential health and allied health professions and what they do	able to identify and discuss: the traditional interdisciplinary team in relation to old age services the allied health professionals and what they provide for the older client	able to identify and discuss: the impact health professionals have on successful aging complimentary and alternative medicine practitioners other professionals in nonmedical fields who also assist older persons

TEACHING AMERICAN HISTORY ASSIGNMENT GRADING RUBRIC

T.T. REVISED 9/2005

	Does Not Meet the Standard	Meets the Standard B range	Targets/Exceeds the Standard A range
Each package should have:			
a) Lesson Plans	<ul style="list-style-type: none"> • does not have all required elements or incomplete. • format is unclear or lacks detail. • lacking depth of content. • not linked to Mass DOE frameworks. • lacking depth of content. • reliant on textbook materials or "canned" or pre-prepared content or handouts. • Fewer than two plans utilize local history resources. 	<ul style="list-style-type: none"> • uses appropriate documents to produce lesson plans that connect American history documents to key issues and themes of each course. • reflects adequate depth of content appropriate to grade level taught. • materials keyed to Mass. DOE Curriculum Frameworks. • activities and materials are original. • at least two plans utilize local history resources, preferably involving field trips (include basic information on location, access, and costs). 	<ul style="list-style-type: none"> • makes extensive use of readings and documents to produce lesson plans that are of highest quality and connect to key issues and course themes. • evinces depth of content knowledge. • materials keyed to Mass. DOE Curriculum Frameworks. • extensive use of technology or visual materials in lesson and plans. • activities and materials are original, creative, and challenging. • plans cover a variety of subjects. • at least two plans utilize local history resources, preferably involving field trips (include basic information on location, access, and costs).
For Graduate credit choose 2 of 4 tasks listed below: For PDPs choose 1 of 4 tasks:			
b) Book Review	<ul style="list-style-type: none"> • no materials submitted • book not approved by instructors or inappropriate. 	<ul style="list-style-type: none"> • book is approved and appropriate to content objectives. • some analysis and verdict on its utility in the classroom and quality of content. 	<ul style="list-style-type: none"> • depth of analysis is outstanding. • book is well connected to content objectives. • clear connection between book and teaching tasks.
c) Virtual Tours (3)	<ul style="list-style-type: none"> • does not use appropriate sites • lacking in documentation. • little or no information regarding how or why this site would be useful to teaching about the subject. 	<ul style="list-style-type: none"> • adequate virtual field trip information with some connection to lesson plans and course content. • some explanation of what a teacher would find there and guidance on how to use it. 	<ul style="list-style-type: none"> • virtual field trips enhance knowledge of course content and complement lesson plans. • high level of description and relation to lesson plan content. • detailed information on sites' utility in the classroom.
d) Annotated Web Site List (6-10 sites)	<ul style="list-style-type: none"> • analysis of sites' quality and usefulness is weak or nonexistent. • lacks description of sites' titles, locations, or owners/authors. • no linkage to course content. 	<ul style="list-style-type: none"> • covers major sites appropriate to course content and the span of the chronological era. • information is complete, useful, and could be shared in a limited manner. 	<ul style="list-style-type: none"> • web sites chosen are highly appropriate for content. • high level of analysis and usefulness in the classroom made clear in description.
e) Primary Sources (3)	<ul style="list-style-type: none"> • little or no analysis of content or how it could be used in the classroom. 	<ul style="list-style-type: none"> • good description of why chosen and how used in classroom. • solid analysis of content. • sources have some link to course content. • sources have some link to lesson plans. 	<ul style="list-style-type: none"> • highly detailed description of how and why sources would be used to teach. • insightful analysis of documents' content. • sources clearly linked to course content. • sources clearly linked to lesson plans.



American History RUBRIC

Expectations	Does not meet	Approaches	Meets	Exceeds
1.a. Basic Narrative “Historical Context: The student has gained a body of knowledge in US history sufficient to be able to place events and the interpretation of these events in an appropriate temporal and spatial context, including a meaningful chronological order and within a larger scheme of historical change.”	1.a.i.) Work shows very little understanding of historical issues and connections. 1.a.ii.) Includes major errors.	1.a.i.) Work demonstrates a modest ability to understand historical issues and makes a few connections, but is less than satisfactory. 1.a.ii.) Work contains errors, but shows awareness of historical thesis or line of reasoning.	1.a.i.) Work demonstrates an adequate understanding of historical issues and makes satisfactory connections over time. 1.a.ii.) Work is primarily descriptive, but shows awareness of historical thesis or line of reasoning	1.a.i.) Work demonstrates a thorough understanding of historical issues and makes excellent connections over time. 1.a.ii.) Work demonstrates analytical skill in presenting an historical thesis or line of reasoning.
	O	O	O	O
1.b. Multidimensional Analysis: “The student demonstrates an awareness of various dimensions of history-- political, social, economic, cultural, and environmental...”	1.b.i.) Work demonstrates very little ability to understand any dimension in relationship to the basic narrative of American history. 1.b.ii.) Includes major errors	1.b.i.) Work demonstrates a modest understanding of a dimension or dimensions in relationship to the basic narrative of American history. 1.b.ii.) Work refers to dimension(s) and relates them in a simple way to the basic narrative of American history.	1.b.i.) Work demonstrates a satisfactory understanding of a dimension or dimensions of U.S. history in relationship to the basic narrative of American history. 1.b.ii.) Work describes the significance of dimension(s) and relates them clearly to the basic narrative of American history	1.b.i.) Work demonstrates a thorough understanding of a dimension or dimensions of American history in relationship to the basic narrative of American history. 1.b.ii.) Work demonstrates analytical skill in relating dimensions thematically to basic narrative of American history.
	O	O	O	O
1.c. Unity and Diversity Multidimensional Analysis (cont.) “is able to understand the significance of ethnicity, gender, race, and class in relation to these dimensions.”	1.c.i.) Work demonstrates very little understanding of how individuals and groups have experienced history differently. 1.c.ii.) Includes major errors	1.c.i.) Work demonstrates a modest understanding of how individuals and groups have experienced history differently. 1.c.ii.) Work refers to the experience of one or more groups but fails to relate concepts clearly to the basic narrative of American history	1.c.i.) Work demonstrates an adequate understanding of how individuals and groups have experienced history differently. 1.c.ii.) Work describes the experience of one or more groups and relates it to the basic narrative of American history	1.c.i.) Work demonstrates a thorough understanding of how individuals and groups have experienced history differently. 1.c.ii.) Work demonstrates analytical skill in relating the experience of one or more groups to the narrative of American history.
	O	O	O	O

2.a.) Common institutions: Students will understand the origins and development of political, economic, social, cultural, or other institutions of the United States. (Institutions might include government, business, labor, military, family, or others.)	2.a.i.) Work shows limited understanding. 2.a.ii.) Includes major errors	2.a.i.) Work demonstrates a modest understanding of the origins and development of selected institution or institutions. 2.a.ii.) Work refers to institution(s)	2.a.i.) Work demonstrates an adequate understanding of the origins and development of selected institution or institutions. 2.a.ii.) Work describes institution(s)	2.a.i.) Work demonstrates a thorough understanding of the origins and development of selected institution or institutions. 2.a.ii. Work demonstrates analytical skill in discussing institution(s).
	O	O	O	O
2.b. Institutions and how they have affected different groups.	2.b.i.) Work shows limited understanding. 2.b.ii.) Includes major errors	2.b.i.) Work demonstrates a modest understanding of how institution(s) have affected different groups 2.b.ii.) Work refers to how institution(s) have affected different groups.	2.b.i.) Work demonstrates an adequate understanding of how institution(s) have affected different groups 2.b.ii.) Work describes how institution(s) have affected different groups.	2.b.i.) Work demonstrates a thorough understanding of how institution(s) have affected different groups 2.b.ii. Work demonstrates analytical skill in discussing how institution(s) have affected different groups
	O	O	O	O
3.a.) Historical Mindedness: "an appreciation of the varieties of political, geographical, and cultural regions of the world."	3.a.i.) Work shows limited understanding of America's evolving relationship with the rest of the world. 3.a.ii.) Work did not correctly refer to any aspect of U.S. relationship to rest of the world	3.a.i.) Work demonstrates a modest of America's evolving relationship with the rest of the world understanding. 3.a.ii.) Work refers to an aspect of U.S. relationship with rest of the world, but in a simple way	3.a.i.) Work demonstrates an adequate understanding of America's evolving relationship with the rest of the world. 3.a.ii.) Work describes aspect(s) of U.S. relationship with the rest of the world without extended analysis	3.a.i.) Work demonstrates a thorough understanding of America's evolving relationship with the rest of the world. 3.a.ii.) Work analyzes aspect(s) of U.S. relationship with the rest of the world using appropriate historical events and transitions
	O	O	O	O

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Paper Evaluation Rubric

You may use the following guidelines to get a sense of how the research paper will be graded and to understand your particular grade. This rubric is only a guideline. Above all, keep this in mind:

"A good style is, first of all, clear. The proof is that language which does not convey a clear meaning fails to perform the very function of language."

--Aristotle, *Rhetoric* (Book III:2)

The Superior Paper (A/A-)

Thesis: Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

Structure: Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

Use of evidence: Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences. Excellent integration of secondary sources.

Analysis: Author clearly relates evidence to mini-thesis; analysis is fresh and exciting, posing new ways to think of the material.

Logic and argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Counterarguments in the historiography are acknowledged and where possible refuted.

Mechanics: Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or awkward constructions; limited or no use of the passive voice.

The Good Paper (B+/B/B-)

Thesis: Promising, but may be slightly unclear, or lacking in insight or originality.

Structure: Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

Use of evidence: Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotations well integrated into sentences. Above average integration of secondary sources.

Analysis: Evidence often related to mini-thesis, though links perhaps not very clear.

Logic and argumentation: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed.

Mechanics: Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have a couple of run-on sentences, sentence

fragments, or other awkward constructions; a couple of sentences in the passive voice.

The "Need Help" Paper (C+/C/C-)

Thesis: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

Structure: Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

Use of evidence: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.

Analysis: Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote. Poor to weak integration of secondary sources.

Logic and argumentation: Logic may often fail, or argument may often be unclear. May not address counter-arguments. May contain logical contradictions.

Mechanics: Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or fragments; more than a couple of sentences are in the passive voice.

The Truly Needy Paper (D+/D/D-)

Thesis: Difficult to identify at all, may be bland restatement of obvious point.

Structure: Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

Use of evidence: Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner.

Analysis: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to. Little or no use of secondary sources.

Logic and argumentation: Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views. Many logical contradictions, or simply too incoherent to determine.

Mechanics: Big problems in sentence structure, grammar, and diction.

Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices; abundant use of the passive voice.

The Failing Paper

Shows obviously minimal lack of effort or comprehension of the assignment.

Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis or the thesis is utterly incompetent.

Teaching American History Rubric for Lesson and Unit

Criteria	4/ Exemplary	3/ Proficient	2/ Adequate	1/ Inadequate
Integrates content knowledge 40%	Effectively uses historical content from TAH workshops, site visits and readings; establishes an accurate historical context; provides a coherent narrative; and includes multiple perspectives.	For the most part effectively uses historical content from TAH workshops, site visits and readings; establishes an accurate historical context; provides a coherent narrative; and includes multiple perspectives.	Uses some historical content from TAH workshops, site visits and readings; some evidence of accurate historical context and coherent narrative; and includes some perspectives.	Does not use historical content from TAH workshops, site visits and readings; little or no evidence of historical context, coherent narrative, or varied perspectives.
Selects and uses online primary sources 25%	Selects and uses high quality online primary sources that are placed in historical context and integrated into the lesson/unit; provides guiding questions for students to use with primary sources.	Most of lesson reflects use of high quality online primary sources that are placed in historical context and integrated into the lesson/unit; provides some guiding questions for students to use with primary sources.	Some use of high quality online primary sources that are placed in historical context and integrated into the lesson/unit; limited use of guiding questions for students.	Primary sources are not of high quality, are not online, or are not included. No guiding questions provided for students.
Selects and uses engaging teaching strategies 20%	Effectively selects and uses teaching strategies that: require active student participation, are developmentally appropriate, and differentiate instruction for a range of learners.	For the most part lesson/unit includes strategies that reflect active participation, developmental appropriateness and differentiated instruction.	Evidence of one or two of: Active participation, developmental appropriateness or differentiated instruction.	Little or no evidence of engaging teaching strategies.
Selects and uses standards of Learning (SOLs) 10%	Selects and effectively uses history standards that incorporate both content and skill objectives; SOLs are integral to the lesson/unit.	For the most part, history standards are well selected and used, and are integral to the lesson/unit.	Some history standards are effectively used and incorporated.	History standards are poorly selected and used.
Template 5%	Lesson/unit reflects a full understanding of the lesson/unit template.	Lesson/unit reflects understanding of the lesson/unit template.	Lesson/unit reflects partial grasp of the lesson/unit template.	Template not well used or not used at all.

Sample Rubric for Group Research Project Presentations

A. The group clearly articulates all the major points of the research activities and findings.

Rating	Criteria
Exemplary	Group clearly and comprehensively articulates all of the major points as outlined in the research report.
Acceptable	Group mentions all the major points outlined in the research report. Some of these are discussed comprehensively.
Almost Acceptable	Group mentions most of the major points outlined in the research report.
Not Acceptable	Group does not mention several important or significant points outlined in the research report.

B. The research presented by the group is possible and reasonable.

Rating	Criteria
Exemplary	The research presented could be realistically accomplished using technologies and information that is actually available. Group provides logical and sound evidence for findings. Group presents possible alternatives and rationales for decisions.
Acceptable	The research presented could be accomplished. However, part (or all) of the research either stretches the use of normal technologies somewhat unrealistically or suggests the use of some information that is not readily available. Group provides logical and sound evidence for most findings. Group presents possible alternatives and rationales for most decisions.
Almost Acceptable	A portion of the research is not possible but some components of the effort are. Part (or all) of the research requires stretching the use of normal technologies unrealistically or using information not actually available. It is not clear that a reasonable set of findings is even possible.
Not Acceptable	All (or a significant portion) of the research is not possible. Also, research may require technologies that are extraordinary or non-existent or information that is not available. It is unlikely or impossible that a reasonable research plan is even possible.

C. The group accepts reasonable and defensible challenges from peers. The group recognizes and respects the possibility of multiple responses and results to a given open-ended investigation.

Rating	Criteria
Exemplary	Group considers the research challenge in an organized and logical way. Group uses what they know to determine if research on the challenge is feasible and in turn to begin to develop a research strategy. Group re-negotiates the challenge as necessary and in an appropriate fashion. Reasonable and defensible challenges and strategies are respected.
Acceptable	Group considers the research challenge in a somewhat organized and logical way. Group uses what members know to determine if research on the challenge is feasible and in turn to begin to develop a research strategy. A few decisions maybe swayed by biases. Group works to negotiate the challenge; however, members have difficulty keeping their biases from affecting judgments. Most of the time, reasonable and defensible challenges and strategies are respected.
Almost Acceptable	Group has difficulty distinguishing between a reasonable challenge and a research agenda that fits their current framework. Group members have difficulty distinguishing opinion from interpretation from fact. As a result, group is overly influenced by members' biases. Hence, peer negotiations are very slow. With facilitator prodding, members are able to consider and research alternative perspectives.
Not Acceptable	Group does not accept any challenges other than those that can be addressed through their current belief system.

(OVER)

Sample Rubric for Group Research Project Presentations cont'd.

D. The presentation was easy to follow and the group was well coordinated and rehearsed.

Rating	Criteria
Exemplary	Presentation was clean and smooth with a coherent and effective organizational flow. Presenters had thought out in advance what they were going to say and practiced doing so. All group members participated equally. Each presenter spoke clearly and expressed their thoughts and ideas articulately. Each member knew what they were to do and performed their role well. Potential difficulties were anticipated and dealt with smoothly.
Acceptable	Presentation was fairly smooth with a rational underlying organization. Presenters had thought out in advance what they were going to say and had practiced doing so. All group members participated, but not all presenters articulated themselves clearly. Unanticipated difficulties visibly challenged the group.
Almost Acceptable	Presentation was not always smooth and lacked effective organization. Presenters had spent some time thinking about what they were going to say in advance, but had not sufficiently practiced doing so. Some group members clearly had a dominating role and/or some members did not participate. Not all presenters articulated themselves clearly. Some presenters sounded confused. Any unanticipated difficulties caused breakdowns in the presentation flow.
Not Acceptable	Presentation was at times awkward and cumbersome. No attempt was made to provide the presentation with an underlying organization. Any unanticipated difficulties caused significant breakdowns in the presentation flow.

D. The presentation was interesting, creative, and incorporated a variety of communication mediums.

Rating	Criteria
Exemplary	Group did an excellent job of capturing the attention and interest of the audience. Audience was actively engaged in the presentation. Visuals were effectively and appropriately integrated into the presentation. Audience members were interested enough to ask questions about the work. Presentation had an unusual, creative, unexpected and highly effective means of organization, media use, and presentational style.
Acceptable	Group captured the attention and interest of the audience. Visuals were appropriately integrated into the presentation. Many of the members of the audience were actively engaged in the presentation. Presentation effectively included some use of unusual, creative, and unexpected means of organization, media use, and/or presentational style.
Almost Acceptable	Group did not effectively capture the interest and attention of the entire audience. Visuals were used, but not always appropriately. Several audience members were bored and disengaged. Presenters attempted to use unusual, creative or unexpected means of organization, media use or presentational style that were not particularly effective.
Not Acceptable	Presentation was boring. Group did not make use of visuals to support the presentation. None of the audience members were engaged or expressed interest in what the presenters had to say. The presentation had no unusual or creative aspects.

HONORS WRITING RUBRIC

Student _____ **Honors Course #** _____ **Date** _____

Instructor _____

Intended Outcome: *The student writes clearly and concisely.*

Criteria	Exceeds Standards	Meets Standards	Fails Standards	Score
	2 pts.	1 pt.	0 pts.	
<i>Purpose</i>	Clearly stated	Adequately stated	None given	
<i>Structure</i>	Clear and appropriate beginning, development and conclusion, as well as appropriate paragraphing and transitions	Adequate beginning, development, and conclusion, as well as adequate paragraphing and transitions	Serious and persistent errors in organization and paragraphing	
<i>Content</i>	Provides in-depth coverage of the topic	Sufficiently covers the topic	Does not address the topic	
<i>Evidence</i>	Assertions are clearly and substantially supported	Assertions are supported	Assertions are not supported	
<i>Mechanics</i>	No major errors in word selection and use, spelling, punctuation, and capitalization	Relatively free of major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization	Serious and persistent errors in word selection and use, sentence structure, spelling, punctuation, and capitalization	
<i>Style</i>	Elegant	Fluent	Flawed	
Total				

Comments:

Scoring Scale

Exceeds Standards	10-24
Meets Standards	4-9
Fails Standards	0-3
Plagiarism	0

Rubric for Student Reflections

	Above Expectations	Meets Expectations	Approaching Expectations	Below Expectations
	4	3	2	1
Reflective Thinking	The reflection explains the student's own thinking and learning processes, as well as implications for future learning.	The reflection explains the student's thinking about his/her own learning processes.	The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process..	The reflection does not address the student's thinking and/or learning.
Analysis	The reflection is an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of the student's appreciation for the discipline.	The reflection is an analysis of the learning experience and the value of the derived learning to self or others.	The reflection attempts to analyze the learning experience but the value of the learning to the student or others is vague and/or unclear.	The reflection does not move beyond a description of the learning experience.
Making Connections	The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals.	The reflection articulates connections between this learning experience and content from other courses, past learning experiences, and/or future goals.	The reflection attempts to articulate connections between this learning experience and content from other courses, past learning experiences, or personal goals, but the connection is vague and/or unclear.	The reflection does not articulate any connection to other learning or experiences.

SENIOR HONORS THESIS RUBRIC

Student _____ Honors Course # _____ Date _____

Instructor _____

Intended Outcome: *The student demonstrates excellent research and argumentation skills.*

Criteria		Exceeds Standards	Meets Standards	Fails Standards	Score
		2 pts.	1 pt.	0 pts.	
<i>Advisement</i>	Mentoring relationship	Close	Working	Distant or none	
	Meets deadlines	Invariably	Usually	Seldom or never	
	Accepts criticism	Readily	Sometimes	Resistant	
<i>Paper Quality</i>	Topic	Significant	Acceptable	Insignificant	
	Thesis statement	Clear & logical	Adequate	Confused	
	Research depth	Thorough	Sufficient	Limited or narrow	
	Creativity	High	Some	Imitative	
<i>Critical Thinking</i>	Interprets material accurately	Consistently	Usually	Seldom or never	
	Identifies salient arguments	Consistently	Usually	Seldom or never	
	Analyzes alternate viewpoints	Consistently	Sometimes	Seldom or never	
	Draws warranted conclusions	Consistently	Usually	Seldom or never	
	Justifies arguments	Consistently	Usually	Seldom or never	
	Follows evidence open-mindedly	Consistently	Occasionally	Seldom or never	
<i>Written Conventions</i>	Writing style	Elegant	Fluent	Convolutd	
	Mechanical mistakes	Flawless	Sporadic	Pervasive	
	Documentation	Extensive	Sufficient	Little or none	
TOTAL					

Comments:

Scoring Scale

Exceeds Standards	23-32
Meets Standards	7-22
Fails Standards	0-6
Plagiarism	0

Honors Writing Rubric



Native American Literature Honors Unit

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Unit Info

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Handbook

Highlights

[Themes](#) | [Literature](#) | [Rubrics](#) | [Writing Assignment](#) | [Quizzes/Tests](#) | [Resources](#)



Themes:

www.ziaevents.com/

1. Betrayal by Whites
2. Sacred nature of land
3. Sacred nature of all life
4. Importance of tradition; of culture
5. Courage for courage sake
6. Women of bravery
7. Search for self
8. Pride in special skills
9. Destruction of life style

Literature: NA mythology, short stories, essays, poetry, and novel

When the Legends Die

Rubrics:

Category	Advanced Proficient	Proficient	Basic
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Rubric Examples

CONTENT	<p>Point by point analysis with supportive details that are effectively and uniquely used.</p> <p>Supporting details and examples are clearly developed and insightful.</p> <p>A variety of transitions are used for paragraph unity and coherence.</p> <p>Topic sentences are clearly worded and succinct.</p> <p>Four or more support quotations are used within the body of the essay to support thesis.</p> <p>Analysis is insightful and complete.</p>	<p>Point by point analysis with supportive details well done.</p> <p>Supporting details and examples from the selections are present.</p> <p>Transitions are used for paragraph unity and coherence.</p> <p>Topic sentences are succinct and introduce the topic only.</p> <p>Three support quotations are used within the body of the essay to support thesis.</p> <p>Analysis is complete</p>	<p>Supportive details are poorly made.</p> <p>Assumes reader knows selections; details and examples are not fully developed.</p> <p>Transitions are used occasionally; unity and coherence are hindered.</p> <p>Topic sentences include supporting reason, detail, example.</p> <p>Two or fewer support quotations are used within the body of essay.</p> <p>Analysis is incomplete or obvious.</p>
	<p>The thesis statement is a clearly expressed as an original statement.</p> <p>The body paragraphs are introduced according to the essay's sequence and supports the thesis.</p>	<p>The thesis statement is expressed clearly.</p> <p>The body paragraphs follow the sequence of the essay.</p>	<p>Thesis statement is not present or unclear.</p> <p>The body paragraphs are not clearly or fully introduced. Sequencing in introduction is awkward.</p>
CONCLUSION	<p>The body paragraphs are concluded according to the essay's sequence and thesis.</p>	<p>The body paragraphs conclude in logical order.</p>	<p>The body paragraphs are concluded incompletely or out of sequence.</p>
	<p>The thesis statement concludes the essay.</p> <p>Content is concluded there are no new ideas presented.</p>	<p>The thesis statement concludes the essay.</p> <p>Content is concluded. There are no new ideas presented</p>	<p>Thesis statement is incomplete or not present.</p> <p>Content is not concluded. New ideas are presented.</p>
STYLE VOICE	<p>Uses an appropriate point of view. (3rd)</p> <p>Uses words in concise and precise</p>	<p>Uses an appropriate point of view.</p> <p>Uses words in a</p>	<p>Point of view is confused.</p> <p>Words are used incorrectly or</p>

	<p>and correct manner. All are at or above grade level.</p> <p>Uses active voice a majority of the time.</p> <p>Vocabulary used is consistently at grade level or above.</p> <p>Uses formal language.</p>	<p>concise, precise, and correct manner. Most are at or above grade level.</p> <p>Uses active and passive voice almost equally.</p> <p>Grade level vocabulary is used.</p> <p>Formal language is generally used.</p>	<p>below grade level.</p> <p>Passive voice is used a majority of the time.</p> <p>Grade level or below vocabulary is used.</p> <p>Informal language is used.</p>
MECHANICS USAGE	<p>Errors in capitalization are not present.</p> <p>Errors in mechanics are few and do not interfere with message.</p> <p>Errors in usage are few and do not interfere with the message.</p> <p>A variety of sentence structures and sentence patterns are used to make the writing interesting and lively.</p>	<p>Errors in capitalization are few.</p> <p>Errors in mechanics are present but do not interfere with the message.</p> <p>Errors in usage are present but do not interfere with the message.</p> <p>A variety of sentence structures and sentence patterns are used.</p>	<p>Too many errors in capitalization are present.</p> <p>Errors in mechanics interfere with the message.</p> <p>Errors in usage are many and interfere with the message.</p> <p>Sentence structures and patterns are not varied.</p>

adapted from P. Church

Writing Assignment: Analytical essay exam with developed thesis statement and quotation support.

Quizzes / Tests: Quiz on themes

Final exam on novel

Resources:

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Utopia Essay Rubric

Criterion	A 90-100 Excellent Sophisticated	B 80-89 Good Competent	C 70-79 Acceptable Adequate	D 60-69 Unacceptable Inadequate	F 0-59 Not Yet Competent
Choice of Topic	Topic fully meets requirements of the assignment; topic is also interesting, or is approached in an interesting or original manner. The topic is in itself worthy of a student who is highly motivated and hungry for knowledge.	Topic fully meets requirements of the assignment; topic is also interesting, or is approached in an interesting or original manner.	Topic meets requirements but is approached in a routine and mechanical manner, without concern for reader interest or originality.	Topic minimally meets requirements of the assignment; shows no effort to engage or interest reader; late change in topic might indicate writer has procrastinated and failed to follow through on original plan	Topic minimally meets or fails to meet the assignment; merely goes through the motions; topic indicates the "easy way out"
Research	Topic is researched as fully as possible, using a balance of print and on-line sources, except where print sources are unavailable. Number and range of sources enable writer to write persuasively and authoritatively. Sources might involve interviews, email contacts,	Topic is researched thoroughly, using a balance of print and on-line sources, except where print sources are unavailable. Number and range of sources enable writer to write persuasively and authoritatively. Level of research indicates a sound interest in the topic.	Research is minimally acceptable for the topic. Only a few sources are used, or sources of only one kind. The sources are not only limited but also biased or lacking in authority. The research is superficial rather than probing.	Research is superficial. Although sources are indeed available, little or no effort has been made to find them or use them with any depth or probity.	Research is superficial, non-existent or flawed by deep bias or other weakness. Little or no effort has gone into probing the depths of the topic or exploring its potential richness.

Rubric Examples

	solicited brochures and pamphlets, etc. Level of research demonstrates a genuine interest in the topic.				
Organization	The organizational plan of the paper is clear and thoughtful and is suitable to the nature of the topic. A strong introduction, a logically developed body, and a sound conclusion all flow smoothly and naturally, without artificial or stilted transitions or breaks. The movement from part to part of the essay is easy and natural, not forced. The individual paragraphs within the essay are coherent and unified.	The organizational plan of the paper is clear and thoughtful and is suitable to the nature of the topic. The major structural components-introduction, body, conclusion-flow smoothly and logically, with clear and unobtrusive transitions. Body paragraphs are fairly well unified and coherent.	The organizational plan of the paper is not immediately obvious, and the reader must struggle to make connections from part to part. The introduction is mechanical or perfunctory and does not evoke interest in the reader. Transitions within and between body paragraphs are sometimes weak. The essay as a whole seems loosely connected and lack full coherence and unity.	The paper is disorganized. There is no introductory paragraph that engages the reader's interest; the essay merely starts. Similarly, there is no concluding paragraph, and the essay merely trails off after the last paragraph of development. The body paragraphs lack unity and coherence and are not interconnected by transitions. Little or no discernible structure is evident in the essay. The paragraphs appear to be organized randomly.	The essay is disorganized and incoherent. The reader has great difficulty following the ideas because of the lack of a coherent argument or logical flow of ideas. The reader feels disoriented because of the lack of verbal and logical "cues" that might pull the essay together. The essay begins abruptly, ends abruptly, and seems to go nowhere in between.
Development	The essay meets or exceeds the required essay length, without	The essay meets the required essay length, without wasting words. The introduction, body, and conclusion are well	The essay minimally meets the required length. The	The essay falls below the minimum length, or barely meets	The essay significantly falls below the minimum length

	<p>wasting words. The introduction, body, and conclusion are developed with full and rich detail from a variety of sources. The introduction stimulates reader response. The body paragraphs provide an array of carefully selected detail that is persuasive and authoritative. The conclusion inspires thoughtful reflection. The development of an excellent honors paper is thorough and comprehensive without being tedious and repetitious.</p>	<p>developed with detail from a variety of sources. The introduction is interesting but not stimulating. The body paragraphs provide good and effective detail. The conclusion brings effective closure to the topic but does not inspire reflection. The development of a good honors paper is thorough without being tedious.</p>	<p>introduction is superficial and unclear in focus. Body paragraphs are minimally developed, with superficial or shallow detail. The essay merely ends, without any conclusion, or it trails off with a perfunctory and mechanical conclusion</p>	<p>it. There is either no true introduction or a superficial one. The body paragraphs lack detailed support, analysis, and interpretation. The body paragraphs are rather more like those in newspapers than paragraphs in formal expository prose. The conclusion is either nonexistent or superficial, the rhetorical equivalent of merely saying "The End."</p>	<p>requirement. Its introduction, body, and conclusion are minimal in length and quality. The essay fails to develop the topic effectively.</p>
Basic Grammar	<p>The essay is fully correct in every detail. There are very few or no grammatical errors. The essay is an exemplary piece of writing in its respect for the highest levels of written communication.</p>	<p>The essay has a few distracting minor errors in grammar but no serious errors such as sentence fragments, comma splices, subject-verb agreement errors, incoherent sentences.</p>	<p>The essay has enough grammatical errors to distract the reader and confuse meaning. There are one or two major sentence errors and several others that obstruct meaning.</p>	<p>There are several serious sentence errors and a variety of other errors scattered throughout. These errors seriously distract the reader and indicate a general disregard for</p>	<p>The essay exhibits a complete disregard for grammatical correctness. Errors of all kinds abound. These errors utterly disrupt the writer's message.</p>

Rubric Examples

				grammatical correctness.	
Style Diction Usage Mechanics	<p>The essay is very nearly error free. The style, diction, and usage are appropriate for the topic and purpose of the essay. There are few or no errors in mechanics (punctuation, italics, capitalization, etc.)</p>	<p>The essay contains only a few errors in style, diction, usage, and mechanics.</p>	<p>There are minor errors in nearly every paragraph.</p>	<p>Errors of all kinds abound</p>	<p>The writing is utterly careless and demonstrates no regard for correctness.</p>
Revision Editing	<p>The essay is fully revised at least once and probably as many as three or four times. Each revision produces a significant improvement in the overall quality of the essay.</p>	<p>The essay is revised only once. The revision significantly improves the quality of the essay.</p>	<p>The essay is revised one or more times but with only slight improvement in the overall quality.</p>	<p>The essay is either superficially revised or not revised at all. Important improvements are neglected, important errors or flaws ignored.</p>	<p>The essay is not revised.</p>

Rubric Examples

SCORING RUBRIC
EDCO 250
EDUCATIONAL PSYCHOLOGY AND HUMAN DEVELOPMENT
Research Paper

The following is the scoring rubric for you research paper assignment. Scores of unsatisfactory on any section are unacceptable and will require revision and rewriting.

STUDENT UNDERSTANDS HOW CHILDREN LEARN AND DEVELOP

DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Student explained learning theory or approach clearly and completely. Used research effectively to support ideas. Student demonstrated a clear understanding of how the topic explains the learning process, acquisition of skills, and the processes of growth and development.	Student demonstrated a generally accurate knowledge of learning. Used research adequately to support ideas. Student demonstrated an overall understanding of the learning theory or approach presented, and its relation to student development and learning.	Student presented a minimal understanding of the learning process or theory presented. Use of research was only minimally effective. Little evidence of an understanding of how students learn and develop, or the relationship of these to chosen topic.	Student demonstrated only a rudimentary understanding of the theory or idea. Research was not used effectively or accurately. Student demonstrated little knowledge of student learning and development, or relationship of chosen topic.

STUDENT UNDERSTANDS INSTRUCTIONAL STRATEGIES RELATED TO CHOSEN TOPIC

DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Student explained teaching approaches related to topic or theory clearly and completely. Used research effectively to support ideas. Student demonstrated a strong understanding of how instructional decisions are related to development and learning, and to chosen topic.	Student demonstrated a generally accurate understanding of the relation of instruction and student development. Used research adequately to support ideas. Student demonstrated an overall understanding of the how student development and learning impacts instructional decisions.	Student presented a minimally accurate understanding of the relation of instruction and student development. Use of research was only minimally effective. Some evidence of an understanding of the relationship between student development and decisions made by the teacher.	Student demonstrated only a rudimentary understanding of development and instructional decision making. Research was not used effectively or accurately. Student demonstrated little knowledge of development and teacher decisions.

STUDENT UNDERSTANDS INSTRUCTIONAL OPPORTUNITIES BASED ON AN UNDERSTANDING OF TOPIC

DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Student clearly described how an understanding of student needs and developmental processes can be used to promote learning and development in the classroom. Used research effectively to	Student demonstrated a generally accurate understanding of how student needs and developmental processes can be used to promote learning and development in the classroom. Used	Student presented a minimally accurate understanding of how student needs and developmental processes can be used to promote learning and development in the classroom. Used	Student demonstrated only a rudimentary understanding of how student needs and developmental processes can be used to promote learning and development in the classroom. Use of research poor and/or

support ideas. Student demonstrated a strong understanding of how intellectual, social and personal development can be supported through a positive classroom environment which embodies topic.	research effectively to support ideas. Student demonstrated a general understanding of how intellectual, social and personal development can be supported through a classroom environment which embodies topic.	of research only minimally effective in supporting ideas. Student demonstrated only some understanding of how intellectual, social and personal development can be supported through a classroom environment.	ineffective to support ideas. Student demonstrated very little or no understanding of how intellectual, social and personal development can be supported through a classroom environment which embodies topic.
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STUDENT FOLLOWS PAPER GUIDELINES

DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Paper is 5-6 pages long with appropriate margins and font. References cited according to APA style (no more than one error per text page). At least five professional sources used.	Paper is 5-6 pages in length with appropriate margins and font. References are mostly accurate (no more than three errors per text page) according to APA style. At least five professional sources are used.	Paper is either longer or shorter than assigned. Several errors in referencing (three to five errors per text page) according to APA style or less than five professional sources used.	Paper is longer or shorter than assigned. References are not existent or are grossly inaccurate (more than five errors per page) or less than three professional sources used.

MECHANICS

DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Writing is clear, organized, well presented. Ideas are accurate and well supported. There are very few errors (less than 2) in spelling, punctuation or usage.	Writing is generally clear and well organized. Ideas are accurate and usually supported. There are some errors (2-3) in spelling, punctuation or usage.	Writing lacks clarity and/or organization. Ideas are difficult to follow and are often not well supported. There are several (4-5) errors in spelling, punctuation and usage.	Writing lacks clarity and/or organization. Ideas are difficult to follow and are not supported. There are several (6+) errors in spelling, punctuation and usage.

Michigan LearnPort Professional Development Rubric (PD)

	Evidence of Need	Content	Use of Assessments	Evaluation & Feedback	Human Interaction	Enhanced Media	Delivery Mode(s)	Prof. Dev. Process	Integration of Prof. Dev.	Capacity of Applicant
0 points - Poor	The evidence of need for the proposed PD program is not based on meaningful data and does not clearly identify a target audience to be served	The proposed content is not aligned to the core curricular content areas found in Michigan's Curriculum Framework or the Grade Level Content Expectations	The proposed PD program does not include an assessment component for participants to demonstrate new knowledge or proficiencies	No plans exist to gather and use learner feedback and evaluation results to modify or update the PD content and process	The proposed PD program is entirely self-paced with a computer and provides no opportunity for human interaction	The proposed PD program does not make use of enhanced media resources and is primarily a text-based solution	The proposed delivery method for the PD program utilizes a single-mode approach and is exclusively online	The proposed PD process and content is not based on adult learning theories and/or proven PD standards and design principles	The proposed PD program is a stand-alone experience and is not part of a long-term strategy for professional development	The proposal does not demonstrate the applicant's content knowledge, design expertise and implementation capacity to develop and deliver an effective online professional development program
1 point - Adequate	The proposed PD program is based on some limited use of data that reflects a regional or statewide need and identifies a target audience to be served	The proposed content is partially aligned to one or more of the core curricular content areas found in Michigan's Curriculum Framework, and where available, the Grade Level Content Expectations, or pedagogy is somewhat related to specific content	The proposed PD program includes some use of assessment tools/processes for participants to demonstrate new knowledge or proficiencies	Limited plans exist to gather and use learner feedback and evaluation results to modify or update the PD content and process, including limited plans to collect and analyze evidence of improved student achievement	The proposed PD program is mostly self-paced with a computer and provides minimal opportunity for human interaction for support, coaching, mentoring and interaction through structured learning communities	The proposed PD program includes some use of enhanced media, including audio and video files, images, graphics, artifacts, electronic and print resources, and other primary sources to address different learning styles	The proposed delivery method provides at least one blended approach to augment the online learning activities, such as face-to-face meetings, audio and video conferences, printed materials, and others	The proposed PD process and content is based on adult learning theories, proven professional development standards and design principles such as those identified by the State Board of Education and www.nsd.org	The proposed PD program is designed to be part of a more comprehensive professional development plan	The proposal demonstrates the applicant's content knowledge, design expertise and implementation capacity to develop and deliver an effective online professional development program or clearly explains how these skills and resources will be acquired through partnerships and/or contractual arrangements
2 points – Excellent	The proposed PD program is based on a demonstrated data-driven regional or statewide need and clearly identifies the target audience to be served	The proposed content is fully aligned to one or more of the core curricular content areas found in Michigan's Curriculum Framework, and where available, the Grade Level Content Expectations, or pedagogy is clearly related to specific content	The proposed PD program includes extensive use of diverse assessment tools/processes for participants to demonstrate new knowledge or proficiencies	Comprehensive plans exist to gather and use learner feedback and evaluation results based on application attempts to modify or update the professional development content and process, including detailed plans to collect and analyze evidence of improved student achievement	The proposed PD program includes some self-paced learning with a computer and requires substantial human interaction for support, coaching, mentoring and collegial interaction through structured learning communities that may extend beyond the duration of the formal PD activity	The proposed PD program includes extensive use of enhanced media, including audio & video files, images, graphics, artifacts, electronic and print resources, and other primary sources to address different learning styles	The proposed delivery method includes two or more blended approaches to augment the learning activities, such as face-to-face meetings, audio and video conferences, printed materials, and others	The proposed PD process and content is clearly based on adult learning theories, proven professional development standards and design principles such as those identified by the State Board of Education and www.nsd.org , and includes application of new knowledge and skills and reflection	The proposed PD program is formally embedded in a long-term comprehensive professional development strategy and includes progressive expectations for educators	The proposal clearly demonstrates the applicant's content knowledge, design expertise and implementation capacity to develop and deliver an effective online professional development program and references meaningful partnerships with other organizations as appropriate

Florida Educator Accomplished Practices (FEAP) Program Rubric**College of Education****Online Masters of Education in Educational Media**Prepared by [Dr. Judy Lee](#), Educational Media Program Coordinator**FEAP 7: Human Development and Learning Program Rubric**

	Advanced (3 pts)	Proficient (2 pts)	Developing (1 pt)	Beginner
Performance Skills (40%) FEAP-7 FEAP-7.1 FEAP-7.2	Ed Media student's media related planning and instruction consistently addresses the readiness level and interests of students. Instructional resources, activities, and adaptations and modifications appropriately challenge every student in the media center to achieve academic excellence and become	Applying human development, learning theories and concepts as well as current Ed Media research, the Ed Media student uses motivational strategies, activities and resources that encourage student achievement. Ed Media student uses media related activities and resources that accommodate different learning needs, developmental	Ed Media student is beginning to integrate appropriate means of assessing students' readiness levels and needs into Ed Media planning, activities, instruction and resources for media users.	Ed Media student's media related planning, activities, instruction and selection of resources are incompatible with the readiness level and needs of media users.

	life long learners.	levels, and experiential backgrounds.		
Knowledge (40%) FEAP-7 FEAP-7.1 FEAP-7.2	Ed Media student knows a variety of methods to establish students' readiness levels and needs. Ed Media student also knows and makes accessible a variety of strategies, activities resources to promote effective learning across varied levels of readiness in the media center.	Ed Media student can identify patterns of physical, social, and cognitive development of students and relate these patterns to media related teaching and learning principles and the resources needed in a media center. Ed Media student identifies resource modifications and adaptations appropriate for students with special needs.	Ed Media student can describe key human development and learning theories and concepts and is beginning to demonstrate an understanding of how to appropriately apply those theories and concepts to the media program, activities and resources.	Ed Media student does not relate human development and learning theories to the creation of an effective media center, media program and media resources for all students.
Dispositions (20%) FEAP-7 FEAP-7.1 FEAP-7.2	Ed Media student's media related planning, instruction, activities and resources consistently addresses	Ed Media students' media related planning, instruction, activities and resources are clearly designed to acknowledge,	Ed Media student's reflective writing indicates a growing awareness of the need to incorporate human development and learning theories and concepts into media related planning,	Ed Media student's media related planning, instruction, activities and resources provide little

	<p>the readiness level and needs of media users. Instructional modes, learning activities, and adaptations and modifications appropriately challenge every student in the media center to achieve academic excellence. Ed Media student's reflective writing includes critical analysis of the role of human development and learning theories and concepts in creating an effective media center, media program and media resources for all media users .</p>	<p>evaluate, and accommodate the individual needs of all media users.</p>	<p>instruction, activities, and resources to best meet the needs of all media users.</p>	<p>evidence that the he/she values the role of human development and learning theories and concepts as they related to a media center, media program or media resources. Media related services appear overly focused on desired media user outcomes will little attention paid to how to best achieve those outcomes.</p>
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Related Standards
FEAP ACCOMPLISHED PRACTICE #7: Human Development and Learning
FEAP-7.1 EXPECTATION: Drawing upon well-established human development/learning theories and concepts and a variety of information sources about students, the preprofessional media specialist plans instructional activities and develops a media program that meets the needs of diverse media users.
FEAP-7.2 STANDARD: Human Development and Learning -- Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all media users.

[FEAP 8: Knowledge of Subject Matter](#)

[Back to FEAP Program Rubric](#)

final Project Grading Rubric: PowerPoint Presentation

GRADE RANGE	CRITERIA FOR SCORING
4.5 5	<ul style="list-style-type: none"> • Thorough and in-depth work which fully meets or exceeds the instructions given. • Significant content with appropriate depth. • Well-organized presentation, well-paced and easily followed by the viewer. • At least 12 content slides present. • Creative, readable graphics and text that enhance important ideas in the presentation without distracting from the main theme of that presentation. • Speaker notes are clear and comprehensive. • Evidence of 6 or more bibliographic references in the background research. • Bibliography slide [not included in the 12 content required] follows all of the Chicago-style citation rules.
3 3.5 4	<ul style="list-style-type: none"> • Requirements meet or nearly so, with depth in one or more areas. • The presentation is 10%-15% short of the required number of content slides. • Presentation is generally organized with acceptable pacing and is generally clear to the viewer. • Graphics and text readable and effectively used to clarify information. • Most speaker notes are clear and adequate. • Evidence of at least 4 bibliographic references in the background research. • Bibliography slide [not included in the 12 content requirement] follows most of the Chicago-style citation rules.
1.5 2 2.5	<ul style="list-style-type: none"> • Requirements are partially met—information may be inadequate or inaccurate in several places. • Some relevant information presented; may not always be tied to the required criteria. • Presentation has between 50% and 80% of the required content slides. • Information may contain gaps or inaccuracies. • Presentation may be organized overall, but with confusion in some spots. • Slides may be too text heavy, contain frequent and/or significant errors and/or may lack appropriate graphics. • Graphics and/or text may be tough to read or comprehend. • Speaker notes are sparse and inadequate. • Evidence of less than 4 bibliographic references in the background research. • Bibliography slide [not included in the 12 content requirement] follows few of the Chicago-style citation rules.
0 0.5 1	<ul style="list-style-type: none"> • Many requirements are not adequately met. • Presentation has less than 50% of the required content slides. • Information has significant gaps or inaccuracies. • Most speaker notes are sparse or are completely non-existent. • Presentation is confusing in several key areas. • Graphics are hard to see or understand. • Evidence of no significant bibliographic references in the background research. • Bibliography slide [not included in the 12 content requirement] follows none of the Chicago-style citation rules.

Global History and Geography
Content-Specific Rubric
Thematic Essay—January 2006

Theme: Change

The ideas and beliefs of philosophers and leaders have led to changes in nations and regions.

Task: Choose *two* philosophers *and/or* leaders and for *each*

- Explain a major idea or belief of that philosopher or leader
- Discuss how that idea or belief changed *one* nation or region

You may use any philosophers or leaders from your study of global history. Some suggestions you might wish to consider include Confucius, John Locke, Adam Smith, Simón Bolívar, Otto von Bismarck, Vladimir Lenin, Mohandas Gandhi, Mao Zedong, Fidel Castro, or Nelson Mandela.

Do not use a philosopher or leader from the United States in your answer.

Scoring Notes:

1. This thematic essay has *four* components (*two* aspects [a major idea or belief and how that idea or belief changed one nation or region] for each of *two* philosophers or leaders chosen)
2. Two philosophers, two leaders, or a combination of the two may be used in the response.
3. The major idea or belief of two different individuals could be the same, e.g., both Bolivar and Gandhi believed in independence for their respective nation.
4. The discussion of how the idea or belief changed a nation or region could focus on the same nation or region for both leaders, e.g., how the ideas of both Confucius and Mao Zedong affected China.
5. A philosopher or leader for the United States may not be used, however, the discussion might involve the United States, e.g., a discussion of Fidel Castro could involve the role of the United States in the Cuban missile crisis *or* a discussion of John Locke might focus on the effect of his ideas on the United States Declaration of Independence.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by explaining a major idea or belief of *two* philosophers and/or leaders and discussing how each of those ideas or beliefs changed one nation or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *John Locke*: governments formed to protect the basic human rights of life, liberty, and property; relationship of social contract theory that king ruled with consent of subjects; subjects entered into contract promising to obey monarch as long as rights were protected and if their rights were violated the people had the right to overthrow the monarch; use of ideas in *Two Treatises on Government* to justify the overthrow of King James II who tried to use divine right to rule without Parliament and appointed Catholics to political office; England became a constitutional monarchy beginning with William and Mary in which rulers must follow Bill of Rights; *Nelson Mandela*: worked to gain equality and political power by protesting apartheid; effect as leader of African National Congress; organization of strikes and boycotts led to arrest and life sentence in prison as a result of activities after the Sharpeville Massacre; imprisonment strengthened resolve to end apartheid; connection between the release of Mandela and vote to end apartheid; election of Mandela as President has done much to calm racial tensions in South Africa
- Richly supports the theme with relevant facts, examples, and details, e.g., *John Locke*: James II, divine right; Bloodless or Glorious Revolution; constitutional monarchy; limited government; figurehead; *Nelson Mandela*: African National Congress (ANC); passbooks; F. W. de Klerk; economic sanctions)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by developing all aspects of the task for one philosopher or leader more thoroughly than for the second philosopher or leader *or* developing one aspect of the task more thoroughly than the second aspect of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *John Locke*: connection between his ideas that government was formed to protect the basic rights of life, liberty, and property and if government abused them, the people were justified in rebelling; absolute ruler James II replaced with William and Mary, who agreed to follow the Bill of Rights; *Nelson Mandela*: leader of ANC, who worked to end apartheid with strikes and boycotts, arrested, and sentenced to life imprisonment; when de Klerk becomes President, South Africans vote to end apartheid; Mandela freed and became President
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Note: At score levels 5 and 4, all **four** components of the task should be developed.

Holistic Scoring Reminder: This note applies only to the evaluation of bullet 1.

Score of 3:

- Develops **all** aspects of the task with little depth *or* develops **at least three** components of the task in some depth
- Is more descriptive than analytical (applies, may analyze, and/or evaluate information)
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Note: If **at least two** components have been thoroughly developed evenly and in depth, and the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

- Minimally develops **all** aspects of the task *or* develops **at least two** components of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:

Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the theme, task, or suggestions as copied from the test booklet; *OR* is illegible; *OR* is a blank paper

GLOBAL AWARENESS RUBRIC

Characteristic	Not Proficient 1	Limited Proficiency 2	Proficient 3	Score
Knowledge	<ul style="list-style-type: none"> • Misconstrues issues • Show little or no grasp of international/global issues • Theory stated inaccurately • Cannot recognize basic content 	<ul style="list-style-type: none"> • Presents a narrow/limited perspective • Briefly cites data/information needs • Recognizes basic content 	<ul style="list-style-type: none"> • Understands multifunctional global issues • Argues pro and con • Effectively critiques issues • Examines inconsistencies • Demonstrates value of information 	
Exposition	<ul style="list-style-type: none"> • Shows no coherent explanation • Large gaps in reasoning • Answers by rephrasing the question • One or two sentence explanations • No depth of exposition 	<ul style="list-style-type: none"> • Lack of precision • Too little justification for opinions • Little coherency • Some gaps in exposition • Some depth of exposition 	<ul style="list-style-type: none"> • Uses reasonable judgment • Succinct explanation • Main arguments are stated • Substantial depth of exposition 	
Analysis	<ul style="list-style-type: none"> • Draws faulty conclusions or uses value judgments w/o support. • Shows intellectual dishonesty • Omits the most basic arguments • Misrepresents issues 	<ul style="list-style-type: none"> • Draws conclusions but conclusions not adequately justified • Uses value judgments • Does not question data or information • Overlooks key points 	<ul style="list-style-type: none"> • Discusses issues • Formulates conclusions • Justifies conclusions • Questions validity of information • Shows intellectual honesty 	
TOTAL				

Saint Mary's University

Computer Science Programming Rubric

Trait	4	3	2	1
Specifications	The program meets all of the specifications required and works.	The program produces the correct results and displays them correctly. It also meets most of the other specifications. The program works.	The program produces correct results but does not display them correctly.	The program is producing incorrect results.
Readability	The code is well organized and very easy to follow.	The code is fairly easy to read.	The code is readable only by someone who knows what the code is supposed to be doing.	The code is poorly organized and very difficult to read.
Reusability	The code was developed in such a way that either the whole or some of the supporting classes could be reused.	Some of the code could be reused in other programs (possibly a class).	Some parts of the code could be reused in other programs (individual methods).	The code is not organized for reusability.
Documentation	The documentation clearly explains what the code is accomplishing and how.	The documentation consists of embedded comment and some simple header documentation that is somewhat useful in understanding the code.	The documentation is simply comments embedded in the code with some simple header comments separating routines.	The documentation is simply comments embedded in the code and does not help the reader understand the code.
Delivery	The program was delivered on time.	The program was delivered within a day of the due date.	The code was within 2 days of the due date.	The code was more than 2 days overdue.
Efficiency	The code is efficient without sacrificing readability and understanding.	The code is fairly efficient without sacrificing readability and understanding.	The code is brute force and unnecessarily long.	The code is huge and appears to be patched together.

Rubric for the Assessment of Computer Programming

Shane Bauman

Abstract: The following is a rubric for the assessment of computer programming assignments. It outlines specific requirements for five different categories: completion, organization and presentation, correctness, efficiency and documentation. For each category, the requirements necessary to earn an unsatisfactory, satisfactory, good and excellent evaluation are given.

Aim: To provide students with the requirements for computer programming assignments in a format that allows them to assess their own assignments and predict their evaluation.

Objectives:

1. Students will know the specific expectations for their programming assignments. (critical)
2. Students will be able to assess their own programming assignments. (critical)
3. Students will be able to predict their evaluation on an assignment. (important)

Context: This assessment instrument was prepared for a Grade 11 Advanced Computer Science (DST 3A1) course. It was used for all programming assignments given in the course.

Rationale: It is important for students to be provided with specific expectations for assignments. They need to understand that evaluation is based on fulfilling requirements, not on whether the teacher likes the student or not. When the students are provided with expectations in the form of a rubric, they are able to assess their own work. This ability generally increases the students' motivation to produce higher quality work.

Format: The assessment instrument is given in the form of a rubric.

Assessment Instrument: See below

Teaching Notes: It is helpful to refer to the rubric after an assignment has been evaluated and handed back to the students. They will often ask "Why did I get this mark?" The teacher can refer the students to the relevant category of the rubric.

The rubric can also be used for peer evaluation. The rubric allows the students to more fairly and objectively mark one another's work.

Rubric for Assessment of Computer Programming Assignments

Criteria	Unsatisfactory	Satisfactory	Good	Excellent
Completion of Assignment	- less than 50% of the assignment has been completed	- between 50-65% of the assignment has been completed	- between 65-80% of the assignment has been completed	- between 80-100% of the assignment has been completed

Presentation and Organization	<ul style="list-style-type: none"> - no name, date, or assignment title included - poor use of white space (indentation, blank lines) - disorganized and messy 	<ul style="list-style-type: none"> - name, date, assignment title included - use of white space makes program easy to read - organized work 	<ul style="list-style-type: none"> - name, date, assignment title included - good use of white space - organized work 	<ul style="list-style-type: none"> - name, date, assignment title included - excellent use of white space - effective use of bold and italics - creatively organized work
Correctness	<ul style="list-style-type: none"> - program does not execute due to errors - no error checking code included - no testing has been completed 	<ul style="list-style-type: none"> - program executes without errors - program handles some special cases - some testing has been completed 	<ul style="list-style-type: none"> - program executes without errors - program handles most special cases - thorough testing has been completed 	<ul style="list-style-type: none"> - program executes without errors - program handles all special cases - program contains error checking code - thorough and organized testing has been completed and output from test cases is included
Efficiency	<ul style="list-style-type: none"> - program uses a difficult and inefficient solution - programmer has not considered alternate solutions 	<ul style="list-style-type: none"> - program uses a logical solution that is easy to follow but it is not the most efficient - programmer has considered alternate solutions 	<ul style="list-style-type: none"> - program uses an efficient and easy to follow solution (ie no confusing tricks) - programmer has considered alternate solution and has chosen the most efficient 	<ul style="list-style-type: none"> - program uses solution that is easy to understand and maintain - programmer has analysed many alternate solutions and has chosen the most efficient - programmer has included the reasons for the solution chosen
Documentation	<ul style="list-style-type: none"> - no documentation included 	<ul style="list-style-type: none"> - basic documentation has been completed including descriptions of all variables 	<ul style="list-style-type: none"> - program has been clearly documented including descriptions of all variables - for each subprogram the purpose is noted as well as the input requirements and output results 	<ul style="list-style-type: none"> - clearly and effectively documented including descriptions of all variables - for each subprogram, the specific purpose is noted as well as the input requirements and output results

EXAMPLE Rubric for Liberal Studies
Student Learning Outcomes in Critical Thinking
2007

OBJECTIVES	ADVANCED	PROFICIENT	NOVICE	UNSATISFACTORY
<u>Articulation of Meanings:</u> Convey, to an intended audience, the meaning of a statement	Effectively identifies and communicates the intended meaning(s) of a statement or position based on the source's intentions, context, biases, and perspectives.	Adequately identifies and communicates the intended meaning(s) of a statement or position based on the source's intentions, context, biases, and perspectives.	Struggles to identify and communicate the intended meaning(s) of a statement or position based on the source's intentions, context, biases, and perspectives.	Unable to appropriately identify and communicate the intended meaning of a statement or position based on the source's intentions, context, biases, and perspectives.
<u>Validity of Claims:</u> Assess the validity of a claim, taking into account different conceptual schemes, contextual factors, and evidence.	Effectively and critically evaluates evidence leading to a claim; effectively distinguishes between appropriate and inappropriate evidence that supports the claim; effectively identifies various contexts, assumptions, and biases inherent within the claim; seeks specifically to question "expert" evidence by addressing additional diverse perspectives.	Adequately evaluates evidence leading to a claim, distinguishes between appropriate and inappropriate evidence that supports the claim, and identifies various contexts, assumptions, and biases inherent within the claim; typically questions "expert" evidence leading to a claim by addressing additional diverse perspectives.	Struggles evaluates evidence leading to a claim, distinguishes between appropriate and inappropriate evidence that supports the claim, and identifies various contexts, assumptions, and biases inherent within the claim; rarely questions "expert" evidence leading to a claim by addressing additional diverse perspectives.	Does not distinguish between fact, opinion, and value judgments; does not question "expert" evidence; cannot identify various contexts, assumptions, and biases within the claim.
<u>Evaluation of Arguments:</u> Evaluate an argument's structure by determining whether the conclusion would be probable if the premises were true.	Effectively evaluates arguments with creativity and/or insight, and evaluates a conclusion based on the extent to which the arguments are complete, well-supported, logically consistent, and take into account various perspectives and biases.	Reasonably competent with evaluating ideas with creativity and/or insight, and can reasonably evaluate a conclusion based on the extent to which the arguments are complete, well-supported, logically consistent, and take into account various perspectives and biases.	Partial evaluation of ideas, and minimal ability to evaluate a conclusion based on the extent to which the arguments are complete, well-supported, logically consistent, and take into account various perspectives and biases.	Unable to judge the value or usefulness of ideas, and ineffectively evaluates a conclusion based on the extent to which the arguments are complete, well-supported, logically consistent, and take into account various perspectives and biases.

EXAMPLE Rubric for Liberal Studies
Student Learning Outcomes in Critical Thinking
Likert Scale
2007

EVALUATION CRITERIA (STUDENT LEARNING OUTCOMES)	HIGH				LOW	N/A
<u>Articulation of Meanings:</u> Convey, to an intended audience, the meaning of a statement	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	
<u>Validity of Claims:</u> Assess the validity of a claim, taking into account different conceptual schemes, contextual factors, and evidence.	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	
<u>Evaluation of Arguments:</u> Evaluate an argument's structure by determining whether the conclusion would be probable if the premises were true.	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	

Rubric Examples

**EXAMPLE Rubric for Liberal Studies
Student Learning Outcomes Effective Writing
2007**

OBJECTIVES	ADVANCED	PROFICIENT	NOVICE	UNSATISFACTORY
<u>Audience:</u> Tailor writing to a specific audience	Style and tone engage the audience and holds their interest throughout the written work. Demonstrates a coherent, original, well-developed and clear purpose for a specific audience.	Style and tone engage the audience, and holds their interests through most of the written work. Demonstrates a coherent, original, well-developed and clear generally aimed at appropriate audience.	May appeal to a limited audience; has few engaging qualities. Purpose is not clearly directed to appropriate audience.	Little or no awareness of the audience.
<u>Purpose:</u> Focus writing on a specific purpose	Thesis and purpose are focused, effective, and clearly related to the assignment.	Thesis and purpose are fairly clear and match the assignment.	Thesis and purpose are somewhat vague OR only loosely related to the assignment.	Thesis and purpose cannot be determined and/or are unrelated to the assignment.
<u>Organization</u> Produce logical, coherent, and well structured writing	All ideas are presented in a logical order. Introduction is clear, body includes many details, and conclusion summarizes main idea. Writing flows smoothly throughout.	Ideas are presented in a logical order. Introduction is clear, body includes many details, and conclusion summarizes main idea.	Some ideas are presented in logical order. Introduction, body, and conclusion are included.	Writing is fragmented. Ideas are not presented in logical order. Introduction, body, and conclusion are not clear.
<u>Writing Standards:</u> Apply appropriate writing standards	Impeccable spelling, grammar, word order, word usage, and punctuation; proper citation of texts according to documentation style used in the discipline.	Very few errors in spelling, grammar, word usage, and punctuation; few errors in citations according to documentation style used in the discipline.	Several errors in spelling, grammar, word order, word usage, punctuation, and citation which lacks in consistency with documentation style used in the discipline.	Many errors in spelling, grammar, word order, word usage, punctuation, and citations

EXAMPLE Rubric for Liberal Studies
Student Learning Outcomes in Effective Writing Rubric
Likert Scale
2007

EVALUATION CRITERIA (STUDENT LEARNING OUTCOMES)	HIGH				LOW	NA
<u>Tailor writing to a specific audience</u> <ul style="list-style-type: none"> Style and tone engage the audience and holds their interest throughout the written work. Demonstrates a coherent, original, well-developed and clear purpose for a specific audience. 	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	
<u>Focus writing on a specific purpose</u> <ul style="list-style-type: none"> The author's focus/thesis/viewpoint is clear. 	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	
<u>Produce logical, coherent, and well structured writing</u> <ul style="list-style-type: none"> Creative, sophisticated, effective, and cohesive organization contributes to full development of the writing. All ideas in the paper flow logically in an organized manner. 	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	
<u>Apply appropriate writing standards</u> <ul style="list-style-type: none"> Impeccable spelling, grammar, word order, word usage, and punctuation. Author uses citations coherently/accurately according to documentation style used in the discipline. 	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	

Rubric Examples

EXAMPLE Rubric for Liberal Studies
Student Learning Outcomes in Effective Oral Communication
(for assessing interpersonal communication, i.e. small group discussions)
2007

OBJECTIVES	ADVANCED	PROFICIENT	NOVICE	UNSATISFACTORY
<u>Organization and Development</u> Discover, organize and deliver content that is adapted to the audience, purpose, and context	Uses words, terms, and examples which others clearly understand.	Uses understandable words and terms, but needs examples to clarify major ideas.	Uses confusing words and terms; uses examples which, to a limited degree, help listener understand.	Uses confusing words, terms, and/or examples which listener does not understand.
<u>Vocal Delivery</u> Use appropriate verbal and non-verbal communication delivery techniques (e.g., loudness, gestures, posture, eye contact, language)	Always speaks in an understandable voice, using clear tone, enunciation, and reasonable pace; message is clearly received and facial expressions, eye contact with group members, contribute to successful delivery.	Speaks in a voice which is generally understandable; sometimes tone, enunciation or pace interferes with message; adjusts delivery when listener does not understand. Facial expressions, eye contact with group members, assist in clear delivery.	Speaks in a voice which is generally understandable; sometimes tone, enunciation or pace interferes with message; needs listener requests to modify delivery of message. Facial expressions, eye contact with group members, distract from delivery.	Speaks in a voice which is frequently difficult to understand due to poor tone, enunciation or pace even after listener requests to repeat message.
<u>Interaction</u> Listen actively and respond thoroughly and thoughtfully to questions.	Is always attentive to others when they speak. Asks questions when he or she does not understand what is being said; questions are pertinent to main ideas. Puts self in others' shoes; accepts and understands the feelings and motivations of others.	Is attentive to others when they speak; is occasionally distracted by others. Asks questions when he or she does not understand what is being said; some questions may not be pertinent to main ideas. Puts self in others' shoes; accepts and understands the feelings and motivations of others.	Is occasionally inattentive to others when they speak; distracts others' listening. Asks questions when he or she does not understand what is being said; many questions are not pertinent and do not allow the speaker to effectively communicate main ideas. Finds it difficult to accept others' feelings.	Is consistently inattentive to others when they speak for a wide variety of reasons. Exhibits little or no interest in information being shared; no information seeking questions are asked. Does not accept others' feelings.
<u>Documentation and Supporting Material</u> Create and use appropriate supporting materials and presentation aids	New ideas and contributions are shared, supported by facts (distinguished from opinion), examples, analogies, statistics, or personal experience, etc.;	Contributions to the group are generally supported by facts (generally distinguished from opinion), documentation, examples, analogies, statistics, or personal experience, etc. but may need more development.	Opinions are stated as facts and support for ideas is limited or lacking. Contributions to the group are still in the development.	No facts or documentation are presented. Little or no contribution to the group.

This rubric was created using sources from these websites:
http://www.rubrics.com/rubrics/Interpersonal_Communication_Skills.html

Northwest Regional Educational Laboratory <http://www.nwrel.org/assessment/pdfRubrics/groupassess.PDF>

EXAMPLE Rubric for Liberal Studies
Student Learning Outcomes in Effective Oral Communication:
(for assessing interpersonal communication, i.e. small group discussions)
Likert Scale
2007

EVALUATION CRITERIA (STUDENT LEARNING OUTCOMES)	HIGH				LOW	N/A
<u>Organization and Development</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>5</u>
<u>Vocal Delivery</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>5</u>
<u>Interaction</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>5</u>
<u>Documentation and Supporting Material</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>5</u>

EXAMPLE Rubric for Liberal Studies
Student Learning Outcomes in Effective Oral Communication:
(Oral Presentation Assignment)
2007

OBJECTIVES	ADVANCED	PROFICIENT	NOVICE	UNSATISFACTORY
<u>Organization and Development</u> Discover, organize and deliver content that is adapted to the audience, purpose, and context	Topic, purpose, and content are expertly fitted to audience and setting and presentation is easy to follow.	Topic, purpose, and content are well fitted to audience and setting and presentation is organized.	Topic, purpose, and content are lacking relevance to audience and setting and presentation lacks organization.	Topic, purpose, and content fail to address audience and setting and presentation is very difficult to follow.
<u>Vocal Delivery</u> Use appropriate verbal and non-verbal communication delivery techniques (e.g., loudness, gestures, posture, eye contact, language)	Speaker projects and articulates exceptionally; there are no distractions (i.e. slang, pauses) that detract from the presentation.	Speaker projects and articulates well; there are only a few distractions (i.e. slang, pauses) that detract from the presentation.	Speaker has problems with the verbal projection and articulation; there are many distractions (i.e. slang, pauses) that detract from the presentation.	Speaker does not project well and is at times inarticulate; there are many detractors from the presentation.
<u>Interaction</u> Listen actively and respond thoroughly and thoughtfully to questions.	Speaker thoroughly and expertly responds to questions with material that goes beyond ideas already presented; shows expertise in listening and speaking protocols.	Speaker thoroughly responds to questions with material that sometimes go beyond ideas already presented; shows awareness of listening and speaking protocols.	Speaker inadequately responds to questions; shows lack of awareness of listening and speaking protocols.	Speaker does not respond to questions; shows no awareness of listening and speaking protocols.
<u>Documentation and Supporting Material</u> Create and use appropriate supporting materials and presentation aids	Documentation and supporting material reinforce the presentation, exceed the requirement and are expertly incorporated.	Documentation and supporting material adequately reinforce the presentation, meet requirement and are well incorporated.	Documentation and supporting material are only somewhat used or not clearly applied.	Documentation and supporting material are not used.

EXAMPLE Rubric for Liberal Studies
Student Learning Outcomes in Effective Oral Communication:
(Oral Presentation Assignment)
Likert Scale
2007

EVALUATION CRITERIA (STUDENT LEARNING OUTCOMES)	HIGH				LOW	N/A
<u>Organization and Development</u> <ul style="list-style-type: none"> Discover content that is adapted to the audience, purpose, and context Organize and deliver content that is adapted to the audience, purpose, and context 	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>5</u>
<u>Vocal Delivery</u> <ul style="list-style-type: none"> Use appropriate verbal delivery techniques Use appropriate nonverbal communication techniques. 	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>5</u>
<u>Interaction</u> <ul style="list-style-type: none"> Listen actively and respond thoroughly and thoughtfully to questions. 	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>5</u>
<u>Documentation and Supporting Material</u> <ul style="list-style-type: none"> Create and use appropriate supporting materials and presentation aids. 	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>5</u>

EXAMPLE Rubric for Liberal Studies
Student Learning Outcomes in Quantitative Reasoning
2007

OBJECTIVES	Advanced	Proficient	Novice	Unsatisfactory
Descriptions: Assess descriptions of both raw and derived quantitative data	Expertly recognizes and differentiates between raw and derived data, and expertly appraises the appropriateness of descriptions pertaining to different types or scales of data.	Competently defines and differentiates between raw and derived data, and adequately assesses the appropriateness of descriptions that pertain to different types or scales of data.	Can generally define and differentiate between raw and derived data; still unable to determine appropriateness of descriptions related to different data types and scales.	Unable to differentiate between or define raw and derived data, or to recognize the appropriateness of descriptions of different types or scales of data.
Models: Select and apply the appropriate mathematical, statistical, or graphical model	Expertly and accurately recognizes, selects, and applies appropriate mathematical, statistical, or graphical models for the situation at hand. Quite familiar with models available.	Competently selects and applies appropriate mathematical, statistical, or graphical models for the situation at hand, though still becoming familiar with the range of models available.	Limited ability to recognize, select, and apply appropriate mathematical, statistical, or graphical models for the situation at hand, and limited knowledge and understanding of the range of models available.	Unable to recognize, select or apply appropriate mathematical, statistical, or graphical models for the situation at hand. Displays little or no knowledge or understanding about range of models available.
Data Manipulations: Perform data manipulations, and then organize data graphically, numerically, or functionally (e.g. linearly)	Expertly performs data manipulations and organizes data into graphic, numeric, or functional forms as necessary for the task. Excels at identifying and understanding the range of data organization formats available.	Competently performs data manipulations and can generally organize data into graphic, numeric, or functional forms as necessary for the task. Generally can identify and understand the range of data organization formats available.	Limited ability to perform data manipulations and to organize data into graphic, numeric, or functional forms as necessary for the task. Struggles to identify and distinguish between the range of data organization formats available.	Unable to perform data manipulations or to organize data into graphic, numeric, or functional forms as necessary for the task. Not yet able to identify and distinguish between the range of data organization formats available.
Interpretation: Interpret the results of models, including margins of error from statistical data	Expertly interprets quantitative measures and the results of models, including margins of error from statistical data, statistical significance, and descriptive statistics (e.g. mean, median, mode)	Competently interprets quantitative measures and the results of models, including margins of error from statistical data, statistical significance, and descriptive statistics (e.g. mean, median, mode).	Limited ability to interpret quantitative measures and the results of models, including margins of error from statistical data, statistical significance, and descriptive statistics (e.g. mean, median, mode)	Unable to interpret quantitative measures and the results of models, including margins of error from statistical data, statistical significance, and descriptive statistics (e.g. mean, median, mode)
Problem Solving: Use graphs to solve problems such as scheduling, organizing information or finding optimal strategies	Always identifies and applies the best, most appropriate graphical format to solve problems such as scheduling, organizing information, or finding optimal strategies.	Competently identifies and applies appropriate graphical formats to solve problems such as scheduling, organizing information, or finding optimal strategies.	Limited ability to identify and apply appropriate graphical formats to solve problems such as scheduling, organizing information, or finding optimal strategies.	Unable to identify and apply appropriate graphical formats to solve problems such as scheduling, organizing information, or finding optimal strategies.
Results: Describe and explain the processes and results applying quantitative literacy skills.	Can expertly describe and explain the processes and results applying quantitative literacy skills.	Competently describes and explains the processes and results applying quantitative literacy skills.	Limited ability to describe and explain the processes and results applying quantitative literacy skills; stronger with description rather than explanation.	Unable to describe and explain the processes and results applying quantitative literacy skills; cannot distinguish between description and explanation.

EXAMPLE Rubric for Liberal Studies
Student Learning Outcomes in Quantitative Reasoning
 Likert Scale
 2007

Evaluation Criteria (Student Learning Outcomes)	HIGH				LOW	NA
<u>Descriptions:</u> Assess descriptions of both raw and derived quantitative data	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	
<u>Models:</u> Select and apply the appropriate mathematical, statistical, or graphical model	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	
<u>Data Manipulations:</u> Perform data manipulations, and then organize data graphically, numerically, or functionally (e.g. linearly)	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	
<u>Interpretation:</u> Interpret the results of models, including margins of error from statistical data	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	
<u>Problem Solving:</u> Use graphs to solve problems such as scheduling, organizing information or finding optimal strategies	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	
<u>Results:</u> Describe and explain the processes and results applying quantitative literacy skills.	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	

Rubric for Paper 2: Social Sciences

Student's Name:

CATEGORY	10	8	6	4	Total Points
Content: FOCUS 1	Thesis is very clear, though it may/may not be explicitly stated.	Thesis is generally clear though it may not be explicitly stated.	Thesis may be vague.	Thesis is unclear or confusing.	
Content: FOCUS 2	Maintains focus on thesis throughout by using well-defined subtopics. Paper focuses on both broad and narrow aspects of the topic.	May exhibit minor lapses in focus on thesis, and subtopics may not be well-defined. Paper focuses mostly on broad aspects of the topic with some narrow.	May lose or may exhibit major lapses in focus on thesis, and the subtopics are not defined. Paper focuses on broad aspects of the topic with very little narrow.	Fails to establish focus on topic/subject, and thesis is unclear and subtopics are not present. Paper focuses solely on broad aspects of the topic.	
Content: ORGANIZATION 1	The organizational structure is obvious when reading, and there are clearly labeled subtopics in the piece.	The organizational structure is somewhat obvious when reading, and there are clearly labeled subtopics in the piece.	The organizational structure is not obvious when reading, and there are not clearly labeled subtopics in the piece.	The organizational structure is present when reading, and there are not clearly labeled subtopics in the piece.	
Content: ORGANIZATION 2	Organization is a logical progression of ideas and is unified and complete.	There is a logical progression of ideas and is reasonably complete, although minor lapses may be present.	One or more major lapses in the logical progression of ideas are evident.	Ideas are presented in a random fashion.	
Content: SUPPORT	Support information is related to and supportive of the thesis and subtopics in the paper. The author also uses good quotes to support his or her points. Author uses at least 1 peer-reviewed source. The author makes good use of primary and secondary resource materials and does not simply summarize .	Support information has minor weaknesses in the thesis and subtopics of the paper. The author also uses some good quotes to support his or her points. Author uses at least 1 peer-reviewed source	Support information has major weaknesses in the thesis and subtopics in the paper. The author also uses quotes. Author does not use at least 1 peer-reviewed source.	An attempt has been made to add support information, but it was unrelated or confusing. No quotes are used. Author does not use at least 1 peer-reviewed source.	
Conventions	Exhibits REASONABLE CONTROL of grammatical conventions appropriate to the writing task: sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling.	Exhibits SOME CONTROL of grammatical conventions appropriate to the writing task: sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling.	Exhibits MINIMAL CONTROL of grammatical conventions appropriate to the writing task: sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling.	LACKS CONTROL of grammatical conventions appropriate to the writing task: sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling.	
Content: STYLE - Sentence Fluency	Demonstrates skillful sentence fluency (varies length, good flow rhythm, and varied structure). The language use is original and engaging.	Demonstrates reasonable sentence fluency. The language use is solid and concise.	Demonstrates minimal sentence fluency. The language use is simple and unremarkable.	Sentence fluency is lacking. The language use is confusing and difficult to make sense of.	

Rubric Examples

MLA Conventions	In-text citations and bibliography are all done correctly and conscientiously.	In-text citations and bibliography are mainly done correctly and conscientiously.	In-text citations and bibliography are present.	In-text citations and bibliography are not present or correctly done.	
Comments					Total Points: Percentage: Grade

Paper 2 percentage:
Letter Grade:

Humanities Unit Rubric

Student's Name:

CATEGORY	10	8	6	4	Total Points
Content: Thesis	The thesis statement or paragraph names the topic of the essay and outlines the main points to be discussed with reference to sources.	Thesis statement or paragraph names the topic of the essay.	Thesis statement or paragraph outlines some or all of the main points to be discussed but does not name the topic.	Thesis statement or paragraph does not name the topic or preview what will be discussed.	
Content: Close Reading 1	Explores with significant detail and insight how the close reading reveals the importance of the poem to the overall theme of the essay.	Explores with some detail and insight how the close reading reveals the importance of the poem to the theme of the essay.	Explores poem with minimal detail and insight.	Fails to link close readings of poem with theme of the essay.	
Content: Close Reading 2	Utilizes numerous specific details from the poem to build an interpretive argument. Looks closely at the choices the poet made in constructing the poem.	Utilizes some specific details from the poem. At times looks closely at the choices the poet made.	Utilizes few details from the poem. Rarely looks closely at the poet's choices.	Does not give any specific details or quotes from the poem. Does not consider the poet's choices.	
Content: Critical piece and outside source 1	Skillfully weaves source material from a critical piece and an outside source to enhance the writer's thesis and interpretative analysis of the poem; inserts source material in appropriate and interesting ways.	Weaves source material with some skill. Inserts material in appropriate and interesting ways, for the most part.	Source material is discussed in the paper.	Author barely discusses the critical piece or outside source.	
Content: Critical piece and outside source 2	Support information is related to and supportive of the thesis. Seamlessly integrates sources using analysis and does not let quotes "speak for themselves."	Support information has minor weaknesses in support of the thesis. The author also uses some good quotes and some good details to support his or her points.	Support information has major weaknesses in the support of the thesis. The author also uses some detail and few quotes.	An attempt has been made to add support information, but it was unrelated or confusing. No quotes are used.	
Content: Conclusion	The conclusion is strong and leaves the reader solidly understanding the thesis. Effective restatement of the position statement begins the closing paragraph. Addresses the "so what?" or "who cares" factor in relation to their thesis.	The conclusion is recognizable. The author's thesis is restated within the first two sentences of the closing paragraph. Somewhat addresses the "so what?" factor.	The author's thesis is restated within the closing paragraph, but not near the beginning. Attempts to address the "so what?" factor.	There is no conclusion - the paper just ends.	

Rubric Examples

Content: Organization	Organization is a logical progression of ideas and is unified and complete. A variety of thoughtful transitions are used and clearly show how ideas are connected.	There is a logical progression of ideas and is reasonably complete, although minor lapses may be present. Transitions show how ideas are connected, but there is little variety.	One or more major lapses in the logical progression of ideas are evident. Some transitions work well, but some connections between ideas are fuzzy.	Ideas are presented in a random fashion. Transitions between ideas are unclear OR nonexistent.	
Conventions	Exhibits REASONABLE CONTROL of grammatical conventions appropriate to the writing task: sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling.	Exhibits SOME CONTROL of grammatical conventions appropriate to the writing task: sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling.	Exhibits MINIMAL CONTROL of grammatical conventions appropriate to the writing task: sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling.	LACKS CONTROL of grammatical conventions appropriate to the writing task: sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling.	
Style - Sentence Fluency	Demonstrates skillful sentence fluency (varies length, good flow rhythm, and varied structure). The language use is original and engaging.	Demonstrates reasonable sentence fluency. The language use is solid and concise.	Demonstrates minimal sentence fluency. The language use is simple and unremarkable.	Sentence fluency is lacking. The language use is confusing and difficult to make sense of.	
MLA Conventions	In-text citations and bibliography are all done correctly and conscientiously.	In-text citations and bibliography are mainly done correctly and conscientiously.	In-text citations and bibliography are present.	In-text citations and bibliography are not present or correctly done.	
Comments					Total Points:

Paper 3 percentage:
Letter grade:

**EXAMPLE Rubric for Liberal Studies
Student Learning Outcomes in Scientific Reasoning
2007**

This rubric is geared towards a lab assignment.

OBJECTIVES	ADVANCED	PROFICIENT	NOVICE	UNSATISFACTORY
<u>Collect Observations and Develop a Hypothesis</u> Formulate hypotheses on the basis of observations appropriate for the discipline	Obvious connection between the problem and predicted outcome. Provides references showing that hypothesis refutes or defends established knowledge.	Hypothesis and problem are clearly connected. Hypothesis refutes or defended established knowledge.	No connection between hypothesis and experiment. No clear way to prove or disprove hypothesis by performing experiment.	Hypothesis is missing or is unrelated to the experiment.
<u>Design Experiment</u> Formulate and carry out tests of hypotheses employing techniques appropriate for that discipline	Method is documented completely and accurately, making experiment easy to reproduce. Variables are identified and classified as dependent and independent.	The method included descriptive text/diagrams. Experiment can be reproduced using the steps provided. Variables are identified and classified as dependent and independent.	Description of method is general and procedure is missing steps. Information provided is not sufficient to replicate experiment. Variables are not completely described or are incorrectly classified as dependent or independent.	The method is not described or documented. Does not mention dependent and independent variables.
<u>Collect Data</u> Employ appropriate tools for collecting, analyzing, and evaluating data to test hypotheses	Data is thoroughly gathered and accurately recorded using identified tools.	Data is gathered and recorded using identified tools.	Data collection lacks in accuracy and is not clearly recorded using identified tools.	Data is missing and not recorded.
<u>Present Results</u> Communicate results of scientific investigation	Procedures and results are correctly and clearly presented in charts or graphs best suited for displaying the data collected.	Data is correctly presented in charts and graphs.	Charts and graphs are missing or inaccurate.	Data is not displayed in a useful or understandable format.
<u>Draw Conclusions</u> Use a scientific theory to explain features of the world within the scope of that theory	The problem and hypothesis are restated. Findings are discussed in detail. Conclusions directly address hypothesis. Conclusions are supported by the data.	The problem is restated. Conclusions are based on the data collected. Shows a strong relationship between conclusions and hypothesis.	The problem is restated. Conclusions are simplistic. No clear relationship between conclusions and hypothesis.	Original problem is not restated. Findings are not summarized. Conclusions are not relevant to hypothesis.

This rubric may be more geared toward a scientific paper based on other research.

OBJECTIVES	ADVANCED	PROFICIENT	NOVICE	UNSATISFACTORY
<u>Collect Observations and Develop a Hypothesis</u> Formulate hypotheses on the basis of observations appropriate for the discipline	Obvious connection between the problem and predicted outcome. Provides references showing that hypothesis refutes or defends established knowledge.	Hypothesis and problem are clearly connected. Hypothesis refutes or defended established knowledge.	No connection between hypothesis and experiment. No clear way to prove or disprove hypothesis by performing experiment.	Hypothesis is missing or is unrelated to the experiment.
<u>Design Experiment</u> Formulate and carry out tests of hypotheses employing techniques appropriate for that discipline	Accurately describes and justifies the methods used.	Describes and justifies the methods used.	Describes or justifies the methods, but does not do both clearly.	Does not describe or justify the methods used.
<u>Collect Data</u> Employ appropriate tools for collecting, analyzing, and evaluating data to test hypotheses	Presents easy-to-follow steps which are logical and adequately detailed.	Most of the steps are understandable; some lack detail or are confusing.	Some of the steps are understandable; most are confusing and lack detail.	Not sequential, most steps are missing or are confusing.
<u>Present Results</u> Communicate results of scientific investigation	Data and graphical representation are neatly completed and totally accurate and appropriate for audience and purpose.	Data and graphical representation are accurate, and suited for audience and purpose.	Inaccuracies and/or illegible characters in data and/or graphical representation.	Data and graphical representation missing information and are inaccurate.
<u>Draw Conclusions</u> Use a scientific theory to explain features of the world within the scope of that theory	Presents a logical explanation for findings and addresses all of the questions posed in the research.	Presents a logical explanation for findings and addresses some of the research questions.	Presents an illogical explanation for findings and addresses few research questions.	Presents an illogical explanation for findings and does not address any of the research questions.

EXAMPLE Rubric for Liberal Studies
Student Learning Outcomes in Scientific Reasoning
Likert Scale
2007

EVALUATION CRITERIA (STUDENT LEARNING OUTCOMES)	HIGH				LOW	N/A
<u>Collect Observations and Develop a Hypothesis</u> Formulate hypotheses on the basis of observations appropriate for the discipline	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	
<u>Design Experiment</u> Formulate and carry out tests of hypotheses employing techniques appropriate for that discipline	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	
<u>Collect Data</u> Employ appropriate tools for collecting, analyzing, and evaluating data to test hypotheses	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	
<u>Present Results</u> Communicate results of scientific investigation	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	
<u>Draw Conclusions</u> Use a scientific theory to explain features of the world within the scope of that theory	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	

Rubric Examples

INFS 1000 Mid-Term Exam Grading Rubric

Requirement	Insufficient (D or F level)	Basic (C level)	Proficient (B level)	Advanced (A level)
<p><i>You specified the dimensions of the topic appropriately.</i></p> <ul style="list-style-type: none"> <i>Clearly state the focused topic.</i> <i>Developed an appropriate working thesis.</i> <i>Took appropriate steps to narrow and focus the topic.</i> 	<p>Topic has an imprecise or unclear focus. The focus needs to be narrowed or clarified.</p> <p>Thesis statement does not clearly state a focused topic, lacks precision. Thesis statement does not clearly lay out the main ideas and issues.</p> <p>Research questions are too broad or vague and do not adequately focus the topic.</p>	<p>Topic has a discernable focus but lacks precision.</p> <p>Thesis statement addresses the topic but needs more precise focus and precision. There is an argument but it needs to be more clearly stated.</p> <p>Research questions address the topic but need more focus and precision.</p>	<p>Clear focus on the topic which is adequately precise.</p> <p>Thesis statement that is clear and focused and adequately precise. The argument is adequately stated and precise.</p> <p>Clear, focused and adequately precise research questions.</p>	<p>Very clear focus that is precise, appropriately narrow, and well articulated.</p> <p>Thesis statement that is very well focused and concise. The argument is clear, focused and well stated.</p> <p>Very clear, concise and well focused research questions.</p>
		4.25 4.5 4.75	5 5.25	5.5 5.75 6
<p><i>You had a clear articulate research strategy.</i></p> <ul style="list-style-type: none"> <i>Clearly articulated the process used to identify and locate resources.</i> <i>Used search techniques appropriate for the topic.</i> <i>Used specific and effective search techniques.</i> 	<p>Research process is not clearly stated or is confused in its application. Research process does not adequately take account of the topic focus and is much too broad in application.</p> <p>Consistent mistakes are made in applying basic search techniques. Confusion related to application of search terms and search techniques.</p>	<p>Research process is articulated but needs more focus and clarity.</p> <p>Basic search techniques are adequately applied but no or little demonstration of advanced search strategies, or errors are made in the application of search techniques.</p>	<p>Clear research process that adequately takes account of the issues related to the topic.</p> <p>Clear use of basic and advanced search techniques. Minor errors in application of search techniques, or lack of connection in search strategies across library resources.</p>	<p>A clear, concise, and well focused research process that takes into account all the relevant issues related to the topic.</p> <p>Used basic and advanced search techniques very well and has applied the search techniques consistently well across all the library resources.</p>
		4.25 4.5 4.75	5 5.25	5.5 5.75 6

<i>You identified keywords and subject headings that were appropriate to the topic.</i>	Keywords and/or subject headings were not useful for the topic focus. Misapplication of keywords and/or subject headings. Shows a lack of understanding of what subject headings are and how they are to be used.	Some useful keywords and/or subject headings that relate to the research focus. Keywords and/or subject headings may be too broad or need to be combined to be effective.	Many useful keywords and/or subject headings that clearly relate to the research focus. Indication that the keywords and/or subject headings have been combined in useful ways to help focus searching.	Very useful keywords and subject headings that clearly relate to the research focus. Located sub-headings and connected them appropriately with main subject headings. Combined keywords and main and sub-headings in very useful ways to help focus searching.
		3	3.25 3.5	3.75 4
<i>You selected resources that were appropriate for the topic and demonstrated how each resource supported the thesis statement and research topic.</i>	Most resources selected were not appropriate for supporting the topic focus. Little to no consistency in the selected resources and the research topic focus. Little or no demonstration of the appropriateness of resources for topic relevance, or confusion related to resource relevance.	Most of the resources selected are appropriate for the topic. Demonstration of the appropriateness of resources for topic relevance is adequate for most resources.	All of the resources selected are appropriate for the topic. Demonstration of the appropriateness of resources is well documented and clearly stated. Good level of detail provided concerning relevance of resources to thesis statement, research questions, and topic focus.	All of the resources selected are very well focused on the topic or specific sub-aspects of the topic. Demonstration of the appropriateness of resources is very well documented with in-depth analysis of each resource. Clear and detailed explanation of how each resource supports the thesis statement, research questions, and the various aspects of the topic focus.
		4.25 4.5 4.75	5 5.25	5.5 5.75 6
<i>You evaluated each resource according to specific evaluation criteria. You provided clear and specific evaluations.</i>	Little or no evidence of evaluation of the resources. Attempts at evaluation were not based on any criteria but were mere assertions of credibility without evidence to support claims.	Clear evidence of evaluation of most of the resources, but evaluation lacks depth.	Clear evaluation of resources based upon specific criteria of authority, reliability and bias.	Strong and in-depth evaluation of all resources based upon specific criteria. Clear understanding of the bias, authority, reliability, and credentials of the author, publisher, or web site sponsor.
		4.25 4.5 4.75	5 5.25	5.5 5.75 6

Name of Candidate:
Portfolio for School Site:
Reviewed by University Supervisor:
Date:

University of Rhode Island
Graduate School of Library and Information Studies
LSC 596 Professional Field Experience: School Library Media Practicum
Portfolio Evaluation By Professor Cheryl A. McCarthy

Introduction

LSC 596 Professional Field Experience: School Library Media Practicum and Seminar is a nine credit graduate course that focuses on directed field experiences in two school library media centers for a total of 300 hours (5 weeks or 150 hours in elementary and 5 weeks or 150 hours in secondary). Students perform the four roles of school library media specialists: teacher, information specialist, instructional partner, and program manager. This course is the capstone of teacher certification track for all students in the school library media program. Students enrolled in the School Library Media Practicum have successfully completed LSC 520 School Library Media Services with a B or better and have been interviewed for readiness by their advisor/supervisor for the Practicum and have volunteered at their two practicum sites in the Fall.

Each student is required to develop a working portfolio for each practicum site. The exit portfolio, however, will be assessed as a whole and will enable the student to showcase evidence of their field experiences and how they meet or exceed the eleven Rhode Island Beginning Teacher Standards (RIBTS). In addition, the exit portfolio will document the level to which students are prepared to receive approval for teaching certification in School Library Media grades kindergarten through twelve. Students who are in the regional program out of state may opt to use the INTASC Standards or if students are already certified as a teacher they may opt to meet the National Board for Professional Teaching Standards in Library Media (NBPTS).

Evidence included in exit portfolios documents the students' application of Information Literacy Standards and other subject area standards as used during the field experiences as well as meeting the RIBTS/INTASC or NBPTS. The practicum supervisor using the rubric below will assess the exit portfolio and submit the scored rubric points for the data tables for analysis of the school library media program.

Sections [tasks] of Portfolio

There are 13 tasks for your portfolio. Be sure to check rubrics below for details.

1. Table of contents and Analysis of Culture of your school
2. Program Outline for EACH site
3. Concise Personal Statement of Your Career as a School Library Media Specialist [This is a combination of a philosophy of education and service]
4. Resume
5. E-FOLIO 11 Statements with rationales for Each 11 Rhode Island Teacher Standards (RITS) with supporting Artifacts and Matrix [One item may be evidence of meeting more than one standard but you must create a justification sheet for each including the Standard statement and a what item you have chosen

and HOW and WHY that artifact meets the standard. See Portfolio text for samples.]

6. Daily Lesson Plans
7. Daily Logs of activities with one daily reflection
8. Journal Entries 3 required at each site for 50, 100, and 150 hours for each site
9. Additional Projects – [Pictures of Displays& Bulletin Boards, Webliographies, Bibliographies, Pathfinders, Reading Lists (bookmarks), Databases, Web page, Signage, Workshops, Curriculum collaborations]
10. **Evaluations:** Cooperating LMS's Third Evaluation one each site @ 150 hours
11. **Evaluations:** Site Visit Evaluations by University Supervisor one each site
12. Case Study: [An individual and collaborative effort with seminar partner]
13. Video
14. Participation in Seminar Discussions each seminar session

Each section will be evaluated using the following guidelines:

Target/Exemplary= Well Above Standard 5points,

Acceptable= Above Standard = 4 Points or Meets Standard= 3 Points,

Not Acceptable= Approaching Standard= 2 Points, Little Evidence of meeting standard= 1 Point.

TARGET/EXEMPLARY= Well Above Standard 5points= Well Above Standard

5points: This category is intended to assess exemplary work that exceeds requirements with equivalent letter grade of A to A+. Exemplary level is intended to assess exemplary work and growth beyond the beginning teacher level with work that exceeds the requirements or is well above standard and is equivalent to letter grade of A to A+.

ACCEPTABLE= Above Standard= 4 points and Meeting Standard= 3 points: All requirements met with Equivalent letter grade of B- for barely minimal acceptance, B=Meets Standard to B+ (Above standard). Requirements met with careful attention to detail equivalent to letter grade of B+ or A- for above standard.

UNACCEPTABLE= Approaching Standard= 2 Points or Little Evidence= 1 point:

Evidence is missing / or incomplete evidence or documentation of meeting standard is not convincing. Unacceptable work= 2 points Approaching Standard or 1 point Little Evidence is one in which the student has not demonstrated graduate level work and is equivalent to a letter grade of C to F.

Scoring is indicated by a **SCORE of 1-5** on your portfolio evaluation sheet for each item listed. **Comments: All additional comments will be printed in the comments column.**

Section 1/ Task 1

Table of Contents/Research and Analysis of Culture of School = 5 Points

Target/Exemplary= Well Above Standard 5points

- Statement of hours completed
- Research/Summary/Analysis of Culture of School Community

- Summary of test scores for school and summary of reports or other evaluations of school and standards and student academic achievement are used to inform planning and practice as the school's library media specialist.

Acceptable= 4 points Above Standard or 3 Points Meets Standard

- Statement of Hours Completed
- Summary of test scores for school
- Summary of evaluation reports and student achievement and standards

Unacceptable= 2 points Approaching Standard or 1 point Little Evidence

- No Statement of hours or incomplete
- No Summary of Culture of School Community or incomplete
- No Summary of test scores for school
- No Summary of school reports

Section 2/Task 2

Program Outline= 5 Points

Target/Exemplary= Well Above Standard 5points

- Complete Outline well-organized with incremental responsibilities in all four roles evidenced clearly identified especially collaborations with teachers.
 1. Teacher, 2. Information Specialist, 3. Instructional Partner, 4. Program Manager
 2. RIBTS 1-11 specified
- Signed by Cooperating Media Specialist*

Acceptable= 4 points Above Standard or 3 Points Meets Standard Complete Outline

- Identification of four roles of School library Media Specialist: 1. Teacher, 2. Information Specialist, 3. Instructional Partner, 4. Program Manager
- RIBTS 1-11 identified
- Signed by Cooperating Media Specialist

Unacceptable= 2 points Approaching Standard or 1 point Little Evidence

- No Program Outline or incomplete outline or No RIBTS
- Incomplete identification of Four roles of school library media specialist: 1. Teacher, 2. Information specialist, 3. Instructional Partner, and 4. Beginning program manager
- Missing signature of cooperating media specialist

Section 3/Task 3

Concise Personal Statement of Your Career as a School Library Media Specialist (300- 500 words)= 5 Points

Target/Exemplary= Well Above Standard 5points

- Personal Statement complete and reflective statement
- Well-written – thoughtful statement void of typos and grammatical errors
- Concise 300 – 500 words
- Evidence of commitment to help all students become information literate and life long learners
- 4 Roles of SLMS identified and seamlessly incorporated into statement

- Evidence of the importance of RIBTS as applied during field experience and how standards will be applied in future practice
- Statement by certified teacher references past experiences and outlines future goals.

Acceptable= 4 points Above Standard or 3 Points Meets Standard

- Personal Statement Complete
- Well-written – no typos, correct grammar
- Concise 300 – 500 words
- Evidence of commitment to help all students become information literate and life long learners
- 4 Roles of SLMS identified and RIBTS identified
- Evidence of an understanding of the importance of standards based education

Unacceptable= 2 points Approaching Standard or 1 point Little Evidence

- No Personal Statement or Incomplete statement
- Poorly written – typos, incorrect grammar
- Less than 300 – words more than 500
- Evidence of lack of commitment to help all students become information literate, and life long learners
- 4 Roles of SLMS not identified and RIBTS not clearly identified
- Lack of evidence of an understanding of the importance of standard based education

Section 4/Task 4

Résumé= 5 Points

Target/Exemplary= Well Above Standard 5points

- Resume professionally presented and up to date with additional examples, i.e. Reference to web pages developed by student for the purpose of seeking employment
- Technology and information skills used to enhance the entire school community
- Teaching awards
- Grants
- Special projects
- Library and Information Science association memberships / activities

Acceptable= 4 points Above Standard or 3 Points Meets Standard

- Resume included
- Up-to-date
- No typos
- Practicum experiences included

Unacceptable= 2 points Approaching Standard or 1 point Little Evidence

- No resume or incomplete resume
- Not up to date
- Typos
- Practicum experiences not included

Section 5/Task 5

Statement for Each 11 Rhode Island Teacher Standards (RITS) with supporting Artifacts and Matrix. One item may be evidence of meeting more than one standard but you must include a rationale or justification for each 11 RITS.

5 points for EACH 11 RITS=55 POINTS

Target/Exemplary= Well Above Standard 5points

- Statement of each **RITS** including a description of **WHAT** artifact was chosen to demonstrate **HOW** you meet that standard and **WHY** it meets that standard.
- Lessons complete with reference to specific standards content areas such as math, science, social studies, language arts, reading, art, and so on.
- Rationale Statements or justifications for each artifact are well-written
- Supporting artifacts (one or more) for each of the 11 RITS
- Supporting artifacts are strong evidence of achievement of RITS
- Matrix complete with RITS & other standards has appropriate along with artifacts

Acceptable= 4 points Above Standard or 3 Points Meets Standard

- Statements for each 11 Rhode Island Teacher Standards included
- Statements well-written
- Supporting at least one artifact included for each RITS
- Supporting artifacts are evidence of achievement of RITS
- Matrix complete with RITS & artifacts

Unacceptable= 2 points Approaching Standard or 1 point Little Evidence

- Not all 11 RITS identified with descriptive statements and rationales included
- Incomplete RITS
- Poorly written statements
- Not all 11 standards with supporting artifacts or incomplete artifacts
- Supporting artifacts are not evidence for standard indicated
- No or incomplete Matrix listing of 11 standards with artifacts

Section 6/Task 6

Lesson Plans=5 Points

Target/Exemplary= Well Above Standard 5points

- Complete lesson plans
- Consistent use of lesson plan formats - Big6© or Information Literacy as appropriate for grade level (distributed in LSC 520)
- Clearly articulated student outcomes or learner objectives
- Multiple learning styles are consistently included
- List of resources and alternatives
- Lesson Plan (s) modified to better address appropriate levels of students – evidence - brief description of modifications and why they were made and results of modifications
- Evidence of lessons modified specifically to address the needs of AP, ESL, Gifted or Special Education or culturally diverse students.

- Variety of assessment strategies both formal and informal and developed collaboration with classroom or subject area teacher
- Lesson plans original and / or creatively adapted (including references)
- Documentation of informal lessons taught on secondary level and short reflection on how knowledge of collection and resource effect this experience
- Collaboration / team teaching development of new lesson, unit or project
- Evidence of lesson (s) team/taught with teachers & LMS

Acceptable= 4 points Above Standard or 3 Points Meets Standard

- Complete lesson plans
- Consistent use of lesson plan formats - Big6© or Information Literacy as appropriate for grade level (distributed in LSC 520)
- Clearly articulated student outcomes or learner objectives
- Address various Learning Styles
- Activities included
- List of resources used
- Lesson Plans appropriate for developmental age and level, i.e. Elementary Literature based, Secondary Big6© or Information Literacy Standards
- Attempts make to integrate lesson with curriculum
- Insufficient quantity and quality
- Variety of assessment strategies both formal and informal (i.e. observation, checklist, rubric, portfolio, participation in discussion, group project, self-evaluation)
- Lesson plans adapted as evidenced by references to sources
- Documentation of informal lessons taught on secondary level
- Evidence of collaborative team teaching with teacher on a single lesson, unit or project.

Unacceptable= 2 points Approaching Standard or 1 point Little Evidence

- No or incomplete lesson plans
- Inconsistent use of lesson plan formats such as Big6© or Information Literacy as appropriate for grade level (distributed in LSC 520)
- Lack of outcomes or learner objectives not stated in terms of learner
- Lack of various learning Styles
- Lack of activities
- Lack of resources used
- Lesson Plans not appropriate for developmental age and level, i.e. Elementary Literature based, Secondary Big6© or Information Literacy Standards
- No attempts made to integrate lesson with curriculum
- Insufficient quantity and quality of lessons
- Lack of variety of assessment strategies both formal and informal (i.e. observation, checklist, rubric, portfolio, participation in discussion, group project, self-evaluation)
- Lesson plans plagiarized as evidenced by lack of documentation
- No documentation of informal lessons taught on secondary level
- No evidence of collaborative team teaching **Section 7**

Section 7/Task 7

Daily Logs= 5 Points

Target/Exemplary= Well Above Standard 5points:

- Complete Log of variety of daily activities
- Daily Reflection
- Evidence of 4 Roles
- Evidence of RITS

Acceptable= 4 points Above Standard or 3 Points Meets Standard

- Complete Log of variety of daily activities
- No Daily Reflection and RIBTS and Roles not clearly identified

Unacceptable= 2 points Approaching Standard or 1 point Little Evidence

- Not complete log of daily activities
- No evidence of daily reflection

Section 8/Task 8

Journal Entries 3 required at end of 50 and 150 = 5 Point scale each x 2 = 10 Points

Target/Exemplary= Well Above Standard 5points

- Journal entries complete showing reflection and growth as LMS
- All well-written – no grammar errors, no typos
- All entries when read demonstrate progressive understanding and implementation of 4 roles of a school library media specialist from first journal entry to last.
- All entries seamlessly highlight the process of meeting RIBTS and how your practice is informed by the standards
- Entries reflect how RIBTS and Information literacy standards influence students' achievement

Acceptable= 4 points Above Standard or 3 Points Meets Standard

- Journal entries complete all 6
- All well-written – grammatically correct, no typos
- Entries as a whole reflect growth as a school library media specialist in all 4 roles
- All entries highlight process of meeting RIBTS
- Entries reflect your students' achievements

Unacceptable= 2 points Approaching Standard or 1 point Little Evidence

- No or incomplete journal entries less than 6
- 2 or more poorly-written – typos, grammatically incorrect
- Entries do not reflect growth as a school library media specialist in all 4 roles
- Entries do not highlight process of meeting RI Beginning Teacher Standards
- Entries do not reflect your students' achievements

Section 9

Additional Projects - (Displays, Bulletin Boards, Webliographies,

Bibliographies, Reading Lists (bookmarks), Databases, Web page, Signage, Workshops, Curriculum collaborations. Etc.) = 5 Points

Target/Exemplary= Well Above Standard 5points

- Curriculum collaborations
- PowerPoint presentations/ Instruction
- Graphic organizer presentations/ instruction
- Webpage/ database enhancement or development
- Book Fairs
- Ordering of materials print or nonprint – brief description
- Retrospective conversion activities – brief description
- Grant project or proposal

Acceptable= 4 points Above Standard or 3 Points Meets Standard

Additional projects documented

- Bulletin Boards, displays or posters
- Bibliographies, Webliographies, Reading lists (bookmarks)
- Reading/literacy promotion
- Curriculum collaborations
- Handbooks
- Guide sheets
- Pathfinders

Unacceptable= 2 points Approaching Standard or 1 point Little Evidence

- No additional projects included
- No bulletin boards or displays or posters
- Lack of webliographies, bibliographies, reading list (bookmarks)
- No curriculum collaborations

Section 10 & 11

EVALUATIONS:

10. Cooperating LMS Evaluation for 150 hours= 20 items x 5 point scale =100 points

11. Site Visit Evaluation by University Supervisor= 20 items x 5 point scale=100 points

Target/Exemplary= Well Above Standard 5 points for each item

- Site Visit Reports and positive comments by University Supervisor (5 points for each item on evaluation)
- Evaluations from cooperating LMS 20 items with 5 points on scale plus positive comments and narrative.
- Letters of support from other faculty, principal, parent or other educational organizations that document outstanding achievement specifically noting exceptional contributions.
- Awards & Scholarship & recognition for achievements as a practicum student

Acceptable= 4 points Above Standard or 3 Points Meets Standard

- Site Visit Reports points and comments by University Supervisor (3-4 points for each item on scale)
- Evaluations from cooperating LMS (3-4 point scale plus comments and narrative (summary comments)

Unacceptable= Approaching Standard 2 Points or Little Evidence 1 Point

- Not meeting standards by cooperating LMS evaluation and comments show need for improvement (1-2 points for each item)
- Not meeting standards by site visit evaluation by University Supervisor and comments show need for improvement (1-2 points for each item.)

Section 12

Case Study: An individual and collaborative effort with seminar partner= 5 Points

Target/Exemplary= Well Above Standard 5points

- Complete Case Study individual Case Study
- Complete joint Case Study
- Clear description of main problem
- Discrete in presentation i.e. names changed
- Adequate alternatives posed
- Advantages and disadvantages of each alternative and reasons stated
- Best alternative (s) identified and reasons for choice stated
- Careful attention given to “If not, then what? Consequences
- Step by step implementation of solution
- Lacks issues and questions for discussion & cluster of problems
- Ethical dilemma resolved realistically
- Resolution reflects ALA (American Library Association)
Code of Professional Ethics
- Effective collaboration equitable distribution of effort
- Well-written and coherent
- Use of PowerPoint to enhance presentation with careful attention given to elements of design: appropriate fonts in size and style, color scheme enhances rather than distracts, use of text appropriate to slide viewed, and list of references as needed.
- Appropriate use of other technology and or / media to enhance presentation

Acceptable= 4 points Above Standard or 3 Points Meets Standard

- Completed individual Case Study
- Complete joint Case Study
- Clear description of main problem
- Discrete in presentation i.e. names changed
- Adequate alternatives posed
- Advantages and disadvantages of each alternative and reasons stated
- Best alternative (s) identified and reasons for choice stated
- Careful attention given to “If not, then what? Consequences
- Step by step implementation of solution
- Lacks issues and questions for discussion & cluster of problems
- Ethical dilemma resolved realistically
- Resolution reflects ALA (American Library Association)
Code of Professional Ethics
- Effective collaboration equitable distribution of effort
- Well-written and coherent

Unacceptable= 2 points Approaching Standard or 1 point Little Evidence

- Missing or/ incomplete individual Case Study

- Missing or incomplete joint Case Study
- < Lacks clear description of main problem
- Lacks discretion in presentation no names changed
- Lacks alternatives
- Lacks advantages and disadvantages of each alternative
- No choice of best alternative (s)
- No attention given to “If not, then what? Consequences
- Lacks step by step implementation of solution
- Lacks issues and questions for discussion
- Ethical dilemma is not resolved realistically
- Resolution does not reflect ALA (American Library Association) Code of Professional Ethics
- Poor collaboration – not a convincing collaborative effort
- Not well-written or coherent

Section 13

Video= 5 Points

Target/Exemplary= Well Above Standard 5points

- Exceeds RIBTS with focus on active learning and clear expectations
- Students on task and engaged in activity
- Higher order Thinking
- Shows respect for diversity of learners
- Effective Classroom Management
- Brings Closure to lesson
- Uses either formal or informal assessment strategy

Acceptable= 4 points Above Standard or 3 Points Meets Standard

- Meets RIBTS with active engagement of learners
- Teaching strategies appropriate
- Clear expectations and clear focus for learning

Unacceptable= 2 points Approaching Standard or 1 point Little Evidence

- Not meeting RIBTS and shows little engagement of learners
- Not clear expectations or clear focus for learning

Section 14:

Participation in Seminar Discussions = 5 Points per session = 35 total

Target/Exemplary= Well Above Standard 5points

- **Participates in ALL seminars whether online WEB CT or face to face**
- Exceeds RIBTS with focus on active learning and participation at each seminar
- Engages in discussion on assigned books and themes
- Higher order Thinking and questions demonstrate critical and reflective thinking
- Shows respect for diversity of opinions

Acceptable= 4 points Above Standard or 3 Points Meets Standard

- **Participates in ALL seminars whether online WEB CT or face to face**
- **Meets** RIBTS with focus on active learning and participation at each seminar
- Engages in discussion on assigned books and themes
- Higher order Thinking and questions demonstrate critical and reflective thinking

- Shows respect for diversity of opinions

Unacceptable= 2 points Approaching Standard or 1 point Little Evidence

- Not meeting RIBTS and shows little active engagement in discussions
- Does not attend all seminars or shows little preparation of questions for discussion on books or themes.

Rubric:

Introduction to Linguistics Critical Thinking Rubric

Steps for Better Thinking ↓ SKILLS ↓	←Less Complex Performance Patterns			More Complex Performance Patterns→	
	"Confused Fact Finder" Performance Pattern 0—How performance might appear when Step 1, 2, 3, and 4 skills are weak	"Biased Jumper" Performance Pattern 1—How performance might appear when Step 1 skills are adequate, but Step 2, 3, and 4 skills are weak	"Perpetual Analyzer" Performance Pattern 2—How performance might appear when Step 1 and 2 skills are adequate, but Step 3 and 4 skills are weak	"Pragmatic Performer" Performance Pattern 3—How performance might appear when Step 1, 2, and 3 skills are adequate, but Step 4 skills are weak	"Strategic Re-Visioner" Performance Pattern 4—How performance might appear when one has strong Step 1, 2, 3, and 4 skills
Step 1: IDENTIFY A—Identify and use relevant information B—Articulate uncertainties	A0—Uses very limited information; primarily "facts," definitions, or expert opinions B0—Either denies uncertainty OR attributes uncertainty to temporary lack of information or to own lack of knowledge	A1—Uses limited information, primarily evidence and information supporting own conclusion* B1—Identifies at least one reason for significant and enduring uncertainty*	A2—Uses a range of carefully evaluated, relevant information B2—Articulates complexities related to uncertainties and the relationships among different sources of uncertainty	A3—Uses a range of carefully evaluated, relevant information, including alternative criteria for judging among solutions B3—Exhibits complex awareness of relative importance of different sources of uncertainties	A4—Same as A3 PLUS includes viable strategies for GENERATING new information to address limitations B4—Exhibits complex awareness of ways to minimize uncertainties in coherent, on-going process of inquiry
Step 2: EXPLORE C—Integrate multiple perspectives and clarify assumptions D—Qualitatively interpret information and create a meaningful organization	C0—Portrays perspectives and information dichotomously, e.g., right/wrong, good/bad, smart/stupid D0—Does not acknowledge interpretation of information; uses contradictory or illogical arguments; lacks organization	C1—Acknowledges more than one potential solution, approach, or viewpoint; does not acknowledge own assumptions or biases D1—Interprets information superficially as either supporting or not supporting a point of view; ignores relevant information that disagrees with own position; fails to sufficiently break down the problem	C2—Interprets information from multiple viewpoints; identifies and evaluates assumptions; attempts to control own biases* D2—Objectively analyzes quality of information; Organizes information and concepts into viable framework for exploring realistic complexities of the problem*	C3—Evaluates information using general principles that allow comparisons across viewpoints; adequately justifies assumptions D3—Focuses analyses on the most important information based on reasonable assumptions about relative importance; organizes information using criteria that apply across different viewpoints and allow for qualitative comparisons	C4—Same as C3 PLUS argues convincingly using a complex, coherent discussion of own perspective, including strengths and limitations D4—Same as D3 PLUS systematically reinterprets evidence as new information is generated over time OR describes process that could be used to systematically reinterpret evidence
Step 3: PRIORITIZE E—Use guidelines or principles to judge objectively across the various options F—Implement and communicate conclusions for the setting and audience	E0—Fails to reason logically from evidence to conclusions; relies primarily on unexamined prior beliefs, clichés, or an expert opinion F0—Creates illogical implementation plan; uses poor or inconsistent communication; does not appear to recognize existence of an audience	E1—Provides little evaluation of alternatives; offers partially reasoned conclusions; uses superficially understood evidence and information in support of beliefs F1—Fails to adequately address alternative viewpoints in implementation plans and communications; provides insufficient information or motivation for audience to adequately understand alternatives and complexity	E2—Uses evidence to reason logically within a given perspective, but unable to establish criteria that apply across alternatives to reach a well-founded conclusion OR unable to reach a conclusion in light of reasonable alternatives and/or uncertainties F2—Establishes overly complicated Implementation plans OR delays implementation process in search of additional information; provides audience with too much information (unable to adequately prioritize)	E3—Uses well-founded, overarching guidelines or principles to objectively compare and choose among alternative solutions; provides reasonable and substantive justification for assumptions and choices in light of other options* F3—Focuses on pragmatic issues in implementation plans; provides appropriate information and motivation, prioritized for the setting and audience*	E4—Articulates how a systematic process of critical inquiry was used to build solution; identifies how analysis and criteria can be refined, leading to better solutions or greater confidence over time F4—Implementation plans address current as well as long-term issues; provides appropriate information and motivation, prioritized for the setting and audience, to engage others over time
Step 4: ENVISION G—Acknowledge and monitor solution limitations through next steps H—Overall approach to the problem	G0—Does not acknowledge significant limitations beyond temporary uncertainty; next steps articulated as finding the "right" answer (often by experts) H0—Proceeds as if goal is to find the single, "correct" answer	G1—Acknowledges at least one limitation or reason for significant and enduring uncertainty; if prompted, next steps generally address gathering more information H1—Proceeds as if goal is to stack up evidence and information to support own conclusion	G2—Articulates connections among underlying contributors to limitations; articulates next steps as gathering more information and looking at problem more complexly and/or thoroughly H2—Proceeds as if goal is to establish an unbiased, balanced view of evidence and information from different points of view	G3—Adequately describes relative importance of solution limitations when compared to other viable options; next steps pragmatic with focus on efficiently GATHERING more information to address significant limitations over time H3—Proceeds as if goal is to come to a well-founded conclusion based on objective consideration of priorities across viable alternatives	G4—Identifies limitations as in G3; as next steps, suggests viable processes for strategically GENERATING new information to aid in addressing significant limitations over time* H4—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*

Adapted from Wolcott, S. K. (October 29, 2003). *Steps for Better Thinking Rubric* [On-line]. Available: <http://www.WolcottLynch.com>. Based in part on information from *Reflective Judgment Scoring Manual With Examples* (1985/1996) by K. S. Kitchener & P. M. King. Grounded in dynamic skill theory (Fischer & Bidell, 1998). Found at: <http://www.units.muohio.edu/led/Assessment/criticalthinking/jeeep/documents/JeeepRubric.doc>.

Introduction to Linguistics Critical Thinking Rubric

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<p>Step 3: PRIORITIZE</p> <p>E—Use guidelines or principles to judge objectively across the various options</p> <p>F—Implement and communicate conclusions for the setting and audience</p>	<p>E0—Fails to reason logically from evidence to conclusions; relies primarily on unexamined prior beliefs, clichés, or an expert opinion</p> <p>F0—Creates illogical implementation plan; uses poor or inconsistent communication; does not appear to recognize existence of an audience</p>	<p>E1—Provides little evaluation of alternatives; offers partially reasoned conclusions; uses superficially understood evidence and information in support of beliefs</p> <p>F1—Fails to adequately address alternative viewpoints in implementation plans and communications; provides insufficient information or motivation for audience to adequately understand alternatives and complexity</p>	<p>E2—Uses evidence to reason logically within a given perspective, but unable to establish criteria that apply across alternatives to reach a well-founded conclusion OR unable to reach a conclusion in light of reasonable alternatives and/or uncertainties</p> <p>F2—Establishes overly complicated implementation plans OR delays implementation process in search of additional information; provides audience with too much information (unable to adequately prioritize)</p>	<p>E3—Uses well-founded, overarching guidelines or principles to objectively compare and choose among alternative solutions; provides reasonable and substantive justification for assumptions and choices in light of other options*</p> <p>F3—Focuses on pragmatic issues in implementation plans; provides appropriate information and motivation, prioritized for the setting and audience*</p>	<p>E4—Articulates how a systematic process of critical inquiry was used to build solution; identifies how analysis and criteria can be refined, leading to better solution or greater confidence over time</p> <p>F4—Implementation plans address current as well as long-term issues; provide appropriate information and motivation, prioritized for the setting and audience, to engage audience over time</p>
<p>Step 4: ENVISION</p> <p>G—Acknowledge and monitor solution limitations through next steps</p> <p>H—Overall approach to the problem</p>	<p>G0—Does not acknowledge significant limitations beyond temporary uncertainty; next steps articulated as finding the “right” answer (often by experts)</p> <p>H0—Proceeds as if goal is to find the single, “correct” answer</p>	<p>G1—Acknowledges at least one limitation or reason for significant and enduring uncertainty; if prompted, next steps generally address gathering more information</p> <p>H1—Proceeds as if goal is to stack up evidence and information to support own conclusion</p>	<p>G2—Articulates connections among underlying contributors to limitations; articulates next steps as gathering more information and looking at problem more complexly and/or thoroughly</p> <p>H2—Proceeds as if goal is to establish an unbiased, balanced view of evidence and information from different points of view</p>	<p>G3—Adequately describes relative importance of solution limitations when compared to other viable options; next steps pragmatic with focus on efficiently GATHERING more information to address significant limitations over time</p> <p>H3—Proceeds as if goal is to come to a well-founded conclusion based on objective consideration of priorities across viable alternatives</p>	<p>G4—Identifies limitations and in C3; as next steps, suggests viable processes for strategically GENERATING new information to aid in addressing significant limitations over time*</p> <p>H4—Proceeds as if goal is to strategically construct knowledge, to move toward better conclusion or greater confidence in conclusions as the problem is addressed over time*</p>

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ACTFL Content Area Assessment (Final Evaluation) (preview)

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Students must earn a 3 or higher on each content standard in order to successfully meet this critical performance.

Check Performance Levels Type in Points

Element	Levels of Performance						
1. Student's Name:							
2. Cooperating District:							
3. Coperating School:							
4.							
Language:							
5. Cooperating Teacher(s):							
6. University Supervisor:							
7. Language, Linguistics, Comparisons: Candidates <ul style="list-style-type: none"> demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency. know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own. know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own. 	Little Evidence (0-1): Student has difficulty even with guidance	Approaches the Standard (2): Student demonstrates some inconsistency and inaccuracy and is dependent on guidance.	Meets the Standard (3): Student consistently and accurately demonstrates application with little guidance.	Above the Standard (4): Student independently, accurately, and consistently demonstrates application.	Well Above the Standard (5): Student demonstrates exceptional application.	A	N/

Rubric Examples

<p>8. Cultures, Literatures, Cross-Disciplinary Concepts: Candidates</p> <ul style="list-style-type: none"> demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices; recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language. 	<p>Little Evidence (0-1): Student has difficulty even with guidance</p>	<p>Approaches the Standard (2): Student demonstrates some inconsistency and inaccuracy and is dependent on guidance.</p>	<p>Meets the Standard (3): Student consistently and accurately demonstrates application with little guidance.</p>	<p>Above the Standard (4): Student independently, accurately, and consistently demonstrates application.</p>	<p>Well Above the Standard (5): Student demonstrates exceptional application.</p>	<p>A</p>	<p>N/</p>
<p>9. Language Acquisition Theories and Instructional Practices: Candidates</p> <ul style="list-style-type: none"> demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction and develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners. 	<p>Little Evidence (0-1): Student has difficulty even with guidance.</p>	<p>Approaches the Standard (2): Student demonstrates some inconsistency and inaccuracy and is dependent on guidance.</p>	<p>Meets the Standard (3): Student consistently and accurately demonstrates application with little guidance.</p>	<p>Above the Standard (4): Student independently, accurately, and consistently demonstrates application.</p>	<p>Well Above the Standard (5): Student demonstrates exceptional application.</p>	<p>A</p>	<p>N/</p>

Rubric Examples

<p>10. Integration of Standards into Curriculum and Instruction: Candidates</p> <ul style="list-style-type: none"> demonstrate an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning; integrate the Standards for Foreign Language Learning and their state standards into language instruction; and use standards and curricular goals to evaluate, select, design, and adapt instructional resources. 	<p>Little Evidence (0-1): Student has difficulty even with guidance</p>	<p>Approaches the Standard (2): Student demonstrates some inconsistency and inaccuracy and is dependent on guidance.</p>	<p>Meets the Standard (3): Student consistently and accurately demonstrates application with little guidance.</p>	<p>Above the Standard (4): Student independently, accurately, and consistently demonstrates application.</p>	<p>Well Above the Standard (5): Student demonstrates exceptional application.</p>	<p>A</p>	<p>N/</p>
<p>11. Assessment of Language and Cultures: Candidates</p> <ul style="list-style-type: none"> believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures; reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction; and interpret and report the results of student performances to all stakeholders and provide opportunity for discussion. 	<p>Little Evidence (0-1): Student even with guidance</p>	<p>Approaches the Standard (2): Student demonstrates some inconsistency and inaccuracy and is dependent on guidance.</p>	<p>Meets the Standard (3): Student consistently and accurately demonstrates application with little guidance.</p>	<p>Above the Standard (4): Student independently, accurately, and consistently demonstrates application.</p>	<p>Well Above the Standard (5): Student demonstrates exceptional application.</p>	<p>A</p>	<p>N/</p>

Rubric Examples

12. Professionalism: Candidates	Little Evidence (0-1):	Approaches the Standard (2):	Meets the Standard (3):	Above the Standard (4):	Well Above the Standard (5):	A	N/
<ul style="list-style-type: none"> engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice and know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field. 	Student has difficulty even with guidance	Student demonstrates some inconsistency and inaccuracy and is dependent on guidance.	Student consistently and accurately demonstrates application with little guidance.	Student independently, accurately, and consistently demonstrates application.	Student demonstrates exceptional application.		
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Rubric Examples

MATHEMATICS SCORING RUBRIC: A GUIDE TO SCORING EXTENDED-RESPONSE ITEMS

The following rubric is used for the extended-response items for grade levels 3 through 8.

MATHEMATICS SCORING RUBRIC

	MATHEMATICAL KNOWLEDGE: Knowledge of mathematical principles and concepts which result in a correct solution to a problem.	STRATEGIC KNOWLEDGE: Identification and use of important elements of the problem that represent and integrate concepts which yield the solution (e.g., models, diagrams, symbols, algorithms).	EXPLANATION: Written explanation of the rationales and steps of the solution process. A justification of each step is provided. Though important, the length of the response, grammar, and syntax are not the critical elements of this dimension.
Score Level			
4	<ul style="list-style-type: none"> shows complete understanding of the problem's mathematical concepts and principles uses appropriate mathematical terminology and notations including labeling answer if appropriate executes algorithms and computations completely and correctly 	<ul style="list-style-type: none"> identifies all important elements of the problem <u>and</u> shows complete understanding of the relationships among elements shows complete evidence of an appropriate strategy that would correctly solve the problem 	<ul style="list-style-type: none"> gives a complete written explanation of the solution process; clearly explains <u>what</u> was done and <u>why</u> it was done may include a diagram with a complete explanation of all its elements
3	<ul style="list-style-type: none"> shows nearly complete understanding of the problem's mathematical concepts and principles uses mostly correct mathematical terminology and notations executes algorithms completely; computations are generally correct but may contain minor errors 	<ul style="list-style-type: none"> identifies most of the important elements of the problem and shows a general understanding of the relationships among them shows nearly complete evidence of an appropriate strategy for solving the problem 	<ul style="list-style-type: none"> gives a nearly complete written explanation of the solution process; clearly explains <u>what</u> was done and begins to address <u>why</u> it was done may include a diagram with most of its elements explained
2	<ul style="list-style-type: none"> shows some understanding of the problem's mathematical concepts and principles uses some correct mathematical terminology and notations may contain major algorithmic or computational errors 	<ul style="list-style-type: none"> identifies some important elements of the problem but shows only limited understanding of the relationships among them shows some evidence of a strategy for solving the problem 	<ul style="list-style-type: none"> gives some written explanation of the solution process; either explains <u>what</u> was done or addresses <u>why</u> it was done explanation is vague, difficult to interpret, or does not completely match the solution process may include a diagram with some of its elements explained
1	<ul style="list-style-type: none"> shows limited to no understanding of the problem's mathematical concepts and principles may misuse or fail to use mathematical terminology and notations attempts an answer 	<ul style="list-style-type: none"> fails to identify important elements or places too much emphasis on unrelated elements reflects an inappropriate strategy for solving the problem; strategy may be difficult to identify 	<ul style="list-style-type: none"> gives minimal written explanation of the solution process; may fail to explain <u>what</u> was done and <u>why</u> it was done explanation does not match presented solution process may include minimal discussion of the elements in a diagram; explanation of significant elements is unclear
0	<ul style="list-style-type: none"> no answer attempted 	<ul style="list-style-type: none"> no apparent strategy 	<ul style="list-style-type: none"> no written explanation of the solution process is provided

Level 2 Assessment
Scoring Rubric
Secondary Mathematics Education

Directions. This assessment is to be presented as a portfolio of work given to the mathematics education faculty during the semester immediately before student teaching. Spring semester due approximately May 15, Fall semester due approximately December 15.

Each secondary mathematics education candidate should submit a minimum of five artifacts demonstrating proficiency in the NCTM/NCATE standards. Artifacts are to be numbered consecutively and should be referred to by number (e.g. Artifact 1, Artifact 2, etc.). The candidate, prior to submission, should complete the matrix, indicating which artifacts the candidate believes demonstrate the named standard.

The candidate should also include a reflection that discusses each of the standards and relevant artifacts, explaining how each demonstrates a level of proficiency in that standard.

A candidate must earn a minimum score of 1 on **each** part of the content (2 or more) and pedagogy sections (4 or more). A prescriptive plan will be provided for any student not meeting this requirement. Once the plan is completed, the candidate will be reassessed to insure preparedness for student teaching.

Artifacts and Standards Correlation Chart

Standard	Artifact(s)
Content Knowledge: knowledge of major concepts of secondary mathematics (algebra, geometry, trigonometry, statistics)	
Content Knowledge: knowledge of major concepts of post-secondary mathematics (calculus, statistics, abstract algebra, discrete mathematics, history of mathematics)	
Pedagogical Skills: ability to execute and plan units and lessons that have a conceptual focus, address the needs of diverse students, require active participation by learners, and reflect state mathematics educational expectations	
Pedagogical Skills: ability to execute and plan a lesson that involves applications of mathematics to the real world and that utilizes technology as an essential tool for understanding mathematics	
Student Learning: ability to create a positive environment that supports learning by teaching accurate content with a conceptual focus with diverse strategies and methodologies.	
Student Learning: ability to assess and evaluate student learning through a variety of assessment tools.	

Rubric Development –EDCI 425 Gate Assessment—DRAFT to be further modified 03.2004 and piloted 04. 2004

		→ Performance continuum of developing proficiency →			
Proficiency Area	The scorer of the teacher education student's (TES) work is asked to:	<i>Conditional</i>	<i>Competent</i>	<i>Proficient</i>	<i>Advanced</i>
1. Mathematics	Describe the TES's understanding of the mathematical content of the task and the lesson, as well as related central concepts.	The mathematics in the tasks and discussion of ideas include some inaccuracies and/or the TES does not identify central mathematical concepts addressed.	The mathematics throughout the tasks and discussion are clear and accurate, and the TES identified some central concepts being addressed.	The mathematics are consistently clear and accurate, and the TES demonstrates an understanding of the connections between the content and central mathematical ideas and disciplinary practices.	The mathematics are consistently clear and accurate and the TES demonstrated an extensive understanding of the content of the tasks and the relationship between this content and central mathematical ideas and disciplinary practices.
2. Instructional sequence: cohesive ¹ and balanced activity sequence	Describe the extent to which the lesson plans and assessments reflect a cohesive learning segment that provides students access to standards-based mathematics content.	The instructional design is not clearly aligned around a few central concepts, procedures, and reasoning skills from standards-based mathematics content, or is narrowly focused only on the development of skills or concepts, to the exclusion of the other.	The instructional plan is cohesive and the collection of tasks and assessments include some connections between and among procedures, concepts, reasoning & problem solving.	The instructional plan is cohesive and the collection of tasks and assessments consistently make connections between and among procedures, concepts, reasoning & problem solving.	As level 3, and also the TES clearly attends to the ongoing monitoring and striving for high and developmentally appropriate standards of implementation as evidenced by plans and assessments.
3. Planning instruction; adapting to diverse learners	Describe the extent to which provided rationales and lesson plans address issues related to a set of diverse learners.	It is unclear how the instructional sequence has accounted for variation among students.	The instructional sequence has general provisions, which are not stated or are unclearly stated, for providing diverse students access to the mathematics, but lack specific provisions.	The instructional sequence has specific and appropriate provisions for providing a range of students access to the mathematics and supporting their learning. Provision	In addition to demonstrating proficiency, the TES provided a strong rationale connecting the provisions with students' varied needs and attends significantly to

¹ Cohesive means that the learning goals/objectives, standards, and instructional activities, and assessments are aligned.

				may primarily attend to the more cognitive aspects of learning.	students' social, developmental and motivational variation.
4. Analysis and understanding of students' thinking	Describe the TES's analysis of students' thinking and mathematical understanding based on their discussion of the lesson plans, the assessment items, and their reflection.	TES analysis is limited to a list of errors OR MISCONCEPTIONS THAT students might make or places they might find "hard." HARD OR DIFFICULT	TES demonstrates and AN understanding of how students might approach the mathematics and their potential ways of students' potential errors and competency; the analysis demonstrates an understanding of students' ways of thinking mathematically.	TES demonstrates and understanding of how students might approach the mathematics and actively incorporates this into instructional and assessment designs and decisions.	TES demonstrates exceptional understanding of students' ways of thinking and insight into mediating factors that influence what students demonstrate or have the opportunity to demonstrate such as the task prompt, students' language proficiency, etc., as part of analysis.
5. Assessment-cohesiveness, alignment, and effectiveness in eliciting evidence of student understanding	Describe the assessment components of the instructional sequence.	The assessment plan includes opportunities for students to demonstrate their knowledge and skills, but opportunities for content-related (mis)understandings are missing, or are not connected to the standards and learning goals.	Opportunities ² for students to demonstrate their content-related (mis)understandings are provided. These are linked to the standards and learning goals.	Opportunities for students to demonstrate their content (mis)understandings are regularly provided throughout lessons and assessments. These are linked to the standards, learning goals, and instructional sequence.	TES demonstrates proficiency. In addition, the [TES candidate] clearly indicates how the design of the assessment were WAS driven by a knowledge of students' mathematical thinking and the information necessary to support future instruction. Analysis also demonstrates an awareness of the "non-mathematical" demands of the assessment (e.g. language).
6. Analytic	Describe the extent to	The analytic reflection	The analytic reflection	The analytic reflection	The analytic reflection

² "Opportunities" requires both the existence of the assessment modes as well as design of questions and prompts that would serve to elicit the requisite information from students. So, for example, if the language used for a problem is not accessible to students, they do not actually have the opportunity to demonstrate their mathematical understandings.

reflection	which the TES engages in analytical reflection of the lesson planning and assessment process, and the knowledge they gained as a result of engaging in the design process.	provides little evidence that the TES is attuned to, and understands connections between, the instructional planning and teaching decisions and the impact on students' learning and mathematical development.	attends to important issues in the work of teaching that connect the teacher's instructional decisions with potential learning outcomes.	attends to important issues in the work of teaching that connect the teacher's instructional decisions with potential learning outcomes and offers a careful analysis of decisions made and potential modifications based on perceived needs for improvement or additional information that will be generated in practice.	identifies specific and strategies changes in teaching practice that evinces a knowledge and understanding of how contextual factors, student variation, task structure, and other factors can influence the success of an instructional sequence.
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Materials from Connecticut BEST, Indiana BTAP, and California's PACT programs were used as generative documents for this rubric.

EDCI 426
TASK AND TEACHING ANALYSIS CHALLENGE
Tile Patterns Scoring Rubric

NCTM and Indiana Standards Scoring Criteria	1 Attempted demonstration (Little evidence)	2 Partial Demonstration (Some evidence)	3 Proficient Evidence (Evidence meets standard)	4 Sophisticated Demonstration (Evidence exceeds standard)
Communication NCTM (d.) Use the language of mathematics to express mathematical ideas precisely Representation NCTM (a.) Create and use representations to organize, record, and communicate mathematical ideas	Equations or expressions are attempted but are not equivalent to the students rules or no correct rule is developed	Work shows one correct equation or expression equivalent to the student's rules OR two equations are present that match the rule but the notation is non-standard OR two equations are present that are equivalent, but do not match the student's rules	Work shows two equations or expressions that match the rules developed by the student. If multiple answers are present, all must be correct.	The work includes at least two distinct forms of an equation or expression and demonstration that the equations are equivalent in the general case by using variables all transformed to the same expression.
Problem Solving NCTM (a.) Build new mathematical knowledge through problem solving IN 6.7.5 (7.7.6) (8.7.6) Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.	Equations or expressions are attempted but are not equivalent to the students rules or no correct rule is developed	The work describes more than one way to look at the pattern, but a correct rule is not developed for both ways OR one way is used with multiple representations	Work shows two distinct ways to look at the pattern to develop two correct rules (methods).	The work shows three distinct ways to look at the pattern situation to develop the rules.
Algebra and Functions NCTM 6-8 (a.) represent, analyze, and generalize a variety of patterns with tables, graphs, words, and, when possible, symbolic rules NCTM 6-8 (b.) relate and compare different forms of representation for a relationship IN 6.3.5 Use variables in expressions describing geometric quantities. IN 7.3.1 Use variables and appropriate operations to write an expression, a formula, an equation, or an inequality that represents a verbal description	Equations or expressions are attempted but are not equivalent to the students rules or no correct rule is developed	One correct rule is developed	Two distinct correct rules are developed that match the pattern(s) and the description of the rules match either a table or the geometry of the situation OR a single rule is developed but work shows that it was developed by looking at the situation in two ways	Three distinct correct rules are described in the work, with no errors in the rules

EDCI 426
TASK AND TEACHING ANALYSIS CHALLENGE
Rubric Draft

Rubric Development –EDCI 426 Gate Assessment—DRAFT 2

		→ Performance continuum of developing proficiency →			
Proficiency Area	The scorer of the teacher education student's (TES) work is asked to:	<i>Conditional</i>	<i>Competent</i>	<i>Proficient</i>	<i>Advanced</i>
Mathematics (P1)	Describe the TES's understanding of the mathematical content of the task and the lesson, as well as related central concepts.	The mathematics in the tasks included some inaccuracies and/or the TES did not identify the central concepts addressed.	The mathematics were generally clear and accurate, and the TES identified some central concepts being addressed.	The mathematics were consistently clear and accurate, and the TES demonstrated an extensive understanding of the content of the tasks and some connections between the content and central mathematical ideas and disciplinary practices.	The mathematics were consistently clear and accurate and the TES demonstrated an extensive understanding of the content of the tasks and the relationship between this content and central mathematical ideas and disciplinary practices.
Planning instruction; adapting to diverse learners (P3)	Describe the quality of the TES instructional plans.	It is unclear how the proposed adaptations address students' needs, or some aspects of the adaptations are inappropriate.	The proposed modifications would clearly increase students' access to the mathematics, and a reasonable rationale connecting the change with the students' needs is clearly articulated.	The proposed modifications are appropriate, and the rationale connecting the change with the students' needs is clearly articulated and grounded in established knowledge about students' learning and classroom instruction.	In addition to demonstrating proficiency, the TES attended to students' social, developmental and motivational variation.
Analysis and understanding of students' thinking (P4)	Describe the TES's analysis of students' thinking and mathematical understanding based on their viewing of the classroom excerpt and analysis of student work.	TES analysis is limited to a categorization of errors made by students and/or draws unsupported conclusions.	TES describes students' errors and competency; the analysis demonstrates an understanding of students' ways of thinking mathematically.	TES accurately describes students' errors and competencies, supported by specific evidence, and the analysis demonstrates insight into students' ways of thinking.	In addition to demonstrating proficiency, TES attends to mediating factors that influence what students demonstrate or have the opportunity to demonstrate such as the task prompt, students' language proficiency, etc., as part of analysis.

EDCI 426
TASK AND TEACHING ANALYSIS CHALLENGE
Rubric Draft

Assessment (P8))	Describe the TES's analysis of the assessment rubric used to score students' work.	Analysis is limited to evaluative comments with minimal supporting evidence.	Analysis attends to the value of the rubric in providing feedback to students and directing future instruction, but supporting arguments for claims are not fully explicated.	Analysis attends to the value of the rubric in providing student feedback, supporting and informing future instruction, and how the rubric is connected with goals of the lesson and students' developing mathematical proficiency.	In addition to demonstrating proficiency, the TES provided adjustments to the rubric with a substantiated rationale for modifications.
Analysis of teaching and learning (linked to P4, P5, P6)	Describe the quality of the TES's analysis of the teaching and learning interactions depicted in the classroom excerpt.	Analysis is limited to a description of the events.	Analysis identifies connections between the teaching and learning activities in the classroom, raising some issues central to effective instruction (such as developing a discourse community and conceptual understanding).	Analysis identifies connections between the teaching and learning activities and thoughtfully "unpacks" the events, which demonstrates the ability to take multiple perspectives.	Analysis addresses core issues in teaching and learning and is clearly grounded in evidence from the video excerpt. Analysis demonstrates insight into teaching and learning interactions and explores multiple interpretations of events.
Professionalism (P10) a. working with colleagues in class b. offering feedback to instructor in video	Describe the professionalism demonstrated by the TES during work on this assignment and in their reflective feedback to the instructor of the video excerpt.	a. Contributed to the discussion b. Feedback demonstrated few explicit connections between teaching practices and student participation. (general)	a. Participated fully in the discussion b. Feedback identified general connections between teaching practices and learning, and offers some proposed changes linked to the identified problem.	a. Contributed to facilitation of the group, supporting open lines of communication b. Feedback identified clear connections between teaching practices and learning; proposed changes clearly linked to identified problem; feedback is presented in a manner that would likely be well-received by the observed peer.	a. Central participant, facilitating and supporting others in making contributions. b. As previous, and also feedback targeted at central issues of teaching and learning and proposed changes based on knowledge of effective practices

Materials from Connecticut BEST, Indiana BTAP, and California's PACT programs were used as generative documents for this rubric.

History of Music Rubric

Student's Name:

CATEGORY	10-8	7-5	4-2	1	Total Points
Content: FOCUS 1	Thesis is very clear, though it may/may not be explicitly stated.	Thesis is generally clear though it may not be explicitly stated.	Thesis may be vague.	Thesis is unclear or confusing.	
Content: FOCUS 2	Maintains focus on thesis throughout response by using well-defined subtopics.	May exhibit minor lapses in focus on thesis, and subtopics may not be well-defined.	May lose or may exhibit major lapses in focus on thesis, and the subtopics are not defined.	Fails to establish focus on topic/subject, and thesis is unclear and subtopics are not present.	
Content: ORGANIZATION 1	The organizational structure is obvious when reading, and there are clearly labeled subtopics in the piece.	The organizational structure is somewhat obvious when reading, and there are clearly labeled subtopics in the piece.	The organizational structure is not obvious when reading, and there are not clearly labeled subtopics in the piece.	The organizational structure is present when reading, and there are not clearly labeled subtopics in the piece.	
Content: ORGANIZATION 2	Organization is a logical progression of ideas and is unified and complete.	There is a logical progression of ideas and is reasonably complete, although minor lapses may be present.	One or more major lapses in the logical progression of ideas are evident.	Ideas are presented in a random fashion.	
Content: SUPPORT	Support information is related to and supportive of the thesis and subtopics in the paper. The author also uses good quotes to support his or her points. The author makes good use of primary and secondary resource materials and does not simply summarize .	Support information has minor weaknesses in the thesis and subtopics of the paper. The author also uses some good quotes to support his or her points.	Support information has major weaknesses in the thesis and subtopics in the paper. The author also uses quotes.	An attempt has been made to add support information, but it was unrelated or confusing. No quotes are used.	
Conventions	Exhibits REASONABLE CONTROL of grammatical conventions appropriate to the writing task: sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling.	Exhibits SOME CONTROL of grammatical conventions appropriate to the writing task: sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling.	Exhibits MINIMAL CONTROL of grammatical conventions appropriate to the writing task: sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling.	LACKS CONTROL of grammatical conventions appropriate to the writing task: sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling.	
Content: STYLE - Sentence Fluency	Demonstrates skillful sentence fluency (varies length, good flow rhythm, and varied structure). The language use is original and engaging.	Demonstrates reasonable sentence fluency. The language use is solid and concise.	Demonstrates minimal sentence fluency. The language use is simple and unremarkable.	Sentence fluency is lacking. The language use is confusing and difficult to make sense of.	
APA and MLA Conventions	In-text citations and bibliography are all done correctly and conscientiously.	In-text citations and bibliography are mainly done correctly and conscientiously.	In-text citations and bibliography are present.	In-text citations and bibliography are not present or correctly done.	
Comments					Total Points: Percentage: Grade

Rubric Examples



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Example Rubric: Music Composition

	Ratings			
Outcomes	1	2	3	4
<i>Student creates</i> Aesthetic Appeal	Does not present an effective general impression. Musical ideas do not hold the listener's interest.	Includes at least one interesting musical idea. Yet, the overall impression is not effective.	Includes some interesting musical ideas. The general impression is pleasant and moderately effective.	Strong aesthetic appeal and general impression. Would be enjoyed by many listeners. Keeps the listener interested.
<i>Student work is</i> Creative	Musical idea is familiar or a cliché. No variety or exploration of musical elements (range, timbre, dynamics, tempo, rhythm, melody).	Musical idea is neither familiar nor a cliché. However, there is no development, variety, or exploration of musical elements.	Involves some original aspect(s) or manipulation(s) of musical idea(s). Explores and varies at least one musical element.	Includes very original, unusual or imaginative musical ideas. Explores and varies at least two musical elements.
<i>Student demonstrates excellent</i> Craftsmanship	Gives no sense of a completed musical idea. Exhibits no clear beginning, middle or end section. Form appears random rather than organized. Musical elements (range, timbre, dynamics, tempo, rhythm, melody) do not connect well or are not used to organize musical ideas or the form.	Presents one complete musical idea. However, composition lacks overall completeness. Fails to use musical elements to organize musical ideas or form.	Ending feels final. Uses at least one musical element to organize the musical ideas and overall form.	Presents at least one complete musical idea. Has a coherent and organized form with a clear beginning, middle, and end. Uses musical elements to organize musical ideas or the form.

Rubric is a modification of one presented by: Hickey, M. (1999). Assessment rubrics for music composition. *Music Educators Journal*, 84 (4), 26 -33.



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Rubric Examples

Music Internship Observation Rubric

Teacher Candidate _____ Instructor _____

Pre II _____ Full Intern _____ Date _____

Grade _____ School _____ Class _____

Instrumental Music Education Criteria

<u>Unacceptable</u>		<u>Acceptable</u>	<u>Target</u>	
Points:	0	1	2	3
PASS Objectives: <ul style="list-style-type: none"> address only one objective 		PASS Objectives: <ul style="list-style-type: none"> address more than one objective but in only one standard 		PASS Objectives: <ul style="list-style-type: none"> address objectives within at least two different standards
Musical Elements/Concepts: <ul style="list-style-type: none"> are not taught with active musical experiences first are taught first as academic concepts are not reinforced with musical experiences after the academic concept is introduced 		Musical Elements/Concepts: <ul style="list-style-type: none"> are not taught with active musical experiences first are taught first as academic concepts OR <ul style="list-style-type: none"> are not reinforced with active musical experiences after the academic concept is introduced 		Musical Elements/Concepts: <ul style="list-style-type: none"> are taught with active musical experiences first before being taught as academic concepts-EXPERIENCE FIRST are reinforced with active musical experiences after the academic concept is introduced
Musical Activities: <ul style="list-style-type: none"> are not age-appropriate do not change for long periods of time (at least 30 minutes), resulting in loss of interest on the part of the students do not teach/reinforce music objectives 		Musical Activities: <ul style="list-style-type: none"> at times are age-appropriate, but not throughout the entire lesson change in the lesson, but not at frequent enough intervals to keep the interest of the students have some connection to teach/reinforce music objectives, but not consistently or adequately 		Musical Activities: <ul style="list-style-type: none"> are age-appropriate change frequently in the lesson at age-appropriate intervals, keeping the interest of the students (typically at least three different activities in a class period) help to teach/reinforce music objectives

On-Task Participation: <ul style="list-style-type: none"> is exhibited by a small percentage of students in the class during musical activities and instruction 	On-Task Participation: <ul style="list-style-type: none"> is exhibited by most students in the class during musical activities and instruction 	On-Task Participation: <ul style="list-style-type: none"> is exhibited by all of the students in the class during musical activities and instruction
Intern's Knowledge of Music Elements/Concepts: <ul style="list-style-type: none"> is greatly lacking is not integrated in teaching in the rehearsal 	Intern's Knowledge of Music Elements/Concepts: <ul style="list-style-type: none"> is fairly good, but lacking in some areas is integrated in teaching in a small part of the rehearsal, but not throughout 	Intern's Knowledge of Music Elements/Concepts: <ul style="list-style-type: none"> is thorough is integrated in teaching throughout the rehearsal
In the Area of Classroom Management the Intern: <ul style="list-style-type: none"> does not exhibit knowledge of strategies for musical settings does not execute strategies for musical settings does not establish an orderly classroom environment; the environment impedes learning 	In the Area of Classroom Management the Intern: <ul style="list-style-type: none"> exhibits some knowledge of strategies for musical settings, but still lacking executes strategies for musical settings but not consistently establishes a classroom environment which is somewhat orderly; the environment neither impedes nor aids learning 	In the Area of Classroom Management the Intern: <ul style="list-style-type: none"> exhibits adequate knowledge of strategies for musical settings consistently executes strategies for musical settings establishes a classroom environment which is orderly and conducive to learning
Warm-Ups: <ul style="list-style-type: none"> does not prepare students for the rehearsal mentally and physically have no connection to the pieces to be rehearsed do not address aural skills, the "3 T's" of tone, tongue, and technique, nor do they address other ensemble issues 	Warm-Ups: <ul style="list-style-type: none"> provide some mental and physical preparation for the rehearsal, but the preparation seems incomplete have a slight connection to the pieces to be rehearsed address some skills such as aural skills, the "3 T's" of tone, tongue, and technique, and ensemble issues, but they address only a few of the issues, not all of them 	Warm-Ups: <ul style="list-style-type: none"> prepare students well for the rehearsal both mentally and physically are connected to the pieces to be rehearsed, preparing students for concepts and skills in the pieces address aural skills (e.g. listening, blend), the "3 T's" of tone, tongue, and technique, and other ensemble issues (e.g. following the conductor, breathing, etc.)

<p>Rehearsal Pacing:</p> <ul style="list-style-type: none"> ● leaves students off-task for the majority of the rehearsal ● gives students a lot of down time in playing ● involves only small sections of students for much of the rehearsal 	<p>Rehearsal Pacing:</p> <ul style="list-style-type: none"> ● keeps students on-task for most, but not all, of the rehearsal ● keeps students playing for most of the rehearsal, but has quite a bit of down-time ● involves most of the students in the ensemble, but not all of them 	<p>Rehearsal Pacing:</p> <ul style="list-style-type: none"> ● keeps students on-task ● keeps students playing with minimal down-time ● involves all students in the ensemble, even when issues particular to only certain sections are being addressed
<p>Conducting Skills:</p> <ul style="list-style-type: none"> ● do not give a discernible beat pattern ● rarely give cues ● do not demonstrate command of basic conducting skills ● do not include visual contact; eyes are frequently buried in the score ● do not include breath preparation ● do not demonstrate musical elements with the left hand ● use the left hand frequently, mirroring most of the time ● do not demonstrate style, articulation, and tempos ● do not communicate to the ensemble what is expected in its playing ● demonstrate no skill in the use of a baton if a baton is used 	<p>Conducting Skills:</p> <ul style="list-style-type: none"> ● give a beat pattern which is discernible but lack clarity ● give cues some, but not all, of the time; cues lack clarity ● demonstrate some aspects of basic conducting skills, but still in need of much work and definition ● use visual contact some of the time, but still lacking ● sometimes include breath preparation ● demonstrate some musical elements with the left hand, but not consistently or clearly ● do not mirror all of the time, but left hand is sometimes overused ● demonstrate some musical elements, but not clearly or consistently ● communicate to the ensemble some of what is expected in its playing, but not consistently or clearly ● demonstrate some skill in the use of a baton if a baton is used, but skills are still greatly lacking 	<p>Conducting Skills:</p> <ul style="list-style-type: none"> ● give a clear beat pattern with particular clarity in the down-beat and up-beat ● give clear cues ● demonstrate good command of basic conducting skills ● include good visual contact ● include breath preparation ● demonstrate musical elements with the left hand such as dynamics, and phrasing ● use the left hand only as needed, mirroring only as needed ● demonstrate the style, articulation, and tempos clearly and musically ● communicate to the ensemble what is expected in its playing ● demonstrate musical and technical skill in use of a baton if a baton is used

<p>Technical Rehearsal Procedures-Technical:</p> <ul style="list-style-type: none"> ● give no guidance to students as to the technical aspects of their playing ● are not articulated in a manner appropriate for the age and ability of the ensemble ● do no result in the students' success in the technical aspects of playing their instruments both individually and collectively as an ensemble 	<p>Technical Rehearsal Procedures:</p> <ul style="list-style-type: none"> ● give some guidance to students as to the technical aspects of their playing, but not in always in a logical and sequential manner ● are sometimes articulated in a manner appropriate for the age and ability of the ensemble, but not consistently ● result in some success for the students in regards to the technical aspects of playing their instruments both individually and collectively as an ensemble 	<p>Technical Rehearsal Procedures:</p> <ul style="list-style-type: none"> ● guide the students through technical aspects of playing (i.e. playing correct notes and rhythms, tuning, and motor skill development for playing instruments) in a logical and sequential manner ● are articulated in a manner appropriate for the age and ability of the ensemble ● result in the students' success in the technical aspects of playing their instruments both individually and collectively as an ensemble
<p>Musical Rehearsal Procedures:</p> <ul style="list-style-type: none"> ● do not guide the students through musical aspects of playing in a logical or sequential manner ● are not articulated in a manner appropriate for the age and ability of the ensemble ● do not result in the students' success in the musical aspects of playing their instruments individually or collectively as an ensemble 	<p>Musical Rehearsal Procedures:</p> <ul style="list-style-type: none"> ● give some guidance to students regarding the musical aspects of playing, but not necessarily in a logical or sequential manner ● are sometimes articulated in a manner appropriate for the age and ability of the ensemble, but not consistently ● result in some success for the students in the musical aspects of playing their instruments, but more could be possible 	<p>Musical Rehearsal Procedures:</p> <ul style="list-style-type: none"> ● guide the students through musical aspects of playing (i.e. dynamics, phrasing, articulation, style, blend, etc.) in a logical and sequential manner ● are articulated in a manner appropriate for the age and ability of the ensemble ● result in the students' success in the musical aspects of playing their instruments both individually and collectively as an ensemble
<p>Error Detection:</p> <ul style="list-style-type: none"> ● does not make it possible for the director to assess playing errors in the ensemble or individual players ● is not evident in the rehearsal, with obvious mistakes not being heard or addressed 	<p>Error Detection:</p> <ul style="list-style-type: none"> ● sometimes makes it possible for the director assess playing errors in the ensemble and individual players, but not consistently ● is sometimes evident in the rehearsal, with some mistakes being heard and addressed, but not consistently 	<p>Error Detection:</p> <ul style="list-style-type: none"> ● makes it possible for the director to accurately assess playing errors in the ensemble and individual players ● is continually evident in the rehearsal, with obvious mistakes being heard and addressed

<p>Instrumental Pedagogy:</p> <ul style="list-style-type: none"> ● does not result in any success for the students in playing their instruments for their age, experience, or level of ability ● is not presented in a way which is age-appropriate ● does not demonstrate knowledge of skill development for the various instruments of the ensemble ● does not address issues which are unique to successfully playing each of the instruments of the ensemble 	<p>Instrumental Pedagogy:</p> <ul style="list-style-type: none"> ● results in some success for students in playing their instruments for their age, experience, and level of ability, however, more should be possible ● is sometimes presented in a way which is age-appropriate, but not consistently ● demonstrates some knowledge of skill development for many instruments of the ensemble, but not all instruments, and some knowledge is not adequate ● at times addresses issues unique to successfully playing some of the instruments of the ensemble, however, some instruments are either not addressed, or issues are dealt with inadequately 	<p>Instrumental Pedagogy:</p> <ul style="list-style-type: none"> ● results in the students' success in playing their instruments well for their age, experience, and level of ability ● is presented in a way which is age-appropriate ● demonstrates knowledge of skill development for the various instruments of the ensemble ● addresses issues unique to successfully playing each of the instruments of the ensemble
<p>Score Prep/Score Knowledge:</p> <ul style="list-style-type: none"> ● is not evident in the rehearsal ● does not guide the director's rehearsal procedures, conducting, and teaching of other concepts in the pieces 	<p>Score Prep/Score Knowledge:</p> <ul style="list-style-type: none"> ● is evident in some, but not all, of the rehearsal ● at times guides the director's rehearsal procedures, conducting, and teaching of other musical concepts in the pieces, but not consistently 	<p>Score Prep/Score Knowledge:</p> <ul style="list-style-type: none"> ● is evident in the rehearsal ● guides the director's rehearsal procedures, conducting, and teaching of other musical concepts in the pieces

Comments:

Average Score	0	1	2	3	4	5		<u>Average Score</u>	<u>Grade</u>
								5	A
								4	B
								3	C
								2	D
								1	F

Teacher Candidate Signature_____

Instructor Signature_____

Rubric Examples

Unit VI Louisiana's Musical Landscape
Lesson 1 Music Around the State: Sound and Place

Interpreting Music Data Rubric

Title/Topic Louisiana's Musical Landscape

Name _____

Date _____

Task Complete the **Musical Elements Chart**, the **Music Genres and Venues Worksheet**, and the **Music Prove It**, and present information you learned in a mural, poster, oral or written report, timeline, map, skit, or game.

Performance Elements	Outstanding 20 pts.	15	Great 10 pts.	5	Not Yet 0 pts.	Possible	Actual
Discrimination	<ul style="list-style-type: none"> Listened attentively; related musical excerpts to regions of the state. 		<ul style="list-style-type: none"> Listened to musical excerpts, but did not relate all of them to regions of the state 		<ul style="list-style-type: none"> Not attentive during listening activity; relied on others to relate music to regions of the state. 		
Identification	<ul style="list-style-type: none"> Identified all musical elements present in excerpts; identified cultural practices that affect music. 		<ul style="list-style-type: none"> Identified some musical elements in excerpts; cultural practices that affect music not defined for all excerpts. 		<ul style="list-style-type: none"> Could not identify musical elements or cultural practices. 		
Interpreting Information	<ul style="list-style-type: none"> Categorized musical excerpts using all six musical elements; compared and contrasted recordings; recognized cultural characteristics that determine musical style. 		<ul style="list-style-type: none"> Categorized musical excerpts using most of the musical elements; most comparisons and contrasts were relevant; recognized some cultural characteristics that determine musical style. 		<ul style="list-style-type: none"> Information has not been interpreted; jumps to conclusions without carefully categorizing characteristics. 		
Describing	<ul style="list-style-type: none"> Used appropriate vocabulary to describe all genres and musical elements heard in musical excerpts. 		<ul style="list-style-type: none"> Described most genres and elements; some descriptions not appropriate. 		<ul style="list-style-type: none"> Used inappropriate descriptions for genres and elements. 		
Disseminating Information	<ul style="list-style-type: none"> Designed and created a mural, poster, oral or written report, timeline, map, skit, or game that effectively interprets the relationship of genres of music to Louisiana regions. 		<ul style="list-style-type: none"> Designed and created a mural, poster, oral or written report, timeline, map, skit, or game to interpret the relationship of genres of music to Louisiana regions; presentation lacking in clarity. 		<ul style="list-style-type: none"> Mural, poster, oral or written report, timeline, map, skit, or game not completed. 		

For a pdf of this page [click here](#).

Music Performance - Individual: **Auditions - SMUHSD**

CATEGORY	Superior (4)	Excellent (3)	Good (2)	Fair (1)
Tone Quality _____	Tone is consistently focused, clear, and centered throughout the range of the instrument or voice. Tone has professional quality.	Tone is focused, clear and centered through the normal playing range of the instrument or voice. Extremes in range sometimes cause tone to be less controlled. Tone quality typically does not detract from the performance.	Tone is often focused, clear and centered, but sometimes the tone is uncontrolled in the normal playing or vocal range. Extremes in range are usually uncontrolled. Occasionally the tone quality detracts from overall performance.	The tone is often not focused, clear or centered regardless of the range being played or sung, significantly detracting from the overall performance.
Note Accuracy _____	Notes are consistently accurate.	An occasional inaccurate note is played or sung, but does not detract from overall performance.	A few inaccurate notes are played or sung, detracting somewhat from the overall performance.	Wrong notes consistently detract from the performance.
Pitch and Intonation _____	Virtually no errors. Pitch is very accurate.	An occasional isolated error, but most of the time pitch is accurate and secure.	Some accurate pitches, but there are frequent and/or repeated errors.	Very few accurate or secure pitches.
Rhythm _____	The beat is secure and the rhythms are accurate for the style of music being played.	The beat is secure and the rhythms are mostly accurate. There are a few duration errors, but these do not detract from the overall performance.	The beat is somewhat erratic. Some rhythms are accurate. Frequent or repeated duration errors. Rhythm problems occasionally detract from the overall performance.	The beat is usually erratic and rhythms are seldom accurate detracting significantly from the overall performance.
Articulation and/or Diction _____	Secure attacks. Markings (staccato, legato, slur, accents, etc.) are executed accurately as directed by the score and/or the conductor. Vocalist's diction is clear	Attacks are usually secure, though there might be an isolated error. Markings are executed accurately as directed by the score and/or the conductor. Vocalist's diction is sometimes unclear but does not detract from the overall performance.	Attacks are rarely secure, but markings are often executed accurately as directed by the score and/or the conductor. Vocalist's unclear diction is occasionally detracts from the overall performance.	Few secure attacks. Markings are typically not executed accurately. Vocalist's poor diction significantly detracts from the overall performance.
Expression and Style _____	Performs with a creative nuance and style in response to the score.	Typically performs with nuance and style that is indicated in the score.	Sometimes performs with nuance and style that is indicated in the score.	Rarely demonstrates expression and style. Just plays or sings the notes.
Phrasing	Phrasing is always consistent and sensitive to the style of music being played or sung.	Phrasing is usually consistent and sensitive to the style of music being played or sung.	Phrasing is usually consistent and occasionally sensitive to the style of music being	Phrasing is rarely consistent and/or rarely sensitive to musical style.

Rubric Examples

THE COLLEGE OF ST. SCHOLASTICA
Department of Graduate Nursing

RUBRIC: NP STUDENT CLINICAL EVALUATION BY FACULTY

Student _____ Course _____ Date _____

Clinical Site _____ Preceptor _____ Faculty _____

Rating Scale:

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ Not Observed
4	3	2	1	NA/NO

1. Student establishes effective nurse practitioner-patient / family relationships by creating an environment of rapport, professionalism and mutual trust.	4	3	2	1	NA/NO
2. Student obtains a comprehensive and problem focused health history based on presenting symptoms, age, developmental stage.	4	3	2	1	NA/NO
3. Student performs a comprehensive and problem focused physical exam based on presenting symptoms, age, developmental stage.	4	3	2	1	NA/NO
4. Student formulates appropriate differential diagnoses through a systematic clinical decision making process of interpreting history, physical exam findings and diagnostic information.	4	3	2	1	NA/NO
5. Student employs appropriate diagnostic and therapeutic interventions with consideration of safety, efficacy, acceptability, cost.	4	3	2	1	NA/NO
6. Student considers safety, efficacy, acceptability, cost when utilizing pharmacotherapeutic modalities and provides appropriate patient education including regimen, side effects and interactions.	4	3	2	1	NA/NO
7. Student delivers health promotion and disease prevention services based on age, developmental stage, family history and ethnicity.	4	3	2	1	NA/NO
8. The student accurately and concisely presents patient scenario to preceptor and initiates appropriate consultation and referral services when the presenting problem exceeds student scope or skill level.	4	3	2	1	NA/NO
9. Student provides appropriate anticipatory guidance, education and counseling to patients/families based on needs assessment, mutual goal setting and evidenced based rationale.	4	3	2	1	NA/NO
10. The student utilizes appropriate information resources/ technology during patient encounter to support decision making without negatively impacting patient rapport.	4	3	2	1	NA/NO
11. Student documents the patient encounter in a comprehensive, accurate, organized, succinct manner					
12. The student protects patient confidentiality and privacy .	4	3	2	1	NA/NO
13. The student demonstrates cultural and spiritual competence by respecting the value and dignity of individuals without regard to gender, religion, socioeconomic status, sexual orientation, and ethnicity.	4	3	2	1	NA/NO
14. The student follows infection control practices throughout patient encounter (i.e. hand washing)	4	3	2	1	NA/NO
15. The student recognizes his/her own clinical/ professional competencies and areas for growth and formulates plans for improvement	4	3	2	1	NA/NO
Strengths:					
Growth Areas:					
16. The clinical site meets the student learning needs	4	3	2	1	NA/NO

RESULTS:

- _____ Pass (3,4 in all areas).
 _____ Recommend plan for improvement and or re-evaluation to assess progress (2 in any area).
 _____ Failure to progress : Clinical skill not at expected level of NP student/ student did not meet expectations of plan for improvement (evaluator discretion).

COMMENTS:

Signatures:

Student: _____ Preceptor: _____ Faculty: _____

Rubric Examples

School of Nursing Rubric for Performance Assessment

Bachelor Degree in Nursing

Rating	1	2	3	4	5
Demonstrate core knowledge, competencies, and values of professional nursing.	Unable to master core knowledge, competencies, and values of professional nursing.	Marginal mastery of core knowledge, competencies, and values of professional nursing.	Competently applies core knowledge, competencies, and values of professional nursing.	Demonstrates strong core knowledge, competencies, and values of professional nursing.	Consistently goes beyond expectations and demonstrates mastery of core knowledge, competencies, and values of professional nursing
Integrate theoretical knowledge and investigation as the basis for critical thinking and decision making in the planning and provision of evidence-based nursing practice for diverse populations.	Unable to integrate theoretical knowledge and investigation as the basis for critical thinking and decision making in the planning and provision of evidence-based nursing practice for diverse populations.	Marginally integrates theoretical knowledge and investigation as the basis for critical thinking and decision making in the planning and provision of evidence-based nursing practice for diverse populations.	Competently integrates theoretical knowledge and investigation as the basis for critical thinking and decision making in the planning and provision of evidence-based nursing practice for diverse populations	Demonstrates strong integration of theoretical knowledge and investigation as the basis for critical thinking and decision making in the planning and provision of evidence-based nursing practice for diverse populations	Consistently goes beyond expectations and demonstrates mastery in integration of theoretical knowledge and investigation as the basis for critical thinking and decision making in the planning and provision of evidence-based nursing practice for diverse populations.
Demonstrate a commitment to ongoing personal and professional development through formal and informal experiences.	Does not demonstrate a commitment to ongoing personal and professional development through formal and informal experiences	Marginally demonstrates commitment to ongoing personal and professional development through formal and informal experiences.	Competently demonstrates commitment to ongoing personal and professional development through formal and informal experiences.	Demonstrates strong commitment to ongoing personal and professional development through formal and informal experiences.	Consistently goes beyond expectations in making a commitment to ongoing professional development through formal and informal experiences.

DISCIPLINE-SPECIFIC RUBRICS FORM

COLLEGE: NURSING

ADMINISTRATIVE UNIT:

BACCALAUREATE PROGRAM/MAJOR: BSN Bachelor of Science in Nursing

CAPSTONE REQUIREMENT(S): Preceptor-guided experience

FACULTY WHO WILL ASSESS: Clinical instructor

DATE: 3/1/04

CRITICAL THINKING

GENERAL EDUCATION TEMPLATE RUBRICS

- 5 Demonstrates **excellence** in analyzing, synthesizing, and evaluating information and ideas from multiple perspectives. **Consistently** demonstrates the ability to solve problems, argue logically, apply scholarly and scientific methods, use terminology accurately, and employ information literacy skills.
- 4 Demonstrates **proficiency** in analyzing, synthesizing, and evaluating information and ideas from multiple perspectives. **Usually** demonstrates the ability to solve problems, argue logically, apply scholarly and scientific methods, use terminology accurately, and employ information literacy skills.
- 3 Demonstrates **adequacy** in analyzing, synthesizing, and evaluating information and ideas from multiple perspectives. **Frequently** demonstrates the ability to solve problems, argue logically, apply scholarly and scientific methods, use terminology accurately, and employ information literacy skills.
- 2 Demonstrates **limitations** in analyzing, synthesizing, and evaluating information and ideas from multiple perspectives. **Occasionally** demonstrates the ability to solve problems, argue logically, apply scholarly and scientific methods, use terminology accurately, and employ information literacy skills.
- 1 Demonstrates **deficiency** in analyzing, synthesizing, and evaluating information and ideas from multiple perspectives. **Rarely** demonstrates the ability to solve problems, argue logically, apply scholarly and scientific methods, use terminology accurately, and employ information literacy skills.

DISCIPLINE-SPECIFIC RUBRICS

Assesses systematically and comprehensively
 Distinguishes normal from abnormal
 Checks for accuracy and reliability
 Identifies missing information
 Draws valid conclusions
 Supports conclusions with evidence
 Uses diagnostic reasoning
 Predicts and manages potential complications
 Applies the nursing process to develop plan for health promotion and/or illness management
 Evaluates responses to interventions
 Makes plans based on evaluative data
 Recognizes needs for change
 Accepts multiple solutions to single problems
 Identifies individual learning needs
 Develop plan to meet individual learning needs
 Teaches others
 Recognizes ethical dilemmas
 Uses sound clinical judgment.
 Trusts one's own reasoning skills

BACCALAUREATE PROGRAM/MAJOR: BSN Bachelor of Science in Nursing

ADDITIONAL COMMENTS for CRITICAL THINKING

NO ADDITIONAL INFORMATION ENTERED INTO THIS FIELD

Rubric Examples

EFFECTIVE COMMUNICATION

GENERAL EDUCATION TEMPLATE RUBRICS

- 5 Demonstrates **excellence** in understanding and conveying ideas in diverse contexts, especially through reading, writing, speaking, and listening. **Consistently** demonstrates the ability to use resources, technology, and skills appropriate to the aural, visual, and/or language arts.
- 4 Demonstrates **proficiency** in understanding and conveying ideas in diverse contexts, especially through reading, writing, speaking, and listening. **Usually** demonstrates the ability to use resources, technology, and skills appropriate to the aural, visual, and/or language arts.
- 3 Demonstrates **adequacy** in understanding and conveying ideas in diverse contexts, especially through reading, writing, speaking, and listening. **Frequently** demonstrates the ability to use resources, technology, and skills appropriate to the aural, visual, and/or language arts.
- 2 Demonstrates **limitations** in understanding and conveying ideas in diverse contexts, especially through reading, writing, speaking, and listening. **Occasionally** demonstrates the ability to use resources, technology, and skills appropriate to the aural, visual, and/or language arts.
- 1 Demonstrates **deficiency** in understanding and conveying ideas in diverse contexts, especially through reading, writing, speaking, and listening. **Rarely** demonstrates the ability to use resources, technology, and skills appropriate to the aural, visual, and/or language arts.

DISCIPLINE-SPECIFIC RUBRICS

- Listens to and understands others
- Use correct grammar when speaking
- Uses appropriate vocabulary
- Expresses self clearly
- Uses positive nonverbal communication
- Appropriately interprets nonverbal communication
- Uses correct grammar when writing
- Edits documents for content, organization, consistency, grammar and syntax
- Writes concisely
- Uses appropriate APA documentation format
- Uses appropriate medical record charting techniques
- Uses telephone e-mail and FAX appropriately
- Uses available technology and media resources for the retrieval and sharing of information
- Deals effectively with conflict
- Works effectively on teams with cooperative decision making

BACCALAUREATE PROGRAM/MAJOR: BSN Bachelor of Science in Nursing

ADDITIONAL COMMENTS for EFFECTIVE COMMUNICATION

NO ADDITIONAL INFORMATION ENTERED INTO THIS FIELD

Rubric Examples

KNOWLEDGE INTEGRATION

GENERAL EDUCATION TEMPLATE RUBRICS

- 5 Demonstrates **excellence** in fusing information and concepts from multiple disciplines for personal, professional, and civic enhancement. **Consistently** demonstrates the ability to evaluate critically one's own views and those of others and the ability to access, judge and compare diverse fields of knowledge.
- 4 Demonstrates **proficiency** in fusing information and concepts from multiple disciplines for personal, professional, and civic enhancement. **Usually** demonstrates the ability to evaluate critically one's own views and those of others and the ability to access, judge and compare diverse fields of knowledge.
- 3 Demonstrates **adequacy** in fusing information and concepts from multiple disciplines for personal, professional, and civic enhancement. **Frequently** demonstrates the ability to evaluate critically one's own views and those of others and the ability to access, judge and compare diverse fields of knowledge.
- 2 Demonstrates **limitations** in fusing information and concepts from multiple disciplines for personal, professional, and civic enhancement. **Occasionally** demonstrates the ability to evaluate critically one's own views and those of others and the ability to access, judge and compare diverse fields of knowledge.
- 1 Demonstrates **deficiency** in fusing information and concepts from multiple disciplines for personal, professional, and civic enhancement. **Rarely** demonstrates the ability to evaluate critically one's own views and those of others and the ability to access, judge and compare diverse fields of knowledge.

DISCIPLINE-SPECIFIC RUBRICS

Synthesizes information from the biological, social and behavioral and nursing sciences to create individualized plans of care for clients.

Utilizes appropriate and accurate mathematical calculations in managing and providing client care

Utilizes historical and theoretical perspectives to develop a sense of professional identity,

Utilizes methodological research skills in order to provide a context for evaluating information

Utilizes knowledge gained in the humanities and fine arts to provide thoughtful and meaningful care to clients

BACCALAUREATE PROGRAM/MAJOR: BSN Bachelor of Science in Nursing

ADDITIONAL COMMENTS for KNOWLEDGE INTEGRATION

NO ADDITIONAL INFORMATION ENTERED INTO THIS FIELD

Rubric Examples

SOCIAL RESPONSIBILITY

GENERAL EDUCATION TEMPLATE RUBRICS

- 5 Demonstrates **excellence** in historical ethical reasoning and in knowledge of contemporary social and ethical issues. **Consistently** demonstrates knowledge, skills, and attitudes that are conducive to responsible civic engagement.
- 4 Demonstrates **proficiency** in historical ethical reasoning and in knowledge of contemporary social and ethical issues. **Usually** demonstrates knowledge, skills, and attitudes that are conducive to responsible civic engagement.
- 3 Demonstrates **adequacy** in historical ethical reasoning and in knowledge of contemporary social and ethical issues. **Frequently** demonstrates knowledge, skills, and attitudes that are conducive to responsible civic engagement.
- 2 Demonstrates **limitations** in historical ethical reasoning and in knowledge of contemporary social and ethical issues. **Occasionally** demonstrates knowledge, skills, and attitudes that are conducive to responsible civic engagement.
- 1 Demonstrates **deficiency** in historical ethical reasoning and in knowledge of contemporary social and ethical issues. **Rarely** demonstrates knowledge, skills, and attitudes that are conducive to responsible civic engagement.

DISCIPLINE-SPECIFIC RUBRICS

- Provides services with respect to the dignity of man, unrestricted by nationality, race, creed, color, age, or Health status
- Provides care consistent with economic, political, ethnic, cultural, and religious backgrounds
- Safeguards the individual's right to privacy by judiciously protecting information of a confidential nature, sharing only information relevant to the patient's care and assures protection of individuals rights when involved in research activities
- Maintains individual competence in nursing practice, recognizing and accepting responsibility for individual actions and judgments
- Acts to safeguard the patient when care and safety are affected by incompetent, unethical, or illegal conduct of any person (including self)
- Uses individual competence as a criterion in accepting delegated responsibilities and assigning nursing activities to others
- Works with members of healthcare professions and other citizens in promoting efforts to meet health needs of the public.

BACCALAUREATE PROGRAM/MAJOR: BSN Bachelor of Science in Nursing

ADDITIONAL COMMENTS for SOCIAL RESPONSIBILITY

NO ADDITIONAL INFORMATION ENTERED INTO THIS FIELD

Rubric Examples

Nursing Process Rubric - UNRS 314

CRITERIA	LEVEL OF ACHIEVEMENT		
	EXEMPLARY	PROFICIENT	UNSATISFACTORY
Identifying Data	Not Applicable	All data is complete and accurate	Incomplete or inaccurate data presented
Past Medical/Surgical History/ Chronic Conditions	Data includes child's interpretation of events	Data is complete and accurate from chart review and family/patient interview.	Incomplete or inaccurate data presented
Recent Medical History/Course of Hospitalization	Data includes child's interpretation of events or parent's interpretation in the preverbal child.	Data is complete and accurate from chart review and pt/family. Interview includes discussion of chronological events leading to hospitalization Data includes birth history if appropriate. (all children under 3)	Incomplete or inaccurate data presented
Medical Diagnosis	Discusses interrelationship between multiple diagnosis. Genetic component if any	List medical diagnosis Includes chronic diagnoses that may have impact on current condition.	Incomplete list of diagnosis.
Home Medications	Discusses child and family understanding of use/purpose of each medication. How are medications administered? Teaching about medication use / side effects	Defines therapeutic rationale for home medications. When and how is medication administered?	List home medications State why pt is on medication (according to pt)

CRITERIA	LEVEL OF ACHIEVEMENT		
	EXEMPLARY	PROFICIENT	UNSATISFACTORY
Physical Assessment Must be based on the physical assessment for the appropriate age child.	BMI calculated Use growth charts to plot ht/wt/hcm Complete medical descriptions and accurate spelling Physical assessment 100% complete Appropriate for child's age	90% of physical assessment data complete Vital signs and pain assessment data complete Uses correct terminology with correct spellings Provides descriptions of general Assessment	< 90% of physical assessment data completed Vital signs and pain assessment data incomplete Incorrect terminology frequently used Few descriptions of general assessment. Answers brief and not informative.
Clinical Manifestations May do in bullet form.	Identify pertinent clinical manifestations Presented in a logical manner Comprehensive assessment with interrelationships provided Uses 2 or more articles to provide data	Identifies expected manifestations But is hard to read and not supported by data Provide assessment based on information from literature (use textbook as reference) Provide assessment based on information from the literature (uses textbook and at least 1 article)	Key clinical manifestations not presented Does not provide references
Laboratory Tests	Use references to provide rational. Rationale appropriate for diagnosis. Document source	States why the test was abnormal. Relates why the test was abnormal using physiology. Uses pediatric ranges for normal lab values	States test results Presents normal values Provides general rationale for test
Diagnostic Tests and Diagnostic Procedures	Use references to provide rational.	States why the test was abnormal. Relates why the test was abnormal using physiology.	States test results Presents normal values Provides general rationale for test

	LEVEL OF ACHIEVEMENT		
CRITERIA	EXEMPLARY	PROFICIENT	UNSATISFACTORY
Treatments Include your medications given in this area with a brief rationale for their use If a medication has been added or changed include the rational for the change PRN meds for pain / fever	Nursing implications exhibit age/developmental appropriate intervention.	States nursing implications for each treatment. Relates physiology for each treatment	Lists all treatments Provides schedule of treatments Provides general rationale for a treatment
Psychosocial Subsystem Family Spiritual Cultural	Utilizes web/article references. Article used as reference	Applies theoretical description to actual child / family. Strengths and weaknesses identified Specific examples given to support your assessment Spiritual and cultural assessment tool included	One or more section is incomplete. Data limited in scope and depth.
Nursing Diagnosis/Collaborative Problem	Comprehensive list of patient care needs Prioritized to actual patient	Uses NANDA diagnosis Nursing diagnosis are prioritized Minimum of three diagnosis Prioritize pt care needs	Diagnoses not in NANDA format Key patient needs not identified Nursing diagnosis not prioritized. Only identifies patient needs for the day

CRITERIA	LEVEL OF ACHIEVEMENT		
	EXEMPLARY	PROFICIENT	UNSATISFACTORY
Plan of Care Assessment Factors	List of assessment factors is comprehensive	List of key assessment factors is present and consistent with information presented in rest of data form	Key assessment factors used to determine diagnosis not provided
Care Plan Data form plan of care based on processing two nursing diagnosis 1 physical and 1 spiritual, cultural, or psychosocial. For case study this are would be the Care Path and rational.	<ul style="list-style-type: none"> Identifies major interventions to reach patient goals. The list is detailed and complete, and the tasks are well defined with measurable outcomes. Each intervention is evaluated Identifies ways to modify the plan based on findings from patient care data. Rational is supported by journal articles 	<ul style="list-style-type: none"> Goals are measurable and have a time line Continuity between goals and interventions Assessment of patient / family part of intervention Each intervention is evaluated from a patient / family perspective Modification is based on evaluation of intervention Identifies major interventions to reach patient goals. Rational is supported by text book only 	Incomplete care plan No coherent plan that can be implemented, evaluated and modified.
Discharge Needs Provides data regarding status of home care equipment/treatments.	Provides evaluation of <u>own</u> teaching. Provides educational materials that support discharge teaching.	Identifies treatments or equipment to be used on discharge Develop a plan for education by others.	Identify one education need Educational needs not identified or not specific to child's diagnosis and family needs.

	LEVEL OF ACHIEVEMENT		
CRITERIA	EXEMPLARY	PROFICIENT	UNSATISFACTORY
		Evaluate the teaching provided. Identify referrals and follow up appointments needed.	
Format/Appearance	Paper is typed Paper is appropriate notebook Grading form and rubric is included Articles used are included Areas used in article are highlighted	Use APA format Spelling is Correct Neatness	APA format not followed Several spelling errors Paper is sloppy and illegible

1/2/2008



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Assessment Committee

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Third Year Review Evaluation Rubric - Nursing 2005/06

IU South Bend Assessment Third Year Review Evaluation Rubric – Nursing, May 2006 pg 1

Scores	Educational Goals	Assessment Techniques	Data	Analysis
1 Undeveloped	Absence of clearly defined educational goals	Assessment techniques still being identified; Assessment techniques not currently in use.	No data reported	Little or no analysis of assessment data
2 Developing	Goals are not measurable	Assessment mostly dependent on a single assessment technique or tool; mostly narrative assessment techniques	Only partial data included	Some analysis done, but not shared or discussed with entire program faculty
3 Established	List of clear measurable educational goals for the program	Assessment techniques include a variety of direct and indirect measures of student learning.	All data or representative data included	Assessment data carefully collected, analyzed and shared with all department faculty
4 Exemplary	List of measurable educational goals clearly tied to departmental, general education and campus strategic documents	Assessment techniques include a variety of direct and indirect measures of student learning with a rationale for choice of techniques relative to educational goals.	All data or representative data included. Data submitted in an electronic format. Individuals cannot be identified.	Assessment data is carefully collected, analyzed and discussed by all program faculty. Departmental Assessment Committee active
Score	3	4	1	2
Comments	<i>If possible, it might make more sense for assessment evaluation if goals were condensed into three areas</i>	<i>No direct measure of student achievement for several goals reported A curriculum map might make the connection between educational goals and curriculum content clearer.</i>	<i>The assessment committee would like a copy or summary of results for the assessment files. A reference to the location of full data information should also be included</i>	<i>No data analysis of current year included.</i>

IU South Bend Assessment Third Year Review Evaluation Rubric – Nursing, May 2006 pg 2

Scores	Response	Constituencies	Record Keeping and Communication
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1	Undeveloped	No changes to the program reported; no rationale for maintaining current program given	Faculty unaware, uninvolved or unsupportive of educational goals and assessment of student learning. Students have no input into or awareness of educational goals.	Assessment data and analysis is not shared beyond the department faculty. Reports to Assessment Committee lacking or very late. No established departmental assessment files. Assessment plan lacking or badly out of date.
2	Developing	Some program changes reported, but not clearly connected to evaluation of assessment data	Faculty knowledgeable about and have input into educational goals and support assessment of student learning. Student input collected and considered informally.	Assessment goals and analysis shared with all faculty, deans, and other parties on request. Assessment plan occasionally evaluated and updated. Annual assessment reports submitted.
3	Established	Program changes made in response to assessment analysis.	Faculty are knowledgeable about the latest theories and techniques for assessing student learning, and actively incorporate that knowledge into course planning and evaluation. Educational goals for courses included on all syllabi. Students have a clear idea of the purpose of assessment and have formal input into the process.	Assessment goals, analysis and actions taken are readily available in an easy to understand format. Assessment annual reports are timely and complete. Assessment plan regularly updated and changes reported to the Assessment Committee.
4	Exemplary	Program changes made, (or status quo confirmed,) clearly and directly supported by assessment analysis. Resources directed to identified weaknesses and successes publicly acknowledged and celebrated.	Students are not just objects of assessment, but know and contribute to program educational goals. Alumni, employers and community have input into and know the results of assessment activities through a website, focus groups and surveys.	Website showcasing educational goals, assessment data, analysis and program changes. Assessment information is highlighted in departmental newsletters. Assessment Annual reports are timely and complete. Assessment plan updated annually, and submitted with the Third Year Review.
Score		1	1.5	2
Comments		<i>Problems identified in the area of pharmacology</i>	<i>-Assessment contact is trying to implement and maintain assessment program -All faculty should be responsible for and fully supportive of assessment -The Dean should encourage faculty involvement; one person cannot do everything without support.</i>	

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Rubric Created by Carolyn Manning- Associate Professor Health Nutrition and Exercise Science

Name: _____

Criteria	Well Done (3)	Satisfactory (2)	Needs Improvement (1)	Incomplete (0)
Recipes	Present: Photo copy (B&W) of original recipe & typed copy with no modifications & in descriptive recipe style. - Descriptive style is correctly applied to original recipe. - Suggested/recommended modifications clearly presented in a revised version using the descriptive style.	Present: Photo copy (B&W) of original recipe & typed copy with no modifications & in descriptive recipe style. - Descriptive style is correctly applied to original recipe. - Attempt made to present suggested/recommended modifications.	Missing photo copy (B&W) of original and/or typed copy. - Typed copy contains 1 or more recipe modifications or missing ingredients. - Descriptive style applied with 1 or more errors.	Missing photo copy (B&W) of original and/or typed copy. - Descriptive style not used.
	Complete (1)			Incomplete (0)
Evaluation Form	Present: copy of evaluation form.			Missing
Point totals:				
Criteria	Well Done (5)	Satisfactory (3-4)	Needs Improvement (1-2)	Incomplete (0)
Presentation of Data	Quantitative & qualitative data tabulations reviewed by TA in meeting with all lab station members. - Data show correct computation of averages & frequencies & other appropriate statistics. - All data table headings show: 1. numbers (for each table & number of responses) 2. "stand alone" descriptive titles 3. correct labels for all columns.	Quantitative & qualitative data tabulations reviewed by TA in meeting with missing lab station members. - Data show correct computation of averages & frequencies. - Data table headings have some missing or incorrect or unclear information.	Quantitative & qualitative data tabulations reviewed by TA in meeting with missing lab station members. - Data show mostly correct computation of averages & frequencies. - Data table headings have frequent missing or incorrect or unclear information.	Quantitative & qualitative data tabulations not reviewed by TA. - Data do not show computation of averages and/or frequencies. - Data table headings have frequent missing or incorrect or unclear information.

Rubric Created by Carolyn Manning- Associate Professor Health Nutrition and Exercise Science

	Well Done (6)	Satisfactory (4-5)	Needs Improvement (2-3)	Incomplete (0-1)
Analysis of Data	<p>Using all possible data from the tables & textbook, all of the following are presented:</p> <ol style="list-style-type: none"> 1. recipe product qualities that are good and need improvement 2. conclusions & explanations of product quality ratings in terms of milk, egg or cheese ingredients and/or procedures 3. conclusions & explanations of product quality ratings in terms of other ingredients 4. recommendations for ingredients and/or procedures and for the Campus Survival Cookbook 	<p>Using some data from the tables & textbook, the following are partially presented:</p> <ol style="list-style-type: none"> 1. recipe product qualities that are good and/or need improvement 2. conclusions & explanations of product quality ratings in terms of milk, egg or cheese ingredients and/or procedures 3. conclusions & explanations of product quality ratings in terms of other ingredients 4. recommendations for ingredients and/or procedures and for the Campus Survival Cookbook 	<p>Data from the tables & textbook are not used consistently when presenting:</p> <ol style="list-style-type: none"> 1. recipe product qualities that are good and/or need improvement 2. conclusions & explanations of product quality ratings in terms of milk, egg or cheese ingredients and/or procedures 3. conclusions & explanations of product quality ratings in terms of other ingredients <p>- Recommendations about the ingredients and/or procedures and/or the Campus Survival Cookbook are presented without supporting data.</p>	<p>Data from the tables &/or textbook not used when presenting:</p> <ol style="list-style-type: none"> 1. recipe product qualities that are good and/or need improvement 2. conclusions & explanations of product quality ratings in terms of milk, egg or cheese ingredients and/or procedures 3. conclusions & explanations of product quality ratings in terms of other ingredients <p>- Recommendations about the ingredients and/or procedures and the Campus Survival Cookbook are not presented or presented without supporting data.</p>
Point totals:				
Total points earned:				
Wow! point:				

<http://assessment.udel.edu/Tools%20and%20Resources/rubrics.html>

*NTDT 400: Macronutrients
Case Study Evaluation*

Overall evaluation
(Add all 6 evaluations
and then divide by 6):

Student Name: _____

Study: _____

Component	0 = Unacceptable	1 = Poor	2 = Adequate	3 = Exemplary	Score
Calculation of BMI	Missing or incorrect value and missing calculations	Correct value but no calculations provided	Incorrect value and but all calculations provided	Correct value and all calculations provided	
Calculation of EER	Missing or incorrect formula, value and missing calculations	Incorrect formula, no calculations provided. Correct value	Correct formula, Incorrect value, but all calculations provided.	Correct formula, all calculations provided. Correct value	
Vegan diet assessment	No discussion or discussion of irrelevant topics	Limited discussion of one or two special considerations. One must be protein complementation.	Detailed discussion of one special consideration – protein complementation	Detailed discussion of at least two special considerations. One must be protein complementation.	
Strengths of current intake	One to two strengths of the intake are identified and no/limited rationale to support positive attributes of diet	Two to three strengths of the intake are identified and no rationale to support positive attributes is given	Two to three strengths of the intake are identified and limited discussion of rationale to support positive attributes of diet	Three strengths of the intake are identified and rationale to support positive attributes of diet clearly described	
Recommended dietary changes to strengthen diet	One to two changes to the intake are identified and no/limited rationale to support dietary modifications	Two to three changes to the intake are identified and no rationale to support dietary modifications	Two to three changes to the intake are identified and limited discussion of rationale to support dietary modifications	Three changes to the intake are identified and rationale to support dietary modifications clearly described	
DRI values and labels (unit of measure, ie % of energy, gm)	Less than 25% of all DRI values and labels for macronutrients and water are correctly	Between 25 and 50% of all DRI values and labels for macronutrients and water are correctly defined	Greater than 50% of all DRI values and labels for macronutrients and water are correctly defined	All DRI values and labels for macronutrients and water are correctly defined	

Rubric Examples

	defined				
Implemented changes are within 5% of DRI	Modified intakes for energy, more than 50% of the macronutrients and water are greater than 10% of the DRIs	Modified intakes for energy, at least 50% of the macronutrients and water are within 5% and 10% of the DRIs and the remaining nutrients are greater than 10% of the DRIs	Modified intakes for energy, all macronutrients and water are between 5% and 10% of the DRIs	Modified intakes for energy, all macronutrients and water are within 5% of the DRIs	
Teamwork Evaluation (Based on separate rubric, mean of 3 to 4 would be 3 on this scale, mean of 0, 1 and 2 would translate exactly)					
Total					

Rubric Examples

NTDT400: Macronutrients
Team Member Evaluation

Evaluate your peer group members by assigning numbers based on individual performance in the group setting.

The purpose of this evaluation is to help individuals understand how their work is perceived by others. Evaluations will be anonymous and will be used to assign points in the total case study evaluation. Complete an evaluation for each member of your team.

Name of team member being evaluated: _____

Score key:

-1 = Hindered group effort	0 = made no contribution	1 = Contributed little
2 = Contributed adequately	3 = Contributed actively	4 = Made major contributions

1. Student's preparation for and attendance at group meetings.

-1 0 1 2 3 4

2. Student's participation during group meetings.

-1 0 1 2 3 4

3. Student's performance on assigned tasks – quality of work.

-1 0 1 2 3 4

4. Student's ability to work with others.

-1 0 1 2 3 4

5. Student's ability to accept constructive criticism, compromise, and negotiate.

-1 0 1 2 3 4

6. Student's ability to meet deadlines.

-1 0 1 2 3 4

NTDT 400: Macronutrients
Essay Evaluation

Student Name: _____

Component	0 = Unacceptable	1 = Poor	2 = Adequate	3 = Very Good	4 = Excellent
Definition of healthful diet	No critical macronutrients, and functional components	Few critical macronutrients, and functional components	Majority of critical macronutrients, and functional	All critical macronutrients, and functional components	All critical macronutrients, and functional components

Rubric Examples

	identified and no discussion of relationships to health and disease	identified and limited discussion of relationships to health and disease	components identified and limited discussion of relationships to health and disease	identified and limited discussion of relationships to health and disease	identified and limited discussion of relationships to health and disease
Recommended intakes of total carbohydrates	No mention of intake stated as percent of energy, value incorrect, Basis of intake related to health promotion/disease prevention not mentioned or incorrect	Intake stated as percent of energy, value incorrect, Basis of intake related to health promotion/disease prevention not mentioned or incorrect	Intake stated as percent of energy, value correct, Basis of intake related to health promotion /disease prevention not mentioned or incorrect	Intake stated as percent of energy, value correct, Basis of intake related to health promotion /disease prevention mentioned but no details provided	Intake stated as percent of energy, value correct, Basis of intake related to health promotion /disease prevention mentioned but no details provided
Recommended intakes of dietary fiber	No mention of intake stated as grams, value incorrect, Basis of intake related to health promotion /disease prevention not mentioned or incorrect	Intake stated as grams, value incorrect, Basis of intake related to health promotion /disease prevention not mentioned or incorrect	Intake stated as grams, value correct, Basis of intake related to health promotion /disease prevention not mentioned or incorrect	Intake stated as grams, value correct, Basis of intake related to health promotion /disease prevention mentioned but no details provided	Intake stated as grams, value correct, Basis of intake related to health promotion /disease prevention mentioned but no details provided
Recommended intakes of total fats	No mention of intake stated as percent of energy, value incorrect, Basis of intake related to health promotion/disease prevention not mentioned or incorrect	Intake stated as percent of energy, value incorrect, Basis of intake related to health promotion/disease prevention not mentioned or incorrect	Intake stated as percent of energy, value correct, Basis of intake related to health promotion /disease prevention not mentioned or incorrect	Intake stated as percent of energy, value correct, Basis of intake related to health promotion /disease prevention mentioned but no details provided	Intake stated as percent of energy, value correct, Basis of intake related to health promotion /disease prevention mentioned but no details provided
Recommended intakes of saturated fats	No mention of intake stated as percent of energy, value incorrect, Basis of intake related to health promotion/disease prevention not mentioned or incorrect	Intake stated as percent of energy, value incorrect, Basis of intake related to health promotion/disease prevention not mentioned or incorrect	Intake stated as percent of energy, value correct, Basis of intake related to health promotion /disease prevention not mentioned or incorrect	Intake stated as percent of energy, value correct, Basis of intake related to health promotion /disease prevention mentioned but no details provided	Intake stated as percent of energy, value correct, Basis of intake related to health promotion /disease prevention mentioned but no details provided
Recommended intakes of trans	No mention of intake stated as	Intake stated as percent of energy,	Intake stated as percent of energy,	Intake stated as percent of energy,	Intake stated as percent of energy,

fatty acids	percent of energy, value incorrect, Basis of intake related to health promotion/disease prevention not mentioned or incorrect	value incorrect, Basis of intake related to health promotion/disease prevention not mentioned or incorrect	value correct, Basis of intake related to health promotion/disease prevention not mentioned or incorrect	value correct, Basis of intake related to health promotion/disease prevention mentioned but no details provided	value correct, Basis of intake related to health promotion/disease prevention mentioned but no details provided
Recommended intakes of protein	No mention of intake stated as grams per kg body wt, value incorrect, Basis of intake related to health promotion/disease prevention not mentioned or incorrect	Intake stated as grams per kg body wt, value incorrect, Basis of intake related to health promotion/disease prevention not mentioned or incorrect	Intake stated as grams per kg body wt, value correct, Basis of intake related to health promotion/disease prevention not mentioned or incorrect	Intake stated as grams per kg body wt, value correct, Basis of intake related to health promotion/disease prevention mentioned but no details provided	Intake stated as grams per kg body wt, value correct, Basis of intake related to health promotion/disease prevention mentioned but no details provided
Recommended intakes of total water	Intake not stated as liters, none of the components of total water identified, incorrect values for total water provided, no discussion of intake related to prevention of dehydration	Intake stated as liters, none of the components of total water identified, incorrect values for total water provided, Limited discussion of intake related to prevention of dehydration	Intake stated as liters, none of the components of total water identified, correct values for total water provided, Limited discussion of intake related to prevention of dehydration	Intake stated as liters, some of the components of total water identified and values for drinking water provided, Basis of intake related to prevention of dehydration	Intake stated as liters, some of the components of total water identified and values for drinking water provided, Basis of intake related to prevention of dehydration
“Best” food choices – complex carbohydrates	No definition of best sources, and no food choices correct	No definition of best sources, some food choices correct	Attempted to define best food choices, some food choices correct	Clearly defined best sources, but not all food choices listed match definition	Clearly defined best sources, but not all food choices listed match definition
“Best” food choices – fiber	No definition of best sources, and no food choices correct	No definition of best sources, some food choices correct	Attempted to define best food choices, some food choices correct	Clearly defined best sources, but not all food choices listed match definition	Clearly defined best sources, but not all food choices listed match definition
“Best” food choices – monounsaturated	No definition of best sources, and no food choices correct	No definition of best sources, some food choices correct	Attempted to define best food choices, some food choices correct	Clearly defined best sources, but not all food choices listed match definition	Clearly defined best sources, but not all food choices listed match definition

fatty acids	correct	choices correct	food choices correct	choices listed match definition	listed defin
“Best” food choices – polyunsaturated fatty acids	No definition of best sources, and no food choices correct	No definition of best sources, some food choices correct	Attempted to define best food choices, some food choices correct	Clearly defined best sources, but not all food choices listed match definition	Clear best : all fo listed defin
“Best” food choices - protein	No definition of best sources, and no food choices correct	No definition of best sources, some food choices correct	Attempted to define best food choices, some food choices correct	Clearly defined best sources, but not all food choices listed match definition	Clear best : all fo listed defin
Writing conventions	Numerous errors (>7) in spelling, grammar, punctuation, or capitalization	Many errors in (5-7) spelling, grammar, punctuation, or capitalization	Some errors (2-4) in spelling, grammar, punctuation, or capitalization	Few errors (<2) in spelling, grammar, punctuation, or capitalization	Writ spelli gram punctu capit error
Total Score					

Points on Final Exam	Score	Interpretation of Score
10	53-56	A
9.5	50-52	A-
8.8	48-49	B+
8.5	47	B
8.2	45-46	B-
7.8	43-44	C+
7.5	42	C
7.2	40-41	C-
6.5	<40	D

Rubrics for NTDT 401

for the learning goal #1.

NTDT401 has a snack assignment. The instruction can be found at

http://napa.ntdt.udel.edu/ntdt401/food/nutrient_analysis.htm. The following rubrics to grade the assignment:

Proper nutrient analysis: 20 points

Critically evaluate the snack's nutrient density and fat content. 20 points

Being creative without repeating the snack idea from what were already submitted 10 points

For the learning goal #3.

NTDT401 uses exams to assess that.

Table 1

	Excellent	Good	Needs Improvement	Unacceptable
CONTENT	85 (total)			
Argument				
Thesis	5	4	3	0
Premises	15	12	9	0
Support	15	12	9	0
Counter-Arguments	10	8	6	0
Understanding				
Text	5	4	3	0
Ideas	5	4	3	0
Analysis	10	8	6	0
Synthesis	10	8	6	0
Creation				
Examples	5	4	3	0
Alternative Positions	5	4	3	0
STYLE	15 (total)			
Clarity	6	5	4	0
Organization				
Introduction	3	2	1	0
Body	3	2	1	0
Conclusion	3	2	1	0

Appendix

	Excellent	Good	Needs Improvement	Unacceptable
CONTENT				
Argument				
Thesis	A clear statement of the main conclusion of the paper.	The thesis is obvious, but there is no single clear statement of it.	The thesis is present, but must be uncovered or reconstructed from the text of the paper.	There is no thesis.
Premises	Each reason for believing the thesis is made clear, and, as much as possible, presented in single statements. It is also clear which premises are to be taken as given, and which will be supported by sub-arguments. The paper provides sub-arguments for controversial premises. If there are sub-arguments, the premises for these are clear, and made in single statements. The premises that are taken as given are at least plausibly true.	The premises are all clear, although each may not be presented in a single statement. It is also pretty clear which premises are to be taken as given, and which will be supported by sub-arguments. The paper provides sub-arguments for controversial premises. If there are sub-arguments, the premises for these are clear. The premises that are taken as given are at least plausibly true.	The premises must be reconstructed from the text of the paper. It is not made clear which premises are to be taken as given, and which will be supported by sub-arguments. There are no sub-arguments, or, if there are sub-arguments, the premises for these are not made clear. The paper does not provide sub-arguments for controversial premises. The plausibility of the premises that are taken as given is questionable.	There are no premises—the paper merely restates the thesis. Or, if there are premises, they are much more likely to be false than true.

Support	The premises clearly support the thesis, and the author is aware of exactly the kind of support they provide. The argument is either valid as it stands, or, if invalid, the thesis, based on the premises, is likely to be or plausibly true.	The premises support the thesis, and the author is aware of the general kind of support they provide. The argument is either valid as it stands, or, if invalid, the thesis, based on the premises, is likely to be or plausibly true.	The premises somewhat support the thesis, but the author is not aware of the kind of support they provide. The argument is invalid, and the thesis, based on the premises, is not likely to be or plausibly true.	The premises do not support the thesis.
Counter-Arguments	The paper considers both obvious and unobvious counter-examples, counter-arguments, and/or opposing positions, and provides original and/or thoughtful responses.	The paper considers obvious counter-examples, counter-arguments, and/or opposing positions, and provides responses.	The paper may consider some obvious counter-examples, counter-arguments, and/or opposing positions, but some obvious ones are missed. Responses are non-existent or mere claims of refutation.	No counter-examples, counter-arguments, or opposing positions are considered.
Understanding				
Text	The paper contains highly accurate and precise summarization, description, and/or paraphrasing of text. The paper uses appropriate textual support for these.	The summarization, description, and/or paraphrasing of text is fairly accurate and precise, and has textual support, but other passages may have been better choices.	The summarization, description, and/or paraphrasing of text is fairly accurate, but not precise, and the textual support is inappropriate.	The summarization, description, and/or paraphrasing of text is inaccurate and/or has no textual support.

Ideas	The paper contains a highly accurate and precise description of the issue or problem, along with a careful consideration of possible alternatives or solutions. The paper contains relevant examples, and indicates the salient issues the examples highlight.	The description of the problem or issue is fairly accurate and precise, and possible alternatives or solutions are considered. Examples are given, but similar examples may have been better.	The description of the problem is fairly accurate but not precise, and possible alternatives or solutions are either not considered or ill-described. Examples are given, but it is not made clear how they are relevant.	The description of the problem or issue is inaccurate and possible alternatives of solutions are not considered, and examples are not provided.
Analysis	The paper successfully breaks the argument, issue, or problem into relevant parts. The connections between the parts are clear and highly accurate.	The paper successfully breaks the argument, issue, or problem into relevant parts. The connections between the parts are fairly accurate.	The paper breaks the argument, issue, or problem into parts, but some parts may be missing or unclear. The connections between the parts are somewhat accurate.	The parts identified are not the correct and/or relevant ones. The connections between the parts are completely inaccurate.
Synthesis	The paper successfully integrates all relevant parts from various places into a coherent whole. The connections between the parts are clear and insightful.	The paper integrates most relevant parts from various places into a mostly coherent whole. The connections between the parts are generally clear.	The paper integrates some parts from various places into a somewhat coherent whole. The connections between the parts are somewhat unclear.	The parts to be integrated are not clear and/or relevant. The connections between the parts are unclear.

Evaluation				
Argument	The paper evaluates the argument in question by checking for adherence to various standards (validity, soundness, etc.), and checking for informal fallacies. The paper suggests how the argument could be made better according to the appropriate standard.	The paper evaluates the argument in question by checking for adherence to various standards (validity, soundness, etc.), and checking for informal fallacies.	The paper evaluates the argument in question by checking only the truth of the premises and/or the conclusion, and does not check for informal fallacies.	The paper evaluates the argument in question by whether the author agrees or disagrees with the conclusion or a premise.
Position	The paper evaluates the position in question by checking for support in an argument and internal consistency, and by exploring unmentioned plausible alternatives.	The paper evaluates the position in question by checking for support in an argument and internal consistency.	The paper evaluates the position in question by considering its plausibility.	The paper evaluates the position in question by whether the author agrees or disagrees with it.
Creation				
Thesis	Thesis is original, interesting, and relevant.	The thesis is interesting and relevant.	The thesis is slightly off-topic, obviously true (or false), or not really worth writing about.	The thesis is totally irrelevant.
Examples	Examples are original, relevant, insightful, and well-used.	Examples are original, relevant, and well-used.	Examples are unoriginal, only somewhat relevant, and/or not well-used.	Examples are missing, irrelevant, and/or misused.
Alternative Positions	Previously unmentioned alternative positions are explored.	Alternative positions are explored.	Alternative positions are mentioned but not explored.	Alternative positions are ignored.

STYLE				
Clarity	All sentences are complete and grammatical. All words are chosen for their precise meanings. All new or unusual terms are well-defined. Key concepts and theories are accurately and completely explained. Good, clear examples are used to illustrate concepts and issues. Information (names, facts, etc.) is accurate. Paper has been spell-checked and proofread, and has no errors, and no rhetorical questions or slang.	All sentences are complete and grammatical. Most words are chosen for their precise meanings. Most new or unusual terms are well-defined. Key concepts and theories are explained. Examples are clear. Information (names, facts, etc.) is accurate. Paper has been spell-checked and proofread, and has very few errors, and no rhetorical questions or slang.	A few sentences are incomplete and/or ungrammatical. Words are not chosen for their precise meanings. New or unusual terms are not well-defined. Key concepts and theories are not explained. Examples are not clear. Information (names, facts, etc.) is mostly accurate. Paper has several spelling errors, rhetorical questions, and/or uses of slang.	Many sentences are incomplete and/or ungrammatical. The author does not acknowledge that key words have precise meanings. Information (names, facts, etc.) is inaccurate. Paper has many spelling errors, rhetorical questions, and/or uses of slang.
Organization				
Introduction	Thesis is clear, and contained in the introduction. The topic is introduced with minimal fanfare. It is made clear how the paper will get to this conclusion, not in a detailed outline of the paper but rather in a concise summary of the steps in argument.	Thesis is contained in the introduction. The topic is introduced with little fanfare. It is generally clear how the paper will get to the this conclusion, not in a detailed outline of the paper, but rather in a description of the steps in argument.	Thesis is not contained in the introduction. The topic is introduced with too much fanfare. The flow of the paper is described as an outline, and not as a description of the steps in argument.	Only the topic is introduced, with no description of the paper. Or, the paper is described inaccurately.

Body	It is very easy to follow the argument. It is made explicit which claims are being used as premises, and how these premises are supposed to support the thesis. New premises are each introduced in new paragraphs or sections. If there are sub-arguments, it is made explicit which argument is the main one and which are the secondary ones.	It is generally easy to follow the argument. It is clear which claims are being used as premises, and how these premises are supposed to support the thesis. Usually, new premises are introduced in new paragraphs or sections. If there are sub-arguments, it is clear which argument is the main one and which are the secondary ones.	It is somewhat difficult to follow the argument. It is somewhat unclear which claims are being used as premises, and/or how these premises are supposed to support the thesis. Separate premises are lumped together in the same paragraphs or sections. If there are sub-arguments, it is not clear which argument is the main one and which are the secondary ones.	It is impossible to follow the argument. It is completely unclear which claims are being used as premises. It is completely unclear how the premises are supposed to support the thesis. Premises are discussed randomly, or not at all. There seem to be many arguments, and it is completely unclear which is the main one.
Conclusion	The paper uses the conclusion to tie up loose ends. For example, the paper considers objections to the argument to which it is acknowledged there is no space or expertise to respond. Or, the paper briefly considers the implications of the acceptance of the conclusion for a larger argument, or for a larger issue or problem. Or the paper explains what further work may need to be done in this area.	The paper uses the conclusion to tie up some loose ends, but combines this with a restatement of the introduction.	The conclusion is merely a restatement of the introduction.	The conclusion is missing.

Thesis	Clear 10	Apparent 8	Vague 6	Not Apparent 0
Writing	Very Clear 15	Clear 12	Somewhat Clear 9	Unclear 0
Arguments	Well Developed 15	Few Logical Errors 12	Some Logical Errors 9	Not Developed 0
Organization	Highly Efficient 15	Clear 12	Fundamental 9	Lacking 0
Textual Support	Appropriate 10	Some 7	None 0	
Level of Understanding	Unusually High 20	Good 16	Adequate 12	Poor 0
Responses to Possible Counter-Arguments	Included 15	Somewhat Included 10	Not Included 0	

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RUBRIC FOR ARGUMENTATIVE PHILOSOPHY PAPERS

This rubric is for philosophy papers that are supposed to give an original, in-depth defense of a single, narrow thesis. Underlined terms are explained in the notes at the end.

EVALUATION DIMENSIONS	ACHIEVEMENT LEVELS		
	UNACCEPTABLE	AVERAGE	PROFICIENT
1. Organization	<p>a. There is no title or there is a title that does not make clear the topic of the paper (e.g., "Legal murder", when the topic is the death penalty).</p> <p>b. The thesis of the paper is not announced in the introductory paragraphs (i.e., there is no sentence like "I will argue that ...").</p> <p>c. The paper follows no coherent plan: it reads like a hodgepodge of ideas. The <u>reader</u>¹ wonders how the pieces relate to each other.</p>	<p>a. There is a title that makes clear the topic but not the thesis of the paper (e.g., "The death penalty").</p> <p>b. The thesis of the paper is announced (e.g., by "I will argue that ...") but is formulated unclearly or vaguely in the introductory paragraphs.</p> <p>c. The paper follows a coherent plan, but the plan could be significantly improved by rearranging certain pieces.</p>	<p>a. There is a title that makes clear the thesis (and thus also the topic) of the paper (e.g., "Against the death penalty").</p> <p>b. The thesis of the paper is announced (e.g., by "I will argue that ...") and is formulated clearly and precisely in the introductory paragraphs.</p> <p>c. The paper follows a coherent plan with every piece in a proper place. The reader easily sees how the pieces relate to each other.</p>
2. Reasoning	<p>a. The <u>argument</u>² contains a fallacy, either a <i>formal</i> one (e.g., "A entails B; so, B entails A") or an <i>informal</i> one (e.g., "everyone accepts A; so, A is true").</p> <p>b. The conclusion of the argument is irrelevant to the goal of the argument. (E.g., the argument is advertised as an objection to X, but the conclusion, rather than being that there is a problem with X, is that there is a problem with Y.)</p> <p>c. At least one premise is <i>irrelevant</i> to the conclusion (and is thus <i>redundant</i>: it can be removed without affecting the strength of the argument).</p>	<p>a. The argument contains no (formal or informal) fallacy but is <i>inductively weak</i> (i.e., its premises do not make its conclusion probable, let alone certain).</p> <p>b. The conclusion of the argument is only marginally relevant to the goal of the argument. (E.g., the argument is advertised as an objection to X, but the conclusion is that there is only a trivial problem with X.)</p> <p>c. No premise is irrelevant but some premise is redundant. (E.g., "B entails C" is relevant to C but is redundant given A and "A entails C".)</p>	<p>a. The argument is either <i>deductively valid</i> (i.e., its premises make its conclusion certain) or <i>inductively strong</i> (i.e., its premises make its conclusion probable but not certain).</p> <p>b. The conclusion of the argument is highly relevant to the goal of the argument. (E.g., the argument is advertised as an objection to X, and the conclusion is that there is a serious problem with X.)</p> <p>c. No premise of the argument is redundant (and thus no premise is irrelevant to the conclusion of the argument).</p>
3. Justification	<p>a. The premises of the argument contain major or multiple factual mistakes.</p> <p>b. At least one controversial premise is not supported at all (i.e., it is just stated). ("I feel that ..." does not count as support.)</p> <p>c. The formulation of the argument contains disrespectful (e.g., ridiculing, offensive, or biased) language.</p> <p>d. The reader wonders whether the source of some ideas is you or someone else. (It is <i>plagiarism</i> to present ideas—let alone formulations—that you got from others as if they were your own.)</p>	<p>a. The premises of the argument contain a few minor factual mistakes.</p> <p>b. At least one controversial premise is supported only weakly (e.g., by referring to a single study).</p> <p>c. The argument is respectfully formulated but violates the Principle of Charity (i.e., it gives an unsympathetic reading of others' views).</p> <p>d. The paper makes clear who the source of each idea is but some references are incomplete (e.g., a reference to a journal article includes no page number).</p>	<p>a. The premises of the argument contain no factual mistake.</p> <p>b. Every controversial premise is strongly supported (e.g., by means of a further argument or extensive references).</p> <p>c. The argument is respectfully formulated and conforms to the Principle of Charity (i.e., it gives a sympathetic reading of others' views).</p> <p>d. The paper makes clear who the source of each idea is and gives complete references (including, for a journal article: authors, title, journal, volume, year, and pages).</p>
4. Originality	<p>a. The thesis of the paper is the same as one of the views discussed in your <u>sources</u>.³</p> <p>b. Every argument for the thesis is the same as one of the arguments formulated in your sources.</p> <p>c. Most objections, replies, etc. are from your sources.</p>	<p>a. The thesis of the paper is a minor variation of one of the views discussed in your sources.</p> <p>b. Every argument for the thesis is a minor variation of one of the arguments formulated in your sources.</p> <p>c. Most objections, replies, etc. are minor variations of those formulated in your sources.</p>	<p>a. The thesis of the paper differs significantly from every view discussed in your sources.</p> <p>b. At least one argument for the thesis differs significantly from every argument formulated in your sources.</p> <p>c. Most objections, replies, etc. differ significantly from those formulated in your sources.</p>

EVALUATION DIMENSIONS	ACHIEVEMENT LEVELS		
	UNACCEPTABLE	AVERAGE	PROFICIENT
5. Clarity	a. Even a reader familiar with your sources often wonders what you are trying to say. b. Several moves in the argumentation are not introduced by <i>transition phrases</i> (like "One might object to the first premise ...", "I reply that ...", "My second reply to the first objection is ..."). c. There are many (i) excessively long sentences or paragraphs, (ii) undefined obscure terms, or (iii) cases in which you say first something unintelligible and then explain what you meant.	a. Only a reader familiar with your sources almost never wonders what you are trying to say. b. Transition phrases are almost always present but are sometimes <i>inadequate</i> ; i.e., they do not make clear <i>who</i> is making a move (you or an opponent) or <i>to what</i> the move responds (e.g., to the first or second premise of an argument). c. There are a few (i) excessively long sentences or paragraphs, (ii) undefined obscure terms, or (iii) cases in which you say first something unintelligible and then explain what you meant.	a. Even a reader unfamiliar with your sources almost never wonders what you are trying to say. b. Almost every move in the argumentation is introduced by a transition phrase that makes clear both <i>who</i> is making the move (you or an opponent) and <i>to what</i> exactly the move responds. c. There are almost no (i) excessively long sentences or paragraphs, (ii) undefined obscure terms, or (iii) cases in which you say first something unintelligible and then explain.
6. Conciseness⁴	a. The paper is highly repetitive: it makes the same points again and again. b. Many sentences are wordy: the reader finds the writing long-winded. c. There are lengthy or multiple digressions (i.e., passages that can be removed without affecting the argumentation).	a. The paper is slightly repetitive: it makes a few points more than once. b. A few sentences are wordy: their points can be made in significantly fewer words. c. There are a few short digressions (i.e., passages that can be removed without affecting the argumentation).	a. The paper avoids unnecessary repetition: it develops each point only once. b. Almost no sentence is wordy: the reader finds the writing compact. c. There are almost no digressions: almost every sentence contributes to the argumentation.
7A. Precision	a. The reader gets the impression that the writing is sloppy, that you wrote the paper in a hurry or in a single draft. b. The reader can often misinterpret you; your formulations are highly ambiguous (i.e., open to multiple interpretations). c. Your formulations are often highly inexact: what you say is clearly incorrect (e.g., you make category mistakes like saying "this is a false argument").	a. The reader gets the impression that the writing is in general careful but would have considerably improved if you had gone over more drafts. b. The reader can sometimes misinterpret you; your formulations are slightly ambiguous (i.e., open to a couple of interpretations). c. Your formulations are sometimes slightly inexact: what you say is <i>strictly speaking</i> incorrect (e.g., because you use extreme or immodest expressions like "always" or "I will prove").	a. The reader gets the impression that you have carefully thought about almost every single word in the paper, going over multiple drafts. b. The reader can seldom misinterpret you; your formulations are unambiguous (i.e., open to only one interpretation). c. Your formulations are almost always exact: what you say <i>can</i> be even strictly speaking correct (although it <i>might</i> still be incorrect; e.g., some justified beliefs are false).
7B. Language	a. The style is inappropriate for a scholarly paper: it is too colloquial, too impassioned, too flowery, or too impressionistic. b. There are so many grammatical, syntactic, spelling, or punctuation mistakes that the reader is distracted and has difficulty focusing on the argumentation.	a. The style is scholarly (in general sober and factual) but the paper is dry as a result: the reader feels bored. b. There are some grammatical, syntactic, spelling, or punctuation mistakes, but not so many as to be distracting.	a. The style is scholarly (in general sober and factual) but the paper is still lively: the reader feels interested. b. There are almost no grammatical, syntactic, spelling, or punctuation mistakes.

¹ "The reader" is shorthand for "a typical professional philosopher possibly unfamiliar with your sources".

² "The argument" is shorthand for "the specific argument being evaluated (graded)". (On the dimensions of Reasoning and Justification *each* argument in the paper—i.e., Argument for the thesis, Objection 1, Reply 1, etc.—will be evaluated *separately*. On the remaining dimensions—i.e., Organization, Originality, etc.—the paper will be evaluated *as a whole*.)

³ "In your sources" is shorthand for "in class, in the required readings, or in any extra readings that you did or discussions that you had".

⁴ Conciseness will be automatically considered unacceptable if you give (on the "Instruction sheet for turning in papers") a word count for the paper—including notes and references—which exceeds the allowable word limit (specified on the "Course information" sheet) or if you give no word count at all.

Art of Physics Rubric

Note that at Andrean we use the following grade scale. You may wish to make adjustments for you situation.

A	100% to 92.5%
B	92.4% to 84.5%
C	84.4% to 74.5%
D	74.4% to 69.5%
F	69.4% and below

The photograph and the essay are graded separately. Each carries 20 points total

Photograph Rubric

20 points total

	1 Inadequate	2 Weak	3 Adequate	4 Exemplary	Weighting Multiplier
Format	Late	Neither 8 x 10 nor glossy But on time	Not 8 x 10 But glossy and on time	8 x 10 glossy Turned in on time	4.25
Subject	No apparent physics principle illustrated	Difficult to distinguish subject Unclear what principles are at work	Blurred or busy subject Does not clearly show principle	Easily distinguishable subject Tells a story	0.5
Composition	Subject improperly sized, background busy or inappropriately blurred	Subject too small to tell story. Background not supportive	Background not supportive of subject,	Subject appropriately framed, focused, background supports the story	0.125
Artistic quality	Viewer can't distinguish subject from extraneous material	Perspective not included, confused subject matter	Vanishing points inconsistent. Viewer could be confused about subject	Vanishing points consistent. Photo draws eye to subject	0.125

Essay Rubric

20 points total

	1 Inadequate	2 Weak	3 Adequate	4 Exemplary	Weighting Multiplier
Format	Not typed, not neatly presented, regardless of length	Not typed, but neatly written of proper length	Typed, double spaced, less than specified minimum length	Typed, double spaced, of specified length	1.75
Citations	No notes or citations	Improperly formatted notes or citations	Bibliography only, according to "Writer's Inc."	Footnotes or endnotes according to "Writer's Inc."	0.5
Content	Discusses physics unrelated to the photo	Discusses some physics related to the photo, but not the subject of the photo	Explains the photo, but leaves out important aspects of the physics	Clearly and thoroughly explains the physics portrayed in the submitted photo	2.5
Style	Significant paragraph and punctuation errors. Poor organization. Difficult to follow sentences.	Significant paragraph and punctuation errors. Difficult to follow thoughts	Appropriate paragraphs and punctuation. Does not flow well from one idea to the next	Well organized explanations. Maintains reader's interest. Appropriate paragraphs and punctuation	0.25

Rubric Examples

*Physics 163 - Quarter 2 Projects***Interactive Physics****Scoring Rubric**

<u>Interactive Physics Project Description</u>	<u>About the Lab Report</u>
<u>Due Dates</u>	<u>The Project Corner</u>

Your project will be graded based on the following scoring rubric.

Outcomes w/criteria		Scale		Score
1. Purpose Used brainstorming skills to generate a real-world scenario to model; succinctly described the scenario; proposed a what-if question and identified a relevant variable to modify; purpose was focused and ambitious.	0 - 1 Failed to identify and describe either a scenario or a what-if Q.	2 Identified and described a scenario and a what-if Q; variables may not be clearly stated; purpose statement may lack focus or ambition.	3 Effectively identified and described a scenario; realistic what-if? Q was clearly stated and variables to be modified were clearly identified; purpose was focused and ambitious.	—
2. Physics Understanding Physics of the scenario is exhaustively described in the Theory; included verbal descriptions, diagrams, graphs, and other visuals which have been discussed in class or found in the book or other literature; application of physics to the scenario revealed a high level of understanding.	0 - 2 Physics understanding is very limited as demonstrated by the lack of depth, several errors, failure to depict information in visual manner or merely the absence of a Theory section.	3 - 4 Made a clear effort to use both words and visuals to describe the physics of the scenario; understanding level is still developing as evidenced by errors and a lack of depth and analysis in the Theory section.	5 - 6 Used a wealth of physics to fully describe the scenario; introduced free-body diagrams, p-t and v-t graphs, energy bar charts, equations, and calc'ns; understanding of physics is well developed and evident in the Theory section.	—
3. Description of Model Used software to accomplish stated purpose; described and developed a working model of the scenario; utilized and reported reasonable input	0 - 2 Failed to construct a working Interactive Physics model which was relevant to the purpose.	3 - 4 Interactive Physics model works and is relevant to purpose; certain input values and/or results are not	5 - 6 Interactive Physics model works and is relevant to the stated purpose; model uses reasonable input values and yields realistic	—

values to obtain realistic results and to explore the what-if? question.		realistic; model may not be capable of exploring the stated what-if? Q.	results; was able to use model to explore the what-if? Q.	
4. Data and Graph	0 - 2	3 - 4	5 - 6	
Collected accurate data and reported it using a well-organized table with a row-column format. Used computer software to plot data, to determine the m, b, and R values, and to determine the equation relating the dependent and independent variables. All data and graphs are labeled with the symbol and appropriate unit.	Data and graph section reflects lack of concern and attention. There are a number of errors and omissions with regard to either the graph and/or the data table.	Data is clearly presented and labeled using a row-column format; graph is included, though it may not be properly done; may have failed to organize data or include all data. Data may reflect errors or improper procedure.	Data is clearly presented in a row-column format; dependent and independent variables are plotted on proper axis using appropriate computer software; slope, y-intercept and regression constant are clearly shown; data is labeled with unit and symbol. Data are accurate and sensible.	
5. Discussion of Results	0 - 2	3 - 4	5 - 6	
Results are thoroughly discussed and include a statement about the qualitative and quantitative (eq'n) relationship; sources of error and technical problems were identified and discussed. Results of the study were interpreted and related to physical theories and models.	Failed to intelligently discuss the meaning of the data and results; discussion suffers from many serious errors and/or omissions.	Conclusions were drawn and relationships were discussed; may have one or more serious errors and/or omissions.	Relationship (direct, inverse, linear, parabolic, etc.) between variables is clearly stated; eq'n relating the data is properly written using the symbols for the variables (and not y and x); interpreted results and drew meaningful conclusions; provided an intelligent discussion of errors.	
6. Report Organization	0 - 1	2	3	
Report includes all the appropriate sections; info is placed in its proper section; each section is labeled and placed in its appropriate order; spelling is checked and corrected.	Report fails to include all the appropriate sections; includes several errors or omissions.	Lab report is mostly complete yet lacking in the quality of discussion and the support of the findings; may lack organization; may failed to have documented input values and/or results in a row/column format.	Lab report is well-organized, complete, and labeled. With few exceptions, spelling has been checked and corrected.	
Comments:				TOTAL

(out of
30)

Your score is ____/30; which is scaled to a ____%.

Exemplary (for the most part) projects are included online at [The Refrigerator](#); a quick glance at these pages is highly recommended prior to the completion of your project. Such examples are not included for you to mimic, but rather as helpful illustrations of what your own end product might look like. Students should be cautioned that project guidelines change through the years and thus the online exemplars should not be considered as the *definitive word* concerning what should be included in the final lab report. The *definitive word* are the guidelines which are included on these Internet pages.

Return to:

Interactive Physics Description	The Project Corner	The Refrigerator
Physics 163 Home Page	GBS Physics Home Page	The Physics Classroom

The GBS Physics staff invite you to send electronic mail:

| [Tom Henderson](#) | [Howard Jenewein](#) | [John Lewis](#) | [Neil Schmidgall](#) | [Dave Smith](#) | [Suzanne Webb](#) | [Brian Wegley](#)

Questions and comments can be sent e-mail to [Tom Henderson](#).

This page last updated on 1/21/99.

Physics Exam Project Rubric

Specific Criteria for Acceptable Performance

WARNING:

This in-course summative assessment is related to the Admission to Student Teaching institutional gateway for physics teacher education majors. In order to receive the positive recommendation of the PTE coordinator required for Admission to Student Teaching, all candidates must earn an overall average score of 2 (Acceptable) on this performance task. In addition, no single dimension may be scored unacceptable.

Dimension	Unacceptable (0 points)	Inadequate (1 point)	Acceptable (2 points)	Excellent (3 points)
Examination:				
Alignment (addend)	No consideration given for alignment of objectives and exam questions.	Vague or uncertain statements describing correspondence between all exam questions and objectives by number	Separate alignment table, but not entirely complete or somewhat confusing.	Separate alignment table showing correspondence between all exam questions and objectives by number.
Basic Types (addend)	Fails to satisfy basic criteria in terms of number and type of questions (7 conceptual, 7 algebraic, 3 free response)	Mostly satisfies basic criteria in terms of number and type of questions (7 conceptual, 7 algebraic, 3 free response)	Completely satisfies basic criteria in terms of number and type of questions (7 conceptual, 7 algebraic, 3 free response)	Acceptable plus integrated into alignment table of TIPER types.
TIPER Type (addend)	Fails to classify TIPER questions by type.	Partially or inaccurately classifies 10 TIPER questions by type.	Correctly and completely classifies 10 TIPER questions by type.	Acceptable plus integrated into alignment table of basic types.
Classification (addend)	Fails to classify questions by conceptual versus algebraic type.	Partially or inaccurately completely classifies question by conceptual versus algebraic type.	Correctly and completely classifies question by conceptual versus algebraic type.	Acceptable plus includes question classifications in alignment table.
Skills Assessed (addend)	Addresses only content knowledge.	Addresses both content knowledge and intellectual process skills, but places considerably more emphasis on content knowledge.	Addresses equitably both content knowledge and intellectual process skills to a reasonably equal degree.	Acceptable plus uses a wide array in interesting and innovative test questions.
Difficulty (addend)	Level of questions way too easy or way too hard for introductory-level	Level of questions somewhat too easy or too hard for introductory-level	Level of questions appropriate to introductory-level high school physics	Acceptable plus includes two "challenge" questions for extra credit.

	high school physics course.	high school physics course.	course.	
Accuracy (addend)	One or more major errors or three or more minor errors of fact in questions.	Three or four errors of fact in one or more question statements.	Questions and answers (where appropriate) are accurately stated as far as science content is concerned.	Acceptable plus innovative questions show a high degree of understanding of physics subject matter in their creation.
Ambiguity (addend)	Questions and answers (where appropriate) are not clearly and unambiguously stated in 3 or more questions.	Questions and answers (where appropriate) are not clearly and unambiguously stated in 1-2 questions.	Questions and answers (where appropriate) are clearly and unambiguously stated.	Acceptable plus questions are sufficiently short and concise without being vague.
Answer Key (addend)	Answers to three or more restricted-response questions are incorrect.	Answers to one or two restricted-response questions are incorrect.	Answers to restricted-response questions are all correct.	Acceptable plus provides simple rationale for answers.
Rubrics (addend)	Rubric fails to satisfy and of acceptable criteria, or does not provide rubrics.	Satisfies acceptable criteria, but poorly prepared or less than required number.	Rubric has four possible scores, and a number of appropriate dimensions with specific criteria.	Acceptable plus provides a model written response.
Grammar, Spelling & Punctuation (addend)	Numerous grammar, spelling, and punctuation errors.	Very few grammar, spelling, and punctuation errors.	Essentially free from grammar, spelling, and punctuation errors.	Completely free from grammar, spelling, and punctuation errors.
Appearance and Format (addend)	Not professional looking at all; inappropriate or no use of visuals; fails to meet 3 or more format requirements in relation to borders, font, question numbering, directions, place for name, date, title, instructions, etc.	Looks somewhat professional in appearance; appropriate use of visuals.; fails to meet 1-2 format requirements in relation to borders, font, question numbering, directions, place for name, date, title, instructions, etc.	Looks very professional in appearance; appropriate use of all required visuals; authentic looking; adheres to normal test format in relation to borders, font, question numbering, directions, place for name, date, title, instructions, etc.	Acceptable plus an exceptionally well organized test; groups test questions by type, has appropriate instructions; compact so as to save on paper & copying costs.
Subtotal:				
Length (multiplier on sum)	0-10 questions all of which satisfy minimum criteria (0X to 0.50X)	10-15 questions all of which satisfy minimum criteria (0.50X to 75X)	20 questions all of which satisfy minimum criteria (1X)	

Originality (multiplier on sum)	Questions clearly copied from another source. (0X)	Half of questions copied from another source (.5X)	Questions appear to be 100% original. (1X)	
Total:				

Rubric Examples

Physics Rubric for Common Lab Assessments

Composition

_____	Title: Present and posed as a question if appropriate? (eg: How does length of the string affect the period of pendulum ?)	_____ / 5pts
_____	Statement of Purpose:	_____ / 5 pts
_____	Background Information:	
_____	The student demonstrated research on the variables in the Lab?	_____ / 20pts
_____	Resources were cited within the text	_____ / 5 pts
_____	Hypothesis:	_____ / 20pts
_____	The student used an “If...(Indep Variable),then...(Dep. Variable)” format as appropriate? (eg: If the length of the string for a pendulum increases then the period or time for one complete cycle will increase.	
_____	The hypothesis answers the question posed in the title?	
_____	Materials: Are present and in a list format	_____ / 5 pts
_____	Procedure: Is present and in a numbered list	_____ / 10pts
_____	Results See other categories	
_____	Discussion See other categories	
_____	Works Cited Works cited in MLA format	_____ / 5 pts
_____	Proper Sequence (Title, Purpose, Background, etc)	_____ / 5 pts
_____	Mechanics of Technical Writing	
_____	Used 3 rd Person, Past Tense writing style (<u>The student received</u> the following results from the Experiment)	_____ / 10pts
_____	Grammar, Spelling and Sentence Structure Conventions	_____ / 10pts

Results

Results (Data, Calculations, and Graphs):

Data Table Format

_____	Table is numbered and has a descriptive title	_____ / 5pts
_____	Labels are attached to each column	_____ / 5pts
_____	Units are attached to each column	_____ / 5pts
_____	Overall neatness of the data table	_____ / 5pts

Calculations

_____	The student demonstrated the use of appropriate equations?	_____ / 5 pts
_____	An acceptable mathematical answer was obtained?	_____ / 5 pts
_____	All numbers have the correct units attached?	_____ / 5 pts

Data Description

_____	Data were fully and accurately recorded	_____ / 10pts
_____	Observations were objectively described in paragraph form and/or the data were reported in words immediately following the data table?	_____ / 20pts

Graphing

_____	Graph title is present and formatted properly	_____ / 5 pts
_____	eg: "Effect of the Independent Variable on the Dependent Variable"	
_____	Independent on the X axis, Dependent Variable on the Y axis	_____ / 5 pts
_____	Axes are labeled and units correctly identified	_____ / 5 pts
_____	Data are accurately plotted on the graph paper	_____ / 5 pts
_____	The scale is ruled accurately for the data	_____ / 5 pts
_____	The appropriate type of graph was used	_____ / 5 pts
_____	Overall neatness of the graph	_____ / 5 pts

Discussion

Discussion

_____	Restated the hypothesis	_____ / 5 pts
_____	Stated whether the hypothesis was supported or refuted	_____ / 5 pts
_____	Used data to support or refute the hypothesis	_____ / 40 pts

Errors and Recommendations

_____	Identified the errors and their sources	_____ / 10 pts
_____	How might the perceived errors have affected the results?	_____ / 10 pts
_____	How might these errors have been eliminated?	_____ / 5 pts
_____	What experimentation may be the next logical step?	_____ / 5 pts

Concluding Paragraph

_____	Summarized the results of this lab activity in several sentences	_____ / 20 pts
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Rubric for Paper – Genocide, Sovereignty, Humanitarian Intervention, and Accountability

	0	1	2	3	4
Logic/Argument	None No argument given to prove genocide	Argument given. One or two secondary sources used.	Argument given. One or two secondary and primary sources used	Good argument made using two or three secondary and primary sources	Well thought out argument backed by 3 or 4 primary and secondary sources
Historical Overview	Little or none given	Minimal overview of events, people and outcomes. Many things missing	Satisfactory overview of events, people and outcomes. Some things missing	Good overview of events, people and outcomes. Few things missing	Well-developed and excellent overview of events, people and outcomes given. Covers all points well
Opinion	None given or not related to UN Secretary General	Opinion stated but only one or two points related to statement by UN Secretary General	Opinion stated and supported by two or three statements by the UN Secretary General	Opinion directly related to four or five statements by the UN Secretary General	Well thought out opinion. Addressing all aspects of statement by the UN Secretary General
Presentation	None. Not typed. No works cited. Many errors	Poor. One or two works cited. Works not cited correctly. Some errors in spelling and grammar that make understanding difficult.	Satisfactory. Typed. Some works cited. Some errors in grammar and spelling.	Good. Typed well and sources mostly cited correctly with few and minor grammatical and spelling errors.	Excellent. Paper typed well and all sources properly cited. All grammar and spelling correct

First Year Writing Grading Rubric

Student:

Professor:

Your draft's main strength is . . .

Your draft needs improvement in . . .

Characteristics	Grades			
	A	B	C	D
Claim	claim is compelling, genuinely debatable, focused, specific, and arguable	claim is clear and debatable, but may have shifting focus and/or specificity	claim is vague or pedestrian, raises some debate, but lacks focus and/or specificity	claim is limited, unclear, trite, inconsistent or absent, and lacks focus and specificity
Logic & Organization	develops ideas cogently, organizes them logically within paragraphs, connects them with highly effective transitions; clear and logically consistent organization relating all ideas together	develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together	develops and organizes ideas in paragraphs that are not necessarily connected with transitions; some overall organization, but some ideas may seem illogical and/or unrelated	does not develop ideas cogently, organize them logically within paragraphs and/or connect them with clear transitions; uneven and/or ineffective overall organization
Audience	clearly addresses claim, structure, and evidence to paper's intended audience	claim, structure and evidence chosen with some attention to the paper's audience	claim, structure or evidence not suited to the paper's audience	little or no attempt to consider audience in its choice of claim, structure or evidence
Evidence	ample, relevant, concrete evidence and persuasive support for every debatable assertion; uses multiple, reliable sources which are assessed critically	relevant, concrete evidence and persuasive support for most debatable assertions; uses multiple or reliable sources which are not always assessed critically	merely adequate evidence and support for most assertions; uses single or multiple multiple sources, which may be unreliable and used uncritically	weak evidence and persuasive support; uses limited source(s), and/or relies predominantly on sweeping generalizations, narration, description, or summary
Citations	researched support correctly quoted, paraphrased, and cited.	researched support adequately quoted, paraphrased, and cited.	researched support incorrectly quoted, paraphrased, or cited.	researched support incorrectly quoted, paraphrased, and cited.
Control of Language	outstanding control of language, including effective word choice and sentence variety; superior facility with the conventions of standard written English	clear and effective control of language, including word choice and sentence variety; competence with the conventions of standard written English	intermittent control of language, including word choice and sentence variety; occasional major or frequent minor errors in standard written English	poor control of language, includes problems with word choice and sentence structure; frequent errors in standard written English

Political Science Rubrics

The rubrics below are standard rubrics used in grading and assessing assignments. However, faculty members are always free to add components or develop an alternative rubric to fit an assignment, or choose for some assignments not to use an explicit rubric. Ask your instructor for specific details if you are not sure what is expected, or what is meant by each rubric component.

Political Science Class Presentation Assessment Rubric

Organization:

Organization must be clear, easy to follow, and contain appropriate and seamless transitions from one point to another. There should be a clear introduction which grabs the listener's interest, and a conclusion that effectively captures the main points of the presentation.

Style: The presentation should not be read, but rather delivered in a manner that is pleasant to listen to, neither too fast or slow, and avoids filler words/sounds (um, 'you know,' 'like,' etc.). The speaker should be engaging and comfortable in front of the group.

Content: Content should be appropriate for a presentation, choosing important examples and points of analysis, but not getting lost in trivia. The listener gains insight as to the major points, and will understand the central core of the argument, and how it is supported..

Use of Communication Aids:

The speaker should use aids (handouts, power point, other) which are appropriate, easy to read/follow, and integrate well into the presentation. Technical details should be worked out in advance to avoid time consuming problems.

Use of Language:

Students should use proper grammar, full sentences, and wording appropriate to a college presentation (no slang, not too casual). Words should be chosen for their precise meaning. The language should not show bias, and sexist and racist language must be avoided.

Personal appearance:

Students are well dressed, clean, with an appearance appropriate for a professional talk. Suits or "dressing up" is not necessary; but dress should not be shabby or distracting.

Responsiveness to audience:

Students should connect with the audience, answer questions as they arise, recognize when there is a need to clarify or restate a point, and keep the audience along with appropriate internal summaries. The speaker should make brief eye contact with most members of the audience, and show equal attention to audience in different locations.

Political Science Research Paper Rubric

Thesis/Hypothesis/Research Question: The thesis of the paper (often posited as a research question or a hypothesis) should be clear, concise, and indicate the specific purpose of the paper.

Structure: The paper should be understandable and well organized. Transitions between parts of the paper should be smooth and effective, with properly written paragraphs (topic sentences,

transitions between paragraphs).

Use of evidence: Evidence should be drawn from quality research sources (as specified by the assignment), and should be used effectively to support the thesis/test the hypothesis. Evidence contrary to the thesis or hypothesis should be gathered and Irrelevant or unnecessary information should not be included. Evidence should be properly cited, organized properly, and integrated within paragraphs to buttress all points. Evidence

Analysis and Reflection: Analysis of the data should follow a clear and well defined method of analysis. Evidence is clearly related to paragraph topic sentences, analysis is fresh and interesting, posing new and creative ways to think about the material. Students should demonstrate thoughtful reflection on ethical issues raised.

Logic and argumentation: Ideas in the paper should flow logically; the argument should be identifiable, reasonable and sound, and well supported by the evidence and analysis. The author should consider counter arguments and alternate interpretations of the evidence, and deal with them effectively. The author should show an understanding of the limits of her or his own argument. The author should connect the argument clearly to the thesis/hypothesis/research question.

Mechanics: Sentence structure, grammar, and diction should be excellent, with the correct use of punctuation and citation style, and minimal to no spelling errors. Offensive and sexist language should not be used.

Political Science Short Paper Rubric

Thesis:

The thesis should be clear and integrate the required parts of the essay. The best thesis statements are creative, sophisticated, and easily identifiable.

Structure: The structure should be understandable and well organized. Transitions between parts of the paper should be smooth and effective, and paragraphs should be properly written (topic sentences, transitions between paragraphs, etc.).

Use of evidence: Evidence should be drawn from the class readings and notes (and/or whatever sources are required for the particular assignment), indicating deep understanding (the best evidence to make a point should be chosen). Evidence should be integrated within paragraphs to buttress all points.

Analysis and Reflection: Evidence should clearly be related to paragraph topic sentences. The analysis should be fresh and interesting, and pose new and creative ways to think about the material. Students should demonstrate thoughtful reflection on ethical issues raised.

Logic and argumentation: Ideas in the paper should flow logically; the argument should be identifiable, reasonable and sound. The author should consider counter arguments and deal with them effectively, showing an understanding of the limits of her or his own argument. The author should clearly connect the argument to the thesis.

Mechanics: Sentence structure, grammar, and diction should be excellent, with the correct use of punctuation and citation style, and minimal to no spelling errors. Offensive and sexist language should not be used.

Political Science Web Design Rubric

Content:

Content should be clearly written, highly informative, accurate, valuable for the intended audience, and using the writers own words integrate various information. Where possible, there should be hyperlinks to other sources of information, or to wherever the student got information being cited.

Originality: Content and form should be original, reflecting the author's personal approach to the subject, not simply a collage of other people's ideas or weblinks. There should be evidence of new thought.

Organization and Navigation: The organization of the entire website (both an individual's set of pages and the entire site) should be clearly organized and very easy to navigate. There should be return links to the main page. Each page should have an easily identifiable title and purpose. The layout should be clear and concise. All links (both internal and external) should work.

Presentation:

The website should be pleasing to the eye, and entice one to explore the site. The layout and background should be consistent throughout the site, though some modifications are allowed if they do not take away from the aesthetic value of the layout. There should not be any mistakes in grammar and spelling. Text should be easy to read, and use bullets, italics, indentation, and bold type in ways that enhance readability. Colors, backgrounds, and decorations should not distract from content.

Enhancements (photos, graphics, sound, animation and video): All photographs, graphics, sound, and/or video must integrate into the theme and content of the page. All such enhancements must function. Students are expected to use a variety of appropriate enhancements, but it is not necessary to have all types.

Integration: Although each student will have individual authorship of their set of pages, the entire website should be so well integrated that, if one did not see the credits, it would not be clear that there were multiple authors. *Groups may appoint one person to be the style coordinator.* That person should be identified as such, and can be assigned a topic for her or his set of web pages which does not require as much research or work as others in the group.

Documentation:

All sources used should be documented clearly, and it should be absolutely clear from the citing which work is the student's own, and which is quoted from another website.

Political Science 371
State and Local Politics
Writing Assignment Grading Rubric

Reviewer's Name:

Author's Name:

- 1 = Not Present
2 = Needs extensive work
3 = Satisfactory (room for improvement)
4 = Strong
5 = Excellent

Clearly articulated thesis/ research question	1	2	3	4	5
Raises important topic/ explains importance	1	2	3	4	5
Presents appropriate evidence	1	2	3	4	5
Logical, organized and coherent discussion	1	2	3	4	5
Sources appropriate, integrated into evidence	1	2	3	4	5
Clear conclusion integrating thesis/ question	1	2	3	4	5
The style and mechanics do not detract from the discussion	1	2	3	4	5
Other	1	2	3	4	5

Comments:

First Draft of Research Project Rubric

Based on scientific inquiry rubric by Beverley Taylor

1) Identifies and summarizes the problem/question to be investigated			
<i>Inadequate</i>	<i>Minimally Developed</i>	<i>Moderately Developed</i>	<i>Substantially Developed</i>
Question identified is too broad or vague to provide a coherent thesis	Has identified an appropriate topic but be studied, but lacks a clearly stated hypothesis. Organized as a catalogue of information about the topic rather than pointing toward a hypothesis.	Uses prior knowledge to identify a question to be studied. Has a clearly stated hypothesis. Breaks questions down into smaller steps, but has not identified all the complexities and nuances inherent in the question.	Uses prior knowledge to identify a question to be studied. Has a clearly stated hypothesis. Breaks question down into a series of steps that will lead to the questions to be addressed in the study. Identifies complexities and nuances in the question.
2) Identifies existing, relevant knowledge and views			
<i>Inadequate</i>	<i>Minimally Developed</i>	<i>Moderately Developed</i>	<i>Substantially Developed</i>
Review of relevant knowledge is seriously incomplete. Inadequate variety of sources. Major issues are ignored. Many factual errors or inconsistencies	Uses some appropriate sources to discover what is already known about the system/problem, but discussion omits important aspects of the problem.	Uses appropriate sources to discover what is already known about the system/problem, but does not make clear connections between this information and the question to be investigated. Adequate variety of sources. Most information is factually correct.	Provides a thorough and relevant literature review. Excellent variety of sources. There are clear linkages among the information and to the question under consideration. All information is factually correct.
3) Analysis/Synthesis			
<i>Inadequate</i>	<i>Minimally developed</i>	<i>Moderately developed</i>	<i>Substantially developed</i>
Vague discussion of detail. Lack of insight/analysis	Vague discussion of detail. Little insight/analysis; that which is provided is conventional or underdeveloped.	Adequate discussion of detail Adequate depth of insight/analysis	Excellent discussion of detail Impressive depth of insight/analysis
4) Draws sound inferences from previous research that lead clearly to the hypothesis/research question.			
<i>Inadequate</i>	<i>Minimally Developed</i>	<i>Moderately Developed</i>	<i>Substantially Developed</i>
Draws inferences which are not justified.	Draws reasonable conclusions from the previous research, but does not convincingly connect the hypothesis to the previous research.	Draws sound conclusions from the previous research and communicates a logical path from the data to the hypothesis.	Draws sound conclusions from the previous research and communicates a logical path from the data to the hypothesis.

5) Designs appropriate equipment and investigations to collect data			
<i>Inadequate</i>	<i>Minimally Developed</i>	<i>Moderately Developed</i>	<i>Substantially Developed</i>
<p>Research plan provided will not answer the question, does not control relevant variables, or uses other inappropriate methodology.</p> <p>Experiments are designed without sufficient care, so that the accuracy of the data is in doubt.</p> <p>Serious safety/ethical issues are ignored.</p> <p>Does not recognize the limits or implications of the method to be employed.</p>	<p>Study is designed with appropriate methodology and safety/ethical measures, but the design contains some obvious and remediable flaws, e.g.,</p> <p>Quantity of data collected is insufficient for statistical significance, or there is no check for interrater reliability of coding.</p>	<p>Designs controlled investigation using equipment to the experiment and using appropriate safety /ethical measures. Identifies relevant constraints.</p> <p>Data collection is planned carefully and with appropriate precision and adequate statistical power. Any flaws are relatively minor/excusable due to practical constraints.</p> <p>Consideration of the consequences and limits of the method to be employed are incomplete.</p>	<p>Designs controlled investigation using equipment appropriate to the study and using appropriate safety /ethical measures. Identifies relevant constraints.</p> <p>Data is collected carefully and with appropriate precision and adequate statistical power. Flaws are not readily apparent.</p> <p>Plans pilot work or other methods to refine the study. .</p> <p>Considers possible criticisms of the experimental plan and addresses them.</p>
6) Analyzes data in an appropriate manner			
<i>Inadequate</i>	<i>Minimally Developed</i>	<i>Moderately Developed</i>	<i>Substantially Developed</i>
<p>Analysis of data is incomplete/inappropriate.</p> <p>Does not identify assumptions made in the analysis, or alternative interpretations.</p>	<p>Analysis of data is incomplete/inappropriate.</p> <p>A minimal effort is made to link between analyses and the research question/design.</p> <p>Does not identify assumptions or consider alternative interpretations</p>	<p>Analyzes data via graphs, statistics, and curve fitting as appropriate.</p> <p>Linkage between analyses and the research question/design is underdeveloped.</p> <p>Does not identify assumptions or consider alternative interpretations.</p>	<p>Analyzes data via graphs, statistics, and curve fitting as appropriate.</p> <p>Identifies assumptions.</p> <p>Considers alternative interpretations of the data and , if possible, carries out additional experiments/supplemental analyses that will allow distinction between these interpretations.</p>

5) Draws sound inferences and conclusions from data			
<i>Inadequate</i>	<i>Minimally Developed</i>	<i>Moderately Developed</i>	<i>Substantially Developed</i>
<p>Draws conclusions which are not justified.</p> <p>Does not demonstrate an appropriate understanding of the relationship between theory and experiment.</p> <p>Does not recognize the limits or implications of their conclusions.</p>	<p>Draws reasonable conclusions from the data, but does not convincingly connect the conclusions to the data.</p> <p>Does not demonstrate an appropriate understanding of the relationship between theory and experiment.</p> <p>Considers consequences of the conclusions but only in a narrow regime.</p>	<p>Draws sound conclusions from the data and communicates a logical path from the data to the conclusion.</p> <p>Demonstrates understanding of the relationship between experiment and theory.</p> <p>Consideration of the consequences and limits of the conclusions are incomplete.</p>	<p>Draws sound conclusions from the data and communicates a logical path from the data to the conclusion.</p> <p>Demonstrates understanding of the relationship between experiment and theory.</p> <p>Recognizes the limits of the conclusion and considers the consequences of the conclusions.</p> <p>Identifies how the assumptions may influence the conclusions.</p>
6) Reflects on own work to assure that conclusions are justified			
<i>Inadequate</i>	<i>Minimally Developed</i>	<i>Moderately Developed</i>	<i>Substantially Developed</i>
<p>Lacks an error analysis.</p> <p>Has not considered alternative approaches to the experiment or alternative conclusions.</p> <p>Has not considered possible criticisms of the methodology used.</p>	<p>Prepares an error analysis as appropriate.</p> <p>Has, otherwise, not considered possible criticisms of their work.</p>	<p>Prepares an error analysis as appropriate.</p> <p>Critiques the process of data gathering and analysis.</p>	<p>Prepares an error analysis as appropriate.</p> <p>Critiques the process of data gathering and analysis.</p> <p>Explains why alternative approaches to the experiment or alternative interpretation of the data were rejected.</p>
7) Suggests steps for further inquiry			
<i>Inadequate</i>	<i>Minimally Developed</i>	<i>Moderately Developed</i>	<i>Substantially Developed</i>
<p>Has not considered implications of the current work for future investigations.</p>	<p>Has proposed some logical steps for further investigation, but this is clearly incomplete.</p>	<p>Identifies questions remaining unanswered.</p> <p>Proposes next logical steps for continued inquiry into this system.</p>	<p>Identifies questions remaining unanswered.</p> <p>Proposes next logical steps for continued inquiry into this system.</p> <p>Identifies how the conclusions might apply to new or different situations.</p>

First draft of critical thinking/integration paper rubric

1) Identifies and summarizes the problem/question at issue (and/or the source's position).			
<i>Scant</i>	<i>Minimally Developed</i>	<i>Moderately Developed</i>	<i>Substantially Developed</i>
Does not identify and summarize the problem, is confused or identifies a different and inappropriate problem.	Identifies the main problem or question but does not recognize subsidiary or implicit aspects of the problem.	Identifies the main problem or question and some but not all of the complexities or nuances associated with the problem.	Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem, and identifies them clearly, addressing their relationships to each other.
Does not identify or is confused by the issue, or represents the issue inaccurately.	Demonstrates a basic understanding of the assignment.	Demonstrates a good understanding of the assignment and related course material.	Identifies not only the basics of the issue, but recognizes nuances of the issue.
2) Identifies and presents the STUDENT'S OWN perspective and position as it is important to the analysis of the issue			
<i>Scant</i>	<i>Minimally Developed</i>	<i>Moderately Developed</i>	<i>Substantially Developed</i>
Addresses a single source or view of the argument and fails to clarify the established or presented position relative to one's own. Fails to establish other critical distinctions.	Identifies one's own position on the issue relative to other positions, but does not provide supporting evidence for the position.	Identifies, appropriately, one's own position on the issue, drawing support from experience and information from course materials.	Identifies, appropriately, one's own position on the issue, drawing support from experience and information not available from assigned sources
Fails to acknowledge the existence of valid counter arguments.	Fails to acknowledge the possible validity of other positions	Recognizes that there are other valid points of view.	Recognizes counterarguments that might be made and responds to them.
3) Identifies and considers OTHER salient perspectives and positions that are important to the analysis of the issue.			
<i>Scant</i>	<i>Minimally Developed</i>	<i>Moderately Developed</i>	<i>Substantially Developed</i>
Deals only with a single perspective and fails to discuss other possible perspectives, especially those salient to the issue.	Acknowledges that other perspectives exist, but fails to adequately present the case for these perspectives.	Appropriately addresses multiple perspectives, but omits at least one important perspective.	Addresses perspectives noted previously and additional diverse perspectives drawn from outside information.
4) Identifies and assesses the key assumptions.			
<i>Scant</i>	<i>Minimally Developed</i>	<i>Moderately Developed</i>	<i>Substantially Developed</i>
Does not surface the assumptions and ethical issues that underlie the issue, or does so superficially.	Identifies some but not all of the assumptions that have been made in their analysis. Only superficially considers the validity of those assumptions.	Identifies the assumptions made in the analysis and considers their validity, yet fails to surface important ethical issues.	Identifies and questions the validity of the assumptions and addresses the ethical dimensions that underlie the issue.

5) Comparison contrast of views			
<i>Scant</i>	<i>Minimally Developed</i>	<i>Moderately Developed</i>	<i>Substantially Developed</i>
Only one perspective is presented.	Both views are presented but not dimensionalized. OR Both views are presented but only in ways they agree. OR Both view are presented but only in ways they disagree.	A mostly successful effort has been made to identify dimensions on which the perspectives agree and those where they disagree. Flaws exist in its completeness/accuracy.	A thorough and insightful demonstration of the similarities and differences between perspectives is presented.
6) Identifies and assesses the quality of supporting data/evidence and provides additional data/evidence related to the issue.			
<i>Scant</i>	<i>Minimally Developed</i>	<i>Moderately Developed</i>	<i>Substantially Developed</i>
Merely repeats information provided, taking it as truth, or denies evidence without adequate justification. Confuses associations and correlations with cause and effect. Does not distinguish between fact, opinion, and value judgments. Does not identify sources or uses inappropriate sources.	Provides significant supporting evidence only the student's own perspective. Evidence for other perspectives is minimal. Does not examine the evidence for bias or incompleteness. Does not recognize value judgments. Identifies sources but has some questionable sources.	Provides significant evidence for multiple perspectives. Questions accuracy and completeness. Of some evidence, but not all. May have some problems with cause and effect. May fail to properly identify some opinions and value judgments. Uses and cites appropriate sources.	Provides significant evidence for multiple perspectives. Examines the evidence and source of evidence; questions its accuracy, precision, relevance, completeness. Correctly identifies cause and effect. Clearly distinguishes between fact, opinion, & acknowledges value judgments.
7) Identifies and considers the influence of the context on the issue.			
<i>Scant</i>	<i>Minimally Developed</i>	<i>Moderately Developed</i>	<i>Substantially Developed</i>
Discusses the problem from the perspective of a single discipline. Does not present the problem as having connections to other contexts-cultural, political, etc.	Recognizes the importance of issues such as political and economic feasibility their question, but does not discuss their impact.	Analyzes the issue considering relevant contexts, but fails to consider one important context.	Analyzes the issue with a clear sense of scope and context, including an assessment of the audience of the analysis. Fully considers pertinent contexts such as political, economic, and social.

8) Identifies and assesses conclusions, implications and consequences			
<i>Scant</i>	<i>Minimally Developed</i>	<i>Moderately Developed</i>	<i>Substantially Developed</i>
<p>Fails to identify conclusions, implications, and consequences of the issue or the key relationships between the other elements of the problem, such as context, implications, assumptions, or data and evidence.</p> <p>Fails to reflect upon own work.</p>	<p>Draws incomplete conclusions or considers only some of the consequences of the conclusions.</p> <p>Fails to reconsider assumptions identified earlier.</p> <p>Fails to reflect upon own work.</p>	<p>Draws appropriate conclusions from evidence/data. Identifies and discusses some, but not all, consequences of these conclusions.</p> <p>Fails to consider the limitations of their own work.</p> <p>Identifies some directions for further inquiry.</p>	<p>Identifies and discusses conclusions, implications, and consequences considering context, assumptions, data, and evidence.</p> <p>Objectively reflects upon their own assertions. Acknowledges the value judgments on which their position is based.</p> <p>Identifies appropriate directions for further inquiry.</p>

based largely on: Washington State University Critical Thinking Rubric as elaborated by Beverley Taylor

Psychology Report Evaluation Rubric				
Student Name:		Score:		
This analytic rubric is used to verify specific tasks performed when producing a lab report. If the task has been completed, all points are awarded. No points are awarded if the task is not complete.				
Category	Scoring Criteria	Weight	Student Evaluation	Teacher Evaluation
Question 5 points	The question to be answered during the lab is clearly stated.	5		
Research 5 points	The references used to prepare for the lab are properly cited.	5		
Hypothesis 10 points	The hypothesis clearly shows it is based on research and not just a wild guess.	10		
Procedures 10 points	Procedures are clearly written.	5		
	All procedures are listed, and in the order performed.	5		
Observations 20 points	"Results" that occur during a procedure are clearly recorded.	5		
	Measurements are recorded, including proper units.	5		
	Calculations, when required, are clearly shown.	5		
	Specific formulas or equations are shown.	5		
Conclusion 25 points	Summarize your reasoning for the lab design.	5		
	Summarize the essential data gathered.	5		
	Use the essential data from the lab to answer the lab question.	5		
	Identify the area of the lab responsible for the greatest experimental error.	10		
Presentation 15 points	The report is neatly printed in ink, with no visible corrections.	10		
	The report is written in such a way that others could accurately duplicate your experiment.	5		
Diagram 10 points	There is a clear diagram of the essential apparatus used in your experiment drawn in the largest available white space on the lab report sheet.	10		
Score	Total Points	100		
Self-evaluation	Students are expected to honestly evaluate their own work. If the difference between the student evaluation and the teacher evaluation is more than 10 points, 5 points will be deducted from the teacher's score when the grade is recorded.			
Deadline	Lab reports are due at the beginning of class the day after lab. Reports will be accepted at the beginning of class the second day after lab for 3/4 credit. No credit will be given after this time.			

Rubric Examples

RUBRIC FOR I.S. RESEARCH IN PSYCHOLOGY

APA Style: The thesis is expected to conform to APA requirements for style and format.

INTRODUCTION

Criteria	1 Not addressed	2 Some attention to criterion	3 Moderate level of achievement	4 Good level of achievement	5 Outstanding level of achievement
<u>Context</u>	Importance of the question is not addressed. How the question relates to the broader theories and issues in psychology is not addressed.	The writer provides a generic or vague rationale for the importance of the question. The writer provides a generic or vague reference to the broader context of psychology.	The writer provides some explanation of the importance of the question. The writer provides some relevant context for the research question(s).	The writer provides a good explanation of the importance of the question. The writer provides a good level of relevant context for the research question(s) but lacks a clear understanding of the big picture.	The writer provides a complete explanation of the importance/ interest of the question. The writer provides an outstanding level of relevant context for the research question(s) and has a clear understanding of the big picture.
<u>Accuracy and Relevance</u>	Background information is missing or contains major inaccuracies.	Background omits some information or contains inaccuracies that detract noticeably from the major ideas of the Introduction.	Background information contains inaccuracies that detract somewhat from the major ideas of the Introduction.	Background information contains minor omissions or inaccuracies that do not detract seriously from the major ideas of the Introduction.	Background information is completely accurate (i.e., theoretical and historical sources) and has the appropriate level of specificity to provide concise and useful context to aid the reader's understanding.

Criteria	1 Not addressed	2 Some attention to criterion	3 Moderate level of achievement	4 Good level of achievement	5 Outstanding level of achievement
<u>Accuracy and Relevance (cont.)</u>	Background information is accurate, but irrelevant or too disjointed to make relevance clear.	Background information is overly narrow or overly general (only partially relevant).	Background information is somewhat narrow or too general (partially relevant).	Background information has the appropriate level of specificity to provide relevant context.	Primary literature references are relevant (i.e., empirical research papers are directly relevant to the current study).
	Primary literature references are absent or irrelevant.	Primary literature references, if present, are inadequately explained.	Primary literature references are sometimes inadequately explained.	Primary literature references are adequately explained. References are perhaps too few in number.	Primary literature references are thoroughly explained, and indicate a comprehensive lit. search.
<u>Analysis and Integration</u>	Alternative explanations/contradictory evidence not considered.	Alternative explanations/contradictory evidence considered in a very limited way.	Alternative explanations/contradictory evidence considered to some extent, but only to some degree.	Alternative explanations/contradictory evidence considered adequately	Alternative explanations/contradictory evidence is thoroughly presented and integrated.
	Article summaries are few, not well-written, or not integrated or analyzed critically.	Article summaries are adequate, but not integrated or approached critically.	Literature review shows some breadth and depth, but is only somewhat integrative and critically addressed.	Literature review moves well beyond mere summaries, and includes good level of comparison, evaluation and integration.	Literature review shows integration, comparison of findings, and critical insight involving evaluation of sources. Moves beyond mere article summaries to include comparison, evaluation and integration of findings and ideas.
	Serious factual errors, misconceptions, or misinterpretations are evident.	Some factual errors, misconceptions, or misinterpretations are apparent.	Few factual errors, misconceptions, or misinterpretations are apparent.	No factual errors, misconceptions or misinterpretations are evident.	No factual errors, misconceptions, or misinterpretations are apparent.

Criteria	1 Not addressed	2 Some attention to criterion	3 Moderate level of achievement	4 Good level of achievement	5 Outstanding level of achievement
<u>Analysis and Integration (cont.)</u>	Serious weaknesses in reasoning. Uses little or no evidence to support ideas.	Some weaknesses in reasoning. Uses little, incomplete, or inaccurate evidence to support ideas.	Few weaknesses in reasoning; some weakness in use of evidence to support ideas.	No serious weaknesses in reasoning; only minor weakness in use of evidence to support ideas.	No weaknesses in reasoning; excellent use of evidence to support ideas. Shows sound logic and critical analysis.
<u>Organization and Development</u>	Ideas are difficult to follow. Most sections are disconnected, with no or poor transitions, disorganized paragraphs, and arguments that are hard to follow. Shows no development of ideas and arguments toward main theme(s) of the research.	Basic organization is appropriate, but several sections are disconnected, lacking transitions and/or focus, and hard to follow. Shows weak and inadequate development of ideas toward main theme(s) of research.	Basic organization is appropriate but some sections are disconnected, lacking in focus and hard to follow. Shows some development of ideas and arguments toward main theme(s) of the research.	Minor weaknesses in organization; lacking some coherence between sections, or discernable movement toward proposed research. Shows good development of ideas and arguments toward main theme(s) of the research.	Pattern of organization is logical and easy to follow, with clear subheadings and coherent subsections, with literature review showing discernable arc toward the investigator's proposed research. Shows outstanding development of ideas and arguments toward main theme(s) of the research.
<u>Problem Statement, Hypotheses</u>	No clear statement of problem is presented. No hypothesis is stated, or stated hypothesis is incorrect, off-topic, or untestable.	Problem is not clearly stated. Hypothesis is weak, implausible, or trivial. Hypothesis does not emerge clearly from literature review.	Problem is adequately stated. States a single relevant, testable hypothesis, with only the absence of that finding as an alternative result.	Problem is clearly stated. Multiple relevant, testable hypotheses are clearly stated. Hypotheses address more than one potential mechanism, explanation, or factor.	Clear problem statement is presented. Comprehensive set of testable hypotheses is clearly stated. Hypotheses distinguish among multiple major factors or potential explanations.

No originality of problem or hypothesis is evident.

Hypothesis taken directly from other sources.

Hypothesis shows some originality, with some level of understanding beyond ideas apparent in other sources.

Hypotheses are original and show good grasp of logic and ideas beyond those already explicated in the current literature.

Hypotheses are novel, insightful, and have strong potential to contribute useful new knowledge.

METHOD

Criterion	1 Not Addressed	2 Some Attention to Criterion	3 Moderate Level of Achievement	4 Good Level of Achievement	5 Outstanding Achievement
<u>Organization and Design</u>	Contains many unnecessary descriptions of procedures. Pattern of organization is difficult to follow.	Contains a number of unnecessary and disruptive descriptions of procedures. Pattern of organization is difficult to follow at times.	Contains some unnecessary descriptions of procedures. Pattern of organization is generally easy to follow. Presents some sequential information in a disorganized, difficult pattern.	Good level of detail, but contains minor unnecessary descriptions of procedures. Very good organization is the general pattern.	Does not contain unnecessary descriptions of procedures. Pattern of organization makes it easy to follow. Presents sequential information in appropriate chronology.
	Student uses incorrect or inappropriate headers. Student designs a poor research project with inappropriate variables or inability to evaluate data set.	Student has a number of distracting errors with headings, or lack of headings. Student shows multiple problems with research purpose and audience. Major weaknesses in ability to evaluate data statistically. Bias, confounds, OR inappropriately small sample sizes, OR inappropriate variables selected.	Student has some problems with headings. Student selects variables that are appropriate for the research purpose and audience. Research is designed to allow appropriate statistical analysis, but research is weakened by bias, confounds, or small sample size.	Student has only minor problems with headings. Design is good in purpose and audience. Bias and confounds are well minimized. Appropriate sample size used. Data are suitable for appropriate statistical analyses.	Uses appropriate headings to guide the reader. Student selects variables that are appropriate for research purpose and audience. Demonstrates ability to eliminate bias and minimize potential confounds. Appropriate sample size. Good design for statistical analyses. Superior research project.

<u>Appropriate Level of Detail for Replication</u>	Describes the experiment so poorly or in such a nonspecific way that it cannot be replicated and lacks explication of operational definitions.	Presents an experiment that is marginally replicable, where parts of the basic design must be inferred, and fails to construct a comprehensive operational definition.	Lacks some major methodological information OR presents only an implied comprehensive operational definition and some specific operational definitions.	Good overall level of detail, but does not present enough detail in secondary or minor methodologies for complete replication.	Contains effective, quantifiable, concisely organized information that allows the experiment to be replicated. Student constructs stated comprehensive operational definitions and well-developed specific operational definitions.
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RESULTS

Criterion	1 Not Addressed	2 Some Attention to Criterion	3 Moderate Level of Achievement	4 Good Level of Achievement	5 Outstanding Achievement
<u>Data Analysis</u>	There is no attempt to summarize or evaluate the data and only raw data are reported.	Data are not analyzed beyond the descriptive level; inferential statistics are not performed or are performed incorrectly.	Some analyses may not be appropriate for the research question or analyses may not have been properly performed; descriptive statistics may be adequate, but inferential statistics are inadequate.	Choice of methods of summarizing and analyzing data are appropriate for the data, and for answering the fundamental research question; statistical analyses are performed properly; data analysis may be incomplete: basic analyses are done, but some important follow-up or post hoc analyses are not performed; analyses, though correct, are lacking in thoroughness.	A clear description of the data and statistical methods employed is provided. Methods of summarizing and analyzing the data are ideal for the hypotheses of the I.S. and the data collected. Data analysis is complete and thorough. Analyses are performed and reported properly.
	Graphs/tables are missing or wholly inadequate for purposes of presenting the findings of the study; if present, graphs/tables have	Graphs/tables do not clearly or effectively present the results; captions, labels or legends are missing or inappropriate; too much or too little	Captions, labels or legends may be partly inadequate or missing; an inappropriate type of graph may be used for the specific type of variable used; graphs may be too	Figures and tables are appropriate, but do not present the results in a completely clear way; captions, labels, or legends are not completely descriptive of what is	Figures and tables are clear and effectively represent the findings of the study; the graphs/tables are effectively captioned and labeled and have

been prepared or drawn incompletely or carelessly.

information is presented in the graphs or tables; graphs/tables are sloppy and appear to have been prepared in a haphazard manner.

“busy,” or have too much wasted space; size of graph as prepared is inappropriate (too small or too large) for the circumstances; graphs/tables are adequate but could have clearer visual appeal.

displayed on the graph/table; graph/table may be difficult to interpret; graphs may be lacking in visual appeal.

descriptive legends; graphs/tables are visually appealing and readily understood.

Examples

DISCUSSION

Criteria	1 Not addressed	2 Some Attention to Criterion	3 Moderate Level of Achievement	4 Good Level of Achievement	5 Outstanding Achievement
<u>Summarizing Main Findings</u>	<p>Student does not address the purpose, hypotheses, or main findings of the research.</p> <p>Student does not draw inferences from the data or draws grossly inappropriate inferences from the data.</p>	<p>Student attempts to address the purpose, hypotheses, and main findings of the research, but is significantly lacking in one or more of these areas.</p> <p>Student has pronounced difficulty drawing inferences that are consistent with the data and scientific reasoning, and/or has moderate difficulty communicating these to the audience.</p>	<p>Student provides an adequate but somewhat vague summary of purpose, hypotheses, and main findings of the research.</p> <p>Student draws inferences that are only somewhat consistent with the data and scientific reasoning and/or has moderate difficulty communicating these to the audience.</p>	<p>Student provides a generally clear and concise summary of the purpose, hypotheses, and main findings of the research with some minor flaws.</p> <p>Student draws inferences that are generally consistent with the data and scientific reasoning and has only minor difficulty communicating these to the audience.</p>	<p>Student provides a clear and concise summary of the purpose, hypotheses, and main findings of the research.</p> <p>Student draws clear inferences that are logically consistent with the data and scientific reasoning and effectively communicates these to the audience.</p>

<u>Implications of Findings</u>	<p>Student does not present data honestly and/or accurately, does not distinguish between fact and implication, and/or grossly overgeneralizes.</p> <p>Student does not place research findings within the broader field of the study (i.e., things reviewed in the introduction).</p>	<p>Student has pronounced difficulty presenting data honestly and/or accurately, has difficulty distinguishing between fact and implication, and/or shows tendency to overgeneralize.</p> <p>Student attempts to place research findings within the broader field of study (i.e., things reviewed in the introduction), but has pronounced difficulty doing so.</p>	<p>Student generally presents data honestly and accurately, but has some difficulty in distinguishing between fact and implication and/or overgeneralizes.</p> <p>Student attempts to place research findings within the broader field of study (i.e., things reviewed in the introduction), but has moderate difficulty doing so.</p>	<p>Student mainly presents data honestly and accurately, typically distinguishing between fact and implication, and avoids overgeneralizing.</p> <p>Student attempts to place research findings within the broader field of study (i.e., things reviewed in the introduction) with only minor difficulty.</p>	<p>Student presents data honestly and accurately, distinguishing between fact and implication, and avoids overgeneralizing.</p> <p>Student attempts to place research findings within the broader field of study (i.e., things they reviewed in the introduction).</p>
	1	2	3	4	5
Criteria	Not addressed	Some Attention to Criterion	Moderate Level of Achievement	Good Level of Achievement	Outstanding Achievement
<u>Limitations and Future Directions</u>	<p>Student does not outline potential methodological flaws of the study.</p> <p>Student does not offer explanations for unexpected results and/or suggestions for future research.</p>	<p>Student attempts to outline potential methodological flaws of the study, but does so sparsely and/or ineffectively.</p> <p>Student offers limited explanations for unexpected results and/or suggestions for future research.</p>	<p>Student attempts to outline potential methodological flaws in the study, and is partially successful in doing so.</p> <p>Student offers adequate explanations for unexpected results and some suggestions for future research.</p>	<p>Student does a good job outlining potential methodological flaws of the study.</p> <p>Student offers reasonable explanations for unexpected results and good suggestions for future research.</p>	<p>Student articulately explains potential methodological flaws of the study in an outstanding way.</p> <p>Student offers insightful explanations for unexpected results and unusually strong suggestions for future research.</p>

OVERALL

Independence and Initiative in I.S. Research

Despite deadlines and guidance from advisor, student failed to complete work in a satisfactory and untimely manner.

Student required multiple reminders and strong external guidance regarding the direction of the thesis.

Student showed moderate initiative, demonstrating independent thought and effort on parts of the thesis but requiring lots of external guidance on other parts.

Student demonstrated good initiative and worked well within a framework generated in consultation with advisor.

Student demonstrated strong initiative, generated his or her own goals, questions and deadlines, and responded well to guidance.

Rubric Examples

Discussion Rubric

I am using this as a tool to determine your grades for discussions. I will give you a grade in each category, then average the grades to determine your overall discussion grade for the module.

Category	A	B	C	D	Grade
Quality of information x2	Postings clearly relate to the main topic and add new concepts, info. They include several supporting details and/or examples	Postings clearly relate to the main topic. They provide at least 1 supporting detail or example.	Postings clearly relate to the main topic. No details and/or examples are given.	Postings have little or nothing to do with the main topic or simply restate the main concept.	
Critical Thinking x2	Postings consistently enhance the critical thinking process through reflection about issues and difference questioning of self and others.	Postings show individual critical thinking, but do not apply reflection and questioning to others' statements.	Postings respond to questions from others but do not show reflection or questioning of ideas.	No response to questions from others.	
Reference material	Postings frequently refer to textbook material or other reliable sources (books, journal articles, websites).	Postings show evidence of having read textbook, include at least one reference to text or other sources.	Postings show evidence of having read textbook, no references to any sources.	Postings include opinions only, no evidence of reading any reliable sources.	
Participation x2	Postings encourage and facilitate interaction among members of the online community.	Postings respond to other members of the online community.	Postings rarely interact with or respond to other members of the online community.	Postings respond to the main question of the discussion facilitator only.	
Language	Postings consistently show appropriate vocabulary and writing style.	Postings usually show appropriate vocabulary and writing style.	Postings often include inappropriate vocabulary and writing style.	Postings consistently show inappropriate vocabulary and writing style.	

Required minimum # of postings completed? Yes No (if no, max. grade is D)

Final Discussion Grade:

ED 200 Educational Psychology Case Study Rubric

Criteria/content	Weak-1 to 3 pts	Average-4 to 7 pts.	Excellent-8 to 10 pts.
Intro-Background	No or little background	Some background	Age, gender, relationship to you noted, hobbies, etc.
Physical Development	No/little physical development.	Some phys. Dev. Concepts noted	Maturation-early-late , coordination evidence noted
Culture information	No/little culture info.	Some cultural concepts	Ethnicity, SES, language (s), family structure, other cult.
Cognitive Development	references minimal or non-existent	Piaget stage(s) identified	references to Piaget with evidence of stage identified Vygotsky ZPD private speech
Social, Personal Psychosocial Develop.	references minimal or non-existent	Erikson stage identified	Erikson stages identified with examples or evidence; friendships, self-esteem
Moral Development	references minimal or non-existent	Piaget &/or Kohlberg stage noted	Piaget / Kohlberg stages noted w/ evidence
Misc. -other-etc. Strengths, problems, labels, future	Little or no misc. noted	Some miscellaneous	School performance ,label, language dev. mult. intell.
Length	Approximately 1-2 pages	Approx. 2-3 pages	Approx. 4-5 pages
Spelling/ Grammar	Several(6 +) grammar/ spelling problems	(up to 6) spelling or grammar problems	Little or no spelling/grammar problems detected
Oral Presentation	-----	//////////	Share case study with class for 10 points

Rubric for Assessing Group Members' Ability to Participate Effectively as Part of a Team

Group Topic: _____

Rater: _____ Date: _____

(Circle the appropriate score for each criterion for each member of your group.)

Member Rated (Be sure to rate yourself, too!)	Listening Skills	Openness to others' ideas	Preparation	Contribution	Leadership
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

Criterion	Excellent (4)	Good (3)	Needs Improvement (2)	Unacceptable (1)
Listening Skills	Routinely restates what others say before responding; rarely interrupts; frequently solicits others' contributions; sustains eye contact	Often restates what others say before responding; usually does not interrupt; often solicits others' contributions; makes eye contact	Rarely restates what others say before responding; often interrupts; rarely solicits others' contributions; does not make eye contact; at times converses with others when another team member is speaking	Does not restate what others say before responding; frequently interrupts; does not solicit contributions from others; is readily distracted; often converses with others when another team member is speaking
Openness to others' ideas	Listens to others' ideas without interrupting; responds positively to the ideas even if rejects; asks questions about the ideas	Listens to others' ideas without interrupting; responds positively to the ideas even if rejects	Interrupts others' articulation of their ideas; does not comment on the ideas	Interrupts others' articulation of their ideas; makes deprecatory comments and/or gestures
Preparation	Always completes assignments; always comes to team sessions with necessary documents and materials; does additional research, reading, writing, designing, implementing	Typically completes assignments; typically comes to team sessions with necessary documents and materials	Sometimes completes assignments; sometimes comes to team sessions with necessary documents and materials	Typically does not complete assignments; typically comes to team sessions without necessary documents and materials
Contribution	Always contributes; quality of contributions is exceptional	Usually contributes; quality of contributions is solid	Sometimes contributes; quality of contribution is inconsistent	Rarely contributes; contributions are often peripheral or irrelevant; frequently misses team sessions
Leadership	Seeks opportunities to lead; in leading is attentive to each member of the team, articulates outcomes for each session and each project, keeps team on schedule, foregrounds collaboration and integration of individual efforts	Is willing to lead; in leading is attentive to each member of the team, articulates general direction for each session and each project, attempts to keep team on schedule	Resists taking on leadership role; in leading allows uneven contributions from team members, is unclear about outcomes or direction, does not make plans for sessions or projects	May volunteer to lead but does not follow through; misses team sessions, does not address outcomes or direction for sessions or projects, team members become anarchical

Group Process Questions

Describe any communication problems within your group, or describe how well members of your group were able to communicate with each other.

Did you meet outside of class to establish goals and stay in tune with each other?

What worries you the most when working in groups?

Did you think you did your fair share?

Did others do their fair share?


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Final Paper Rubric - Follow carefully!

Final Paper Rubric & Grading CCCC Writing Center

- Ø Choose a topic from the list of allowed topics on the second day of class
- Ø Email 1st rough draft by midnight on February 27th
- Ø Email 2nd rough draft by midnight on March 29th
- Ø Email Final Completed Paper by midnight on April 5th
 - Typed, Double-Spaced, [discussion](#), and a [Bibliography or Reference Page](#)
 - **THIS MEANS THE PAPER SHOULD BE 7-9 PAGES IN LENGTH!!!!!!!!!!!!**
 - Times New Roman, 12 pt Font
 - [APA](#) or [MLA](#) Bibliography (whichever you have been taught)
 - 5 Sources minimum must be used and cited in your paper
 - **2 INTERNET SOURCES ALLOWED, ALL OTHER SOURCES MUST BE BOOKS!!!!**

Grading of Final Paper

	Content		
Excellent discussion of detail pages for required length (5-7 pages) 20	Adequate discussion of detail or does not meet length requirement 10 5	Vague discussion of detail or poor length 1	
	Format and Style		
Correct Title page, and author information provided 4	Title or author (but not both) information provided 3 2 1	No title or author information 0	
Excellent citation style-includes min. of 5 different citations. 15	Adequate or poor citation style 10 5 3	No citation style 0	
Excellent reference list - includes min. of 5 different sources. 15	Adequate or poor reference list 10 5 3	No reference list 0	

[Syllabus](#)
[Paper Rubric](#)
[Debate Rubric](#)
[Homework for Extra Credit](#)
[Videos](#)
[Quiz Study Guides](#)

Student Links!

[Utube](#) - click here for videos.

[BlackBoard](#) - click here for assignments, tests, and grades.

[APA citations](#) - click here for how to cite your paper.

Great informational site by [Dr. C. George Boeree](#), just make sure you cite him as source in papers.

[Personality Pedagogy](#) is a great source for psychology movie clips.

[Understanding Prejudice](#) is a great website we will use throughout the semester. The class is *social psychology S09*, and the Class ID is *steelers*.

[Social Psychology Network](#) is a great source for research.

Paper follows outline sequence 100% 4	Adequate organization 3 2	Confusing organization or no outline provided 1
Correct English/content grammar/ No spelling mistakes 5	Few English/content grammar errors. Few spelling mistakes 4 3 2	Incorrect English/content grammar. Many spelling mistakes 1
Total Points <u>63</u>	Sum points to get total score.	51-63=20=A 39-50=15=B 27-38=10=C 15-26= 5=D

Grades (including + and -) will be assigned with the following categories in mind:

Grading Criteria

<u>Final Grade</u>	<u>Percentage of Points</u>	<u>Class Performance (Percentile Based)</u>	<u>Standard</u>
A+	100%	Over 2.5 std. dev. above the mean	Almost perfect mastery of course material
A/A-	>90%	At least 2 std. dev. above the mean	Outstanding mastery of material
B+	87%	Approximately 1.5 std. dev. above mean	Good perception of subtleties
B/B-	>80%	Approximately 1 std. dev. above the mean	Applies basic concepts consistently
C+	77%	At least .5 std. dev. above the mean	Inconsistent in performing at a B level
C	>70%	Within -.5 to +.5 std. dev. of the mean	A working knowledge of the basics
D	60%	At least 1 std. dev. below the mean	Lacking knowledge of the basics
E	<60%	At least 2 std. dev. below the mean	Gross deficiencies, even in basics

Contributions to class discussion and dynamics may be evaluated in several ways (with much credit to C. Moon, PLU):

My ratings of your contributions to the class will be based upon the following criteria

5/5--Excellent. Listens attentively and is engaged in class discussion. Talks in such a way that the conversation is moved forward productively by adding new information about the topic, disputing or questioning points under discussion, changing the topic when appropriate, noting exceptions, and/or providing observations from personal experience. Varies the type of contribution to discussion. Acknowledges and confirms the contributions of others by restating or referring to their points, asking for clarification, respectfully disagreeing with them. Is sensitive to the dynamics of the group, actively works to keep the discussion productive so that learning can occur and encourages others to contribute.

4/5--Good. Listens attentively. Talks in such a way that discussion goes forward by adding new information, questioning or disputing, changing topic when appropriate, noting exceptions, and/or providing personal experience. Varies type of contribution. Acknowledges the contributions of others, is respectful, and does not dominate the discussion.

3/5--Satisfactory. Listens attentively. Talks with the intention of moving conversation forward (see above). Contributions may tend to one type (e.g., personal observations, etc.) but demonstrates some sensitivity to group dynamics. Is respectful of others.

2/5--Poor. Any of the following: Does not listen attentively (e.g., whispers to neighbors, reads or writes during discussion). Interrupts others. Talks extremely infrequently (e.g., less than once a day). Is limited to one type of contribution (e.g., disputing or questioning, talking from personal experience) with little sensitivity to group dynamics. Dominates conversation in a way that is resented by others.

1/5--Fail. Any of the following: Talks only once or twice a week. Is disruptive and demonstrates lack of respect for others.

0/5--Absent. Gone.

Your ratings of contributions to small group discussions/laboratories will use the following format:

Person evaluated: _____

Person evaluating: _____

____ Attended to the conversation (was not preoccupied with other activities, arrived on time)

____ Talked on topic for the **appropriate share** of the conversation (e.g., if there are 4 group members, person contributes about ¼ of the conversation)

____ Demonstrated readiness to **take responsibility for learning** as a group (affirmed other members of the group with comments such as "I can see why you think that, Matt, but what if...?" or "Going back to Jack's earlier comment..."; brought members back if they digressed or lingered too long on a non-central point)

____ Made at least one statement demonstrating **connection and analysis with assigned readings** (e.g., "Good point, Erika, but I'd add that the author..."; came prepared with written materials when assigned beforehand)

____ Made at least one statement demonstrating **application** of readings to outside examples and class discussions

Your performance on written work will be evaluated using the following standard, in addition to other criteria specific to each project/written assignment:

90-100%--Excellent. Well-written, thoughtful, insightful. Appreciates the complexity and non-obvious aspects of the topic. Includes relevant detail and examples. On time.

80-90%--Good. Well-written, showing understanding of the main issues and integration of multiple sources, where appropriate. Mostly complete but lacking depth.

60-80%--Satisfactory. Demonstrates basic understanding of ideas and issues but treats readings sequentially and individually, with only some integration. May be delayed.

50-60%--Poor. Incomplete and/or poorly written. Treatment lacks adequate reference to readings. May be delayed.

Below 50%--Fail. Incomplete, poorly written, and/or demonstrates severe misconceptions about material. Lacks detail. Seriously delayed.

0--No attempt.

CCSSO-SCASS Health Education Assessment

Scoring Rubric

CONCEPTS SCORE

1. The response addresses the assigned task but provides little or no accurate information about the relationships between health concepts.
2. The response presents some accurate information about the relationships between health concepts, but the response is incomplete and there are some inaccuracies.
3. The response identifies relationships between two or more health concepts; there is some breadth of information although there may be minor inaccuracies.
4. The response is complex, accurate, and comprehensive, showing breadth and depth of information; relationships are described and conclusions drawn.

SKILLS SCORE

1. The response shows little or no evidence of the ability to apply health skills.
2. The response shows some evidence of the ability to apply health skills. The response may have inaccuracies or be incomplete.
3. The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.
4. The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.

Health Literacy Skills Dimensions:

- [Accessing Information](#)
- [Analyzing influence of Internal and External Factors](#)
- [Interpersonal Communication](#)
- [Decision-making and Goal-setting](#)
- [Advocacy](#)
- [Other Skills](#)

In this assessment students are given prompts that require application of one or more of these Health Literacy Skills in an instructional setting.

ACCESSING INFORMATION *The ability to access valid health information and health-promoting products and services.* The quality of student responses can vary from **low**, where the student provides little or no evidence that appropriate sources of health information have been accessed, to **high**, where the student provides considerable evidence that she or he understands what considerations should apply when evaluating health information or selecting a health-related product or service. Responses in which the student may have referred to specific health information, but not have identified the source of that information, receive **low** ratings. More complete responses that identify an appropriate source or describe a means of accessing or evaluating a source of

health information receive **higher** scores. The **highest** scores are assigned to responses that provide a convincing rationale for the selection or evaluation of the particular sources of health information or health-promoting products or services referenced in the response.

[Return to Score Sheet](#) [Return to Skills List](#)

ANALYZING INFLUENCE of INTERNAL and EXTERNAL FACTORS *The ability to analyze the influence of culture, media, technology and other factors on health.* Other factors include peer pressure and the influence of role models (including celebrities) on personal health behavior. Responses that show little or no evidence that the student recognizes that internal and external factors influence personal, family and community health receive the **lowest**

ratings. Responses that show some evidence of the students' recognition of influences and the ability to analyze the impact of internal and external influences on personal, family and community health receive **higher** ratings. The **highest**

ratings are assigned to responses that show evidence of an appreciation of the complexity of the influences, and provide an analysis of the factors affecting personal, family and community health.

[Return to Score Sheet](#) [Return to Skills List](#)

INTERPERSONAL COMMUNICATION *The ability to use interpersonal communication skills to enhance health behaviors.*

Interpersonal communication involves communication between two people and must include the potential for feedback. Responses that provide little or no evidence of the ability to convey or exchange information, ideas or beliefs about health receive **low**

ratings on this skill. Responses that provide evidence of the ability to organize and convey or exchange information about health needs, ideas or beliefs using appropriate methods of communication receive **higher** ratings. Responses that demonstrate the use of appropriate communication techniques to effectively exchange information receive the **highest** ratings on this dimension.

[Return to Score Sheet](#) [Return to Skills List](#)

DECISION-MAKING and GOAL-SETTING *This dimension includes two related health literacy skills: the ability to use decision-making and goal-setting to enhance health.* Responses that show little or no recognition of the need to make a decision or set a goal receive the **lowest** ratings on this skill dimension. Responses that show recognition of the need to make a decision or set a goal and that provide evidence that options or consequences were considered receive **higher** scores. The **highest**

scores are assigned to responses that show reflection and a logical progression through a decision-making or goal-setting process that results in a health-enhancing decision or goal statement.

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ADVOCACY *The ability to advocate for personal, family and community health.* Responses that show little evidence of an attempt to argue for a health-related position receive the **lowest** scores. Responses that take a health-enhancing position and attempt to support that position with conviction and some data, reasons or information, although there may be some inaccuracies, receive **higher** scores. Responses that also show some, but not necessarily all, elements of audience awareness and conviction, as well as mostly accurate supporting data, reasons or information receive **higher**

scores. Complete responses that have all the elements of audience awareness, conviction and accurate supporting data, reasons or information for a position that is health-enhancing are assigned the **highest** scores.

[Return to Score Sheet](#) [Return to Skills List](#)

OTHER SKILLS

This dimension of health literacy accommodates any other specific skills that might be elicited by an assessment item or prompt.

Content	Criteria	3	2	1	0
Responsibilities Competencies	Evidence of responsibilities and competencies presented	All criteria met	Most criteria met	Some criteria met	Needs more work
Course materials	Quality of the artifacts	All reflect CHES-related knowledge & skills	Most reflect CHES-related knowledge & skills	Some reflect CHES-related knowledge & skills	Few/none reflect CHES-related knowledge & skills
Organization	Portfolio is presented in the prescribed order	All criteria met	Most criteria met	Some criteria met	Needs more work
Navigation through the portfolio	Easy to follow, tabs, table of contents	No problems navigating	Few problems in navigating	Several problems in navigating	Serious problems in navigating
Reflection and narrative for each section and tab	Clearly written	Excellent reflection, self-assessment, & analysis	Good reflection, self-assessment & analysis	Average reflection, self-assessment & analysis	More descriptive than reflective
Graphics	Nicely used; complement CHES-related knowledge and skills	Excellent computer & artistic skills	Good computer & artistic skills	Average computer & artistic skills	Poor computer and artistic skills
Visual appeal	Easy to read font with complementary backgrounds	Excellent	Good	Average	Poor
Mechanics	Punctuation, capitalization, spelling, sentence structure, & word usage	Excellent throughout	Mostly evident	Some evidence	Needs more work
Commitment to the profession	Looks professional, evidence of time spent preparing	Serious commitment	Good commitment	Average commitment	Little evidence of commitment
References	Citations and references presented in correct APA format	Excellent throughout	Mostly evident	Some evidence	Needs more work

Total Points _____ / 30 possible pts

Rubric Examples

R2 - Rubrics for Case Analyses

Criteria	Significantly Absent 1	Not Yet Competent 2	Competent 3	Skilled 4	Score
Identification of relevant facts including involved stakeholders	Fails to distinguish relevant facts or involved stakeholders. No use of critical thinking in analysis.	Does not identify many relevant facts or involved parties	Identifies many (at least 80%) of the relevant facts and identifies most stakeholders	Identifies at least 90% of the relevant facts and all of the involved stakeholders	
Identification of appropriate problem(s) or issues in case	Problems or issues in case are not identified.	Identifies some problems/issues but misses major problems and issues involved.	Identifies most of the problems and issues involved.	Identifies all of the problems/issues involved.	
Thorough delineation of appropriate options and analysis of each	Available options are not delineated or thorough analysis is totally absent.	Some of the options available are listed but not most and analysis is absent.	Most of the options are delineated and each is analyzed.	All of the options appropriate for the case are delineated and thoroughly analyzed.	
Clear identification of recommended action(s) reflective of business acumen	Recommendations are either not clearly provided or lack evidence of application of industry knowledge	Some recommendations are provided but they are not complete or there are questions regarding effectiveness for the business	Most recommendations are clearly delineated with adequate detail and are reflective of knowledge of business environment and industry segment	All recommendations are clearly delineated with adequate detail and are reflective of knowledge of business environment and industry segment	
Evidence of clarity and organization in writing	Writing is incoherent with lack of clarity and organization throughout.	Major gaps in the clarity of the case and/or in the organization of ideas.	Most of the ideas are clearly described and well-organized.	Ideas are logically and clearly arranged with sufficient detail and support provided throughout the case.	

R1 – Rubrics for Team Project

Criteria	Significantly Absent 1	Not Yet Competent 2	Competent 3	Skilled 4	Score
Thorough and appropriate research techniques	Techniques have no validity and are totally inconsistent and subjective	Techniques have resulted in few valid results (less than 80%) and are riddled with subjective and inconsistent interpretations	Techniques have resulted in at least 90% of the findings being relevant, factual and reflective of logical and consistent research methods	Techniques have resulted in at least 95 - 100% of the findings being relevant, factual and reflective of logical and consistent research methods.	
Appropriate Identification of areas of focus	There is no clearly identified area of focus in what business segments will be targeted.	There is an area of focus or areas but these are not based on the initial research and seem illogical.	Area or areas of focus are, for the most part, based on facts and are appropriate for project's scope	Area or areas of focus are clearly based on factual research and are in line with project's scope.	
Evidence of comparative analyses with appropriate benchmarks	There is no evidence of incorporating comparative data.	Comparative data are used but are incomplete or not appropriate comparisons.	Comparative data are included and are mostly complete using appropriate comparisons.	Comparative data are selected using appropriate benchmarks and data are complete and factual.	
Incorporation Of relevant economic, industry and business trends	Almost no inclusion of relevant trends for the industry segment	Limited incorporation of relevant trends to the industry or trend information is not relevant or factual	Trend data are factual but not totally comprehensive in including economic, general business and industry segment trends.	Trend data are factual and comprehensive including economic, business and industry segment trends.	
Appropriate identification and prioritization of problems	Identification and prioritization of problems are completely absent.	Key problems are not identified and/or proper prioritization is absent.	All major and most secondary problems are identified and properly prioritized.	All major and all secondary problems are identified and prioritization is based on relevant facts/business needs.	
Realistic and targeted recommendations based on logical sequence of research and analysis stages	Recommendations are not based on factual information including identified resources and do not reflect sound research.	Some recommendations are reflective of logical research and analysis but less than 80%.	At least 90% of the recommendations are logical and reflective of sound research and analysis of data.	At least 95% of the recommendations are logical and reflective of sound research and analysis of data.	
Clear communication of project stages, key findings from each phase, recommendations, Implementation suggestions	Final presentation and report is confusing, poorly written, unclear and lacks implementation suggestions.	Final presentation has segments that are confusing, disconnected and poorly written with some implementations missing.	Presentation is mostly clear, presented in a logical sequence, well written with most implementation suggestions provided in detail.	Presentation is clearly presented in a logical sequence, well written and all recommendations are thoroughly described in detail.	

Current Issue Paper and PowerPoint Presentation

1. You will choose a current issue in *outdoor recreation* (such as snowmobile or jet ski use in national parks, drug trafficking in Sequoia/Kings Canyon; bear poaching in the Smokies; community conflict in the BWCAW, certification of Eco-tourism providers, mass transportation in national parks, roadless areas in national forests, etc.). **You'll let me know your topic by Oct. 31st so I can ensure it is an outdoor recreation issue, not an environmental issue.**
2. You will be researching the issue and summarizing it in a 5-10 page paper (typed, double-spaced). Your paper should include an introduction to the issue, a thorough description of both sides of the issue, and your views on the issue. You should also list your citations/references (in APA style). I'll be grading based on the following rubric:

	1 point	3 points	5 points
Length	Under 5 pages	Over 10 pages	5-10 pages
Description of the Issue	Description missing or unclear and/or incomplete; issue is not an outdoor recreation issue; issue is described without citations/references (unclear where the information is from)	Issue described; references are cited, but cited inconsistently or not according to a professional citation style	Thorough description of the issue; both sides presented (when appropriate); references are cited correctly
Your Views on the Issue	Your view is missing or unclear	Your views are stated, lack supporting evidence for your position	Views are clearly stated and backed by arguments or evidence supporting your position; rationale for your views stated
Writing Mechanics	Not proofread; many spelling/grammatical errors; lack of citation of references	Several spelling/grammatical errors	Very few or no errors
Writing Style	Unclear, disorganized, hard to follow	Adequately written and organized, clear, reasonable easy to follow	Well written and very organized, clear, easy to follow, interesting

3. You will be sharing your paper in class through a 10 minute oral presentation (using PowerPoint). Bring your PowerPoint presentation to class on a CD or flashdrive (I don't have a floppy or zip drive); or you can bring in your laptop. You'll be graded based on the following rubric:

	1 point	3 points	5 points
Length	Less than 10 minutes	Over 15 minutes	Between 10 and 15 minutes
Content	Minimal or questionable information; information is irrelevant; lack of depth	Adequate, accurate, and relevant information	Ample and in depth information; highly credible and relevant information
Inclusion of Topic Areas	Missing majority of topic areas	Most of the topic areas covered	All topic areas are addressed
Use of Technology	PowerPoint not used or distracts from the presentation	PowerPoint slides support presentation	PowerPoint slides support and enhance presentation
Delivery	Difficult to hold audience's attention; disorganized; verbal communication detracted from the presentation; lack of professionalism	Somewhat interesting; well-organized; adequate verbal communication	Engaging or creative; highly organized; highly effective verbal communication; Professional delivery

Evaluation:



The following rubrics will be used to evaluate the work done on the Postcards and Paper for the Middle East WebQuest.

POSTCARD RUBRIC

Points	Beginning D	Developing C	Accomplished B	Exemplary A	Total
Content	Lacks identification of the religious leadership role assigned and how this religion is represented in each city visited.	Unclear on the religious leadership role assigned and how the religion is represented in each city visited.	Identifies the religious leadership role assigned and how this religion is represented in each city visited.	Identifies the religious leadership role assigned and how this religion is represented in each city visited.	
	Information rambles and does not pinpoint culture or religion for this particular region.	Briefly mentions religion and culture for this region. Includes a Religious Shrine, Holy Day, tradition or role of women practicing this religion. But gives few details.	Describes the culture and religion giving several examples for Shrines, Holy Days, traditions and role of women practicing this religion.	Clearly defines this culture and religion of a city, and goes on to give specific details of shrines, traditions and role of women practicing this religion.	
City information	Never mentions any unique information	Gives very little unique information	Gives some information that is unique to each city	Gives a great deal of interesting and unique information	
Appearance	Illegible, sloppy, disorganized, incomplete	Disorganized	Neat and organized	Neat, organized and creative	

PAPER RUBRIC

Rubric Examples

Ideas and Content _____	Sentence Fluency _____	Organization _____
<ul style="list-style-type: none"> - compares and contrasts subject clearly - demonstrates a clear sense of purpose - opens with an attention-getting introduction - ends with an effective conclusion 	<ul style="list-style-type: none"> - includes transitional words and phrases to show relationships among ideas and maintain coherence within and between paragraphs - uses a variety of sentence structures - sentences are clear and avoid clutter 	<ul style="list-style-type: none"> - organizes ideas logically, using either a feature-by-feature or subject-by subject format - devotes one paragraph to each main idea
Conventions _____	Voice _____	
<ul style="list-style-type: none"> - contains no more than two or three minor errors in grammar and usage - contains no more than two or three minor errors in spelling, capitalization, and punctuation 	<ul style="list-style-type: none"> - uses own, unique style - writes honestly, as if the reader was standing right there; doesn't try to impress the reader - writes with confidence and enthusiasm 	Total Grade _____

<u>INTRODUCTION</u>	<u>TASK</u>	<u>RESOURCES</u>	<u>PROCESS</u>	<u>LEARNING ADVICE</u>	<u>EVALUATION</u>	<u>CONCLUSION</u>
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RELIGION RUBRIC**Collage**

CATEGORY	4	3	2	1
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Graphics - Originality	Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.

Book On Religion

CATEGORY	4	3	2	1
Required Elements Cover, Title page, all required subheadings, graphics	Storyboard included all required elements as well as a few graphics	Storyboard included all required elements and one graphic	Storyboard included all required elements.	One or more required elements was missing from the storyboard.
Content	All content is in the students' own words and is accurate.	Almost all content is in the students' own words and is accurate.	At least half of the content is in the students' own words	Less than half of the content is in the students' own words

Rubric Examples

			and is accurate.	and/or is accurate.
Spelling & Grammar	No spelling or grammatical mistakes on a storyboard with lots of text.	No spelling or grammatical mistakes on a storyboard with little text.	One spelling or grammatical error on the storyboard.	Several spelling and/or grammatical errors on the storyboard.
Clarity and Neatness	Storyboard is easy to read and all elements are so clearly written, labeled, or drawn that another student could create the presentation if necessary.	Storyboard is easy to read and most elements are clearly written, labeled, or drawn. Another person might be able to create the presentation after asking one or two questions.	Storyboard is hard to read with rough drawings and labels. It would be hard for another person to create this presentation without asking lots of questions.	Storyboard is hard to read and one cannot tell what goes where. It would be impossible for another person to create this presentation without asking lots of questions.

Comparison Paragraph

CATEGORY	4	3	2	1
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Transitions (Organization)	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions clearly show how ideas are connected, but there is little variety.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the

Rubric Examples

				content.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.

Golden Rule	Student version has the exact meaning as the golden rule	MStudent version has most of the meaning as the golden rule	Student version has a little resemblance to the golden rule	Student version is nothing like the meaning of the golden rule.
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[Home](#)

Rubric Examples


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 Rubric ID: **1021008**
[Find out how to make this rubric interactive](#)

Religion Project Rubric

CATEGORY	4	3	2	1
History - 25 %	Gives detailed history with founder, place of origin and important dates.	Lists the founder, place of origin and important dates.	Tells two of the following: founder, place of origin or important dates.	Tells one of the following: founder, place of origin or important dates.
Beliefs - 25 %	Gives detailed description of the sacred days, leaders, and basic beliefs.	States sacred days, leaders and basic beliefs with little detail.	Lists the leaders, sacred days and basic beliefs.	List at least two of the following: sacred days, leaders and basic beliefs.
Symbols - 20 %	Gives detailed account of more than 3 objects that are held in esteem by the religion.	Gives account of 3 objects held in esteem by the religion.	States 3 or more objects that are sacred according to the religion.	Lists less than 3 objects that are sacred according to the religion.
Structure - 20 %	Gives detailed structure and roles of each of the people involved in the religion, leaders and parishoners.	Outlines roles and tells who leaders are for the religion.	States and defines leadership roles only.	States who is the leader and nothing else.
Appearance - 10 %	Pamphlet is colorful and appealing to the eye with no mistakes and photos.	Pamphlet has photos and is colorful with minor mistakes.	Pamphlet has mistakes and less than 3 photos and little color.	Pamphlet has many mistakes and 1 photo.

 Date Created: **November 10, 2003**

 Date Last Modified: **November 12, 2003**



[Go to Waypoint](#)

 Rubric ID: **1047074**
[Find out how to make this rubric interactive](#)

Research Report : World Religion Fact Book

CATEGORY	A	B	C	D
Beginnings	Student fully addresses each religion's beginnings, including founder, location, and time period in an informative, coherent, and comprehensive fashion.	Student addresses each religion's beginnings including founder, location, and time period in an informative, coherent fashion.	Student addresses each religion's beginnings, neglecting one aspect or does so in an incomplete, incoherent fashion	Student fails to address two religions, or two aspects of a religion's beginnings, or does so in an incomplete and incoherent fashion
Spread	Student fully addresses the spread of each religion, includes a map illustrating the spread, and addresses important people, events, and dates where appropriate	Student addresses the spread of each religion, and includes a map illustrating the spread	Student addresses the spread of two religions, or incompletely addresses all three	Student does not address the spread of any religion
Texts	Student names appropriate texts, and provides a comprehensive description of each.	Student names appropriate texts and briefly describes each.	Student names 2 appropriate texts or discusses them in an incomplete fashion.	Student names 1 text or fails to discuss any
Major beliefs	Student provides a comprehensive overview of each religion's central beliefs and what makes each unique.	Student provides an overview of each religion's central beliefs.	Students provides a brief overview of each religion's central beliefs.	Students provides inaccurate information, or doesn't address all three religions.
Customs	Student fully describes three customs of each religion.	Student describes two customs of each religion.	Student describes one custom of each religion.	Student inaccurately describes religious customs.

Rubric Examples

Holidays	Student fully describes at least two holidays for each religion	Student describes at least one holiday for each religion	Student either inaccurately describes the holidays or fails to mention one for each religion	Student describes only one holiday total or incoherently describes holidays for each religion
Symbols	Student provides one or two symbols for each religion	Student provides one symbol for each religion	Student provides a symbol for two religions	Student fails to provide more than one total symbol
Similarities	Student discusses each religion, and provides an insightful and informed description of at least three similarities	Student discusses each religion, and provides a description of two similarities	Student discusses each religion, and provides a description of one similarity	Student provides an innacurate description or doesnt address all three religions.
Modern Conflict	Student provides an original, informative, and accurate account of a modern religious conflict involving the appropriate religions and provides sources.	Student provides an original, accurate account of a modern religious conflict involving the appropriate religions and provides sources	Student provides an inaccurate or non-informative account of a mdrn religious conflict and provides sources	Student does not describe a modern religious conflict, merely alludes to a conflict, or does not provide sources.

Date Created: **March 08, 2004**



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Rubric Examples

Level 1 Speaking Tasks Analytic Rubric

Task Completion

- 1 Minimal completion of the task and/or responses frequently inappropriate.
- 2 Partial completion of the task; responses mostly appropriate yet undeveloped.
- 3 Completion of the task; responses appropriate and adequately developed.
- 4 Superior completion of the task; responses appropriate and with elaboration.

Comprehensibility

- 1 Responses barely comprehensible.
- 2 Responses mostly comprehensible, requiring interpretation on the part of the listener.
- 3 Responses comprehensible, requiring minimal interpretation on the part of the listener.
- 4 Responses readily comprehensible, requiring no interpretation on the part of the listener.

Fluency

- 1 Speech halting and uneven with long pauses and/or incomplete thoughts.
- 2 Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.
- 3 Some hesitation but manages to continue and complete thoughts.
- 4 Speech continuous with few pauses or stumbling.

Pronunciation

- 1 Frequently interferes with communication.
- 2 Occasionally interferes with communication.
- 3 Does not interfere with communication.
- 4 Enhances communication.

Vocabulary

- 1 Inadequate and/or inaccurate use of vocabulary.
- 2 Somewhat inadequate and/or inaccurate use of vocabulary.
- 3 Adequate and accurate use of vocabulary.
- 4 Rich use of vocabulary.

Language Control

- 1 Inadequate and/or inaccurate use of basic language structures.
- 2 Emerging use of basic language structures.
- 3 Emerging control of basic language structures.
- 4 Control of basic language structures.

Name _____

Task Completion	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Comprehensibility	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Fluency	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Pronunciation	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Vocabulary	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Language Control	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4

Raw Score: _____ / 24

24	100 %	16	82.7 %	8	65.3 %
23.5	98.9 %	15.5	81.6 %	7.5	64.2 %
23	97.8 %	15	80.5 %	7	63.2 %
22.5	96.8 %	14.5	79.4 %	6.5	62.1 %
22	95.7 %	14	78.3 %	6	61.0 %
21.5	94.6 %	13.5	77.2 %	5.5	59.9 %
21	93.5 %	13	76.2 %	5	58.8 %
20.5	92.4 %	12.5	75.1 %	4.5	57.8 %
20	91.3 %	12	74.0 %	4	56.7 %
19.5	90.2 %	11.5	72.9 %	3.5	55.6 %
19	89.2 %	11	71.8 %	3	54.5 %
18.5	88.1 %	10.5	70.8 %	2.5	53.4 %
18	87.0 %	10	69.7 %	2	52.3 %
17.5	85.9 %	9.5	68.6 %	1.5	51.2 %
17	84.8 %	9	67.5 %	1	50.2 %
16.5	83.8 %	8.5	66.4 %	0.5	49.1 %

Converted % Score: _____ %

If you use points in your grade book, use Conversion Chart B or the following formula:

$$\text{converted \% score} \times \frac{\text{max score}}{100} = \text{student points}$$

(To divide by 100 move the decimal point two places to the left.)

FINAL GRADE: _____

Level 1 Speaking Tasks

Holistic Rubric

Does Not Meet Expectations

Range: 54% - 73%

Task Completion	Minimal completion of the task and/or responses frequently inappropriate.
Comprehensibility	Responses barely comprehensible.
Fluency	Speech halting and uneven with long pauses and/or incomplete thoughts.
Pronunciation	Frequently interferes with communication.
Vocabulary	Inadequate and/or inaccurate use of vocabulary.
Language Control	Inadequate and/or inaccurate use of basic language structures.

Almost Meets Expectations

Range: 74% - 83%

Task Completion	Partial completion of the task; responses mostly appropriate yet undeveloped.
Comprehensibility	Responses mostly comprehensible, requiring interpretation on the part of the listener.
Fluency	Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.
Pronunciation	Occasionally interferes with communication.
Vocabulary	Somewhat inadequate and/or inaccurate use of vocabulary.
Language Control	Emerging use of basic language structures.

Meets Expectations

Range: 84% - 93%

Task Completion	Completion of the task; responses appropriate and adequately developed.
Comprehensibility	Responses comprehensible, requiring minimal interpretation on the part of the listener.
Fluency	Some hesitation but manages to continue and complete thoughts.
Pronunciation	Does not interfere with communication.
Vocabulary	Adequate and accurate use of vocabulary.
Language Control	Emerging control of basic language structures.

Exceeds Expectations

Range: 93.5% - 100%

Task Completion	Superior completion of the task; responses appropriate and with elaboration.
Comprehensibility	Responses readily comprehensible, requiring no interpretation on the part of the listener.
Fluency	Speech continuous with few pauses or stumbling.
Pronunciation	Enhances communication.
Vocabulary	Rich use of vocabulary.
Language Control	Control of basic language structures.

Rubric Examples

Level 1 Writing Tasks Analytic Rubric

Task Completion

- 1 Minimal completion of the task and/or content frequently inappropriate.
- 2 Partial completion of the task; content mostly appropriate; ideas undeveloped.
- 3 Completion of the task; content appropriate; ideas adequately developed.
- 4 Superior completion of the task; content appropriate; ideas well developed and well organized.

Comprehensibility

- 1 Text barely comprehensible.
- 2 Text mostly comprehensible, requiring interpretation on the part of the reader.
- 3 Text comprehensible, requiring minimal interpretation on the part of the reader.
- 4 Text readily comprehensible, requiring no interpretation on the part of the reader.

Level of Discourse

- 1 Attempted use of complete sentences; no or almost no cohesive devices.
- 2 Predominant use of complete yet repetitive sentences; no or almost no cohesive devices.
- 3 Emerging variety of complete sentences and some cohesive devices.
- 4 Variety of complete sentences and of cohesive devices.

Vocabulary

- 1 Inadequate and/or inaccurate use of vocabulary.
- 2 Somewhat inadequate and/or inaccurate use of vocabulary.
- 3 Adequate and accurate use of vocabulary.
- 4 Rich use of vocabulary.

Language Control

- 1 Inadequate and/or inaccurate use of basic language structures.
- 2 Emerging use of basic language structures.
- 3 Emerging control of basic language structures.
- 4 Control of basic language structures.

Mechanics

- 1 Inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.
- 2 Somewhat inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.
- 3 Mostly accurate spelling, use of diacritical marks, punctuation, and/or capitalization.
- 4 Few or no errors in spelling, use of diacritical marks, punctuation, and/or capitalization.

Name

Task Completion	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Comprehensibility	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Level of Discourse	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Vocabulary	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Language Control	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Mechanics	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4

Raw Score: _____ / 24

24	100 %	16	82.7 %	8	65.3 %
23.5	98.9 %	15.5	81.6 %	7.5	64.2 %
23	97.8 %	15	80.5 %	7	63.2 %
22.5	96.8 %	14.5	79.4 %	6.5	62.1 %
22	95.7 %	14	78.3 %	6	61.0 %
21.5	94.6 %	13.5	77.2 %	5.5	59.9 %
21	93.5 %	13	76.2 %	5	58.8 %
20.5	92.4 %	12.5	75.1 %	4.5	57.8 %
20	91.3 %	12	74.0 %	4	56.7 %
19.5	90.2 %	11.5	72.9 %	3.5	55.6 %
19	89.2 %	11	71.8 %	3	54.5 %
18.5	88.1 %	10.5	70.8 %	2.5	53.4 %
18	87.0 %	10	69.7 %	2	52.3 %
17.5	85.9 %	9.5	68.6 %	1.5	51.2 %
17	84.8 %	9	67.5 %	1	50.2 %
16.5	83.8 %	8.5	66.4 %	0.5	49.1 %

Converted % Score: _____ %

If you use points in your grade book, use Conversion Chart B or the following formula:

$$\text{converted \% score} \times \frac{\text{max score}}{100} = \text{student points}$$

(To divide by 100 move the decimal point two places to the left.)

FINAL GRADE: _____

Level 1 Writing Tasks

Holistic Rubric

Does Not Meet Expectations

Range: 54% - 73%

Task Completion	Minimal completion of the task and/or content frequently inappropriate.
Comprehensibility	Text barely comprehensible.
Level of Discourse	Attempted use of complete sentences; no or almost no cohesive devices.
Vocabulary	Inadequate and/or inaccurate use of vocabulary.
Language Control	Inadequate and/or inaccurate use of basic language structures.
Mechanics	Inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.

Almost Meets Expectations

Range: 74% - 83%

Task Completion	Partial completion of the task; content mostly appropriate; ideas undeveloped.
Comprehensibility	Text mostly comprehensible, requiring interpretation on the part of the reader.
Level of Discourse	Predominant use of complete yet repetitive sentences; no or almost no cohesive devices.
Vocabulary	Somewhat inadequate and/or inaccurate use of vocabulary.
Language Control	Emerging use of basic language structures.
Mechanics	Somewhat inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.

Meets Expectations

Range: 84% - 93%

Task Completion	Completion of the task; content appropriate; ideas adequately developed.
Comprehensibility	Text comprehensible, requiring minimal interpretation on the part of the reader.
Level of Discourse	Emerging variety of complete sentences and some cohesive devices.
Vocabulary	Adequate and accurate use of vocabulary.
Language Control	Emerging control of basic language structures.
Mechanics	Mostly accurate spelling, use of diacritical marks, punctuation, and/or capitalization.

Exceeds Expectations

Range: 93.5% - 100%

Task Completion	Superior completion of the task; content appropriate; ideas well developed and well organized.
Comprehensibility	Text readily comprehensible, requiring no interpretation on the part of the reader.
Level of Discourse	Variety of complete sentences and of cohesive devices.
Vocabulary	Rich use of vocabulary.
Language Control	Control of basic language structures.
Mechanics	Few or no errors in spelling, use of diacritical marks, punctuation, and/or capitalization.

Rubric Examples

Level 2 Speaking Tasks Analytic Rubric

Task Completion

- 1 Minimal completion of the task and/or responses frequently inappropriate.
- 2 Partial completion of the task; responses mostly appropriate yet undeveloped.
- 3 Completion of the task; responses appropriate and adequately developed.
- 4 Superior completion of the task; responses appropriate and with elaboration.

Comprehensibility

- 1 Responses barely comprehensible.
- 2 Responses mostly comprehensible, requiring interpretation on the part of the listener.
- 3 Responses comprehensible, requiring minimal interpretation on the part of the listener.
- 4 Responses readily comprehensible, requiring no interpretation on the part of the listener.

Fluency

- 1 Speech halting and uneven with long pauses or incomplete thoughts.
- 2 Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.
- 3 Some hesitation but manages to continue and complete thoughts.
- 4 Speech continuous with few pauses or stumbling.

Pronunciation

- 1 Frequently interferes with communication.
- 2 Occasionally interferes with communication.
- 3 Does not interfere with communication.
- 4 Enhances communication.

Vocabulary

- 1 Inadequate and/or inaccurate use of vocabulary.
- 2 Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.
- 3 Adequate and accurate use of vocabulary for this level.
- 4 Rich use of vocabulary.

Language Control

- 1 Inadequate and/or inaccurate use of basic language structures.
- 2 Emerging use of basic language structures.
- 3 Emerging control of basic language structures.
- 4 Control of basic language structures.

Name

Task Completion	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Comprehensibility	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Fluency	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Pronunciation	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Vocabulary	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Language Control	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4

Raw Score: _____ / 24

24	100 %	16	82.7 %	8	65.3 %
23.5	98.9 %	15.5	81.6 %	7.5	64.2 %
23	97.8 %	15	80.5 %	7	63.2 %
22.5	96.8 %	14.5	79.4 %	6.5	62.1 %
22	95.7 %	14	78.3 %	6	61.0 %
21.5	94.6 %	13.5	77.2 %	5.5	59.9 %
21	93.5 %	13	76.2 %	5	58.8 %
20.5	92.4 %	12.5	75.1 %	4.5	57.8 %
20	91.3 %	12	74.0 %	4	56.7 %
19.5	90.2 %	11.5	72.9 %	3.5	55.6 %
19	89.2 %	11	71.8 %	3	54.5 %
18.5	88.1 %	10.5	70.8 %	2.5	53.4 %
18	87.0 %	10	69.7 %	2	52.3 %
17.5	85.9 %	9.5	68.6 %	1.5	51.2 %
17	84.8 %	9	67.5 %	1	50.2 %
16.5	83.8 %	8.5	66.4 %	0.5	49.1 %

Converted % Score: _____ %

If you use points in your grade book, use Conversion Chart B or the following formula:

$$\text{converted \% score} \times \frac{\text{max score}}{100} = \text{student points}$$

(To divide by 100 move the decimal point two places to the left.)

FINAL GRADE: _____

Level 2 Speaking Tasks

Holistic Rubric

Does Not Meet Expectations

Range: 54% - 73%

Task Completion	Minimal completion of the task and/or responses frequently inappropriate.
Comprehensibility	Responses barely comprehensible.
Fluency	Speech halting and uneven with long pauses or incomplete thoughts.
Pronunciation	Frequently interferes with communication.
Vocabulary	Inadequate and/or inaccurate use of vocabulary.
Language Control	Inadequate and/or inaccurate use of basic language structures.

Almost Meets Expectations

Range: 74% - 83%

Task Completion	Partial completion of the task; responses mostly appropriate yet undeveloped.
Comprehensibility	Responses mostly comprehensible, requiring interpretation on the part of the listener.
Fluency	Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.
Pronunciation	Occasionally interferes with communication.
Vocabulary	Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.
Language Control	Emerging use of basic language structures.

Meets Expectations

Range: 84% - 93%

Task Completion	Completion of the task; responses appropriate and adequately developed.
Comprehensibility	Responses comprehensible, requiring minimal interpretation on the part of the listener.
Fluency	Some hesitation but manages to continue and complete thoughts.
Pronunciation	Does not interfere with communication.
Vocabulary	Adequate and accurate use of vocabulary for this level.
Language Control	Emerging control of basic language structures.

Exceeds Expectations

Range: 93.5% - 100%

Task Completion	Superior completion of the task; responses appropriate and with elaboration.
Comprehensibility	Responses readily comprehensible, requiring no interpretation on the part of the listener.
Fluency	Speech continuous with few pauses or stumbling.
Pronunciation	Enhances communication.
Vocabulary	Rich use of vocabulary.
Language Control	Control of basic language structures.

Rubric Examples

Level 2 Writing Tasks Analytic Rubric

Task Completion

- 1 Minimal completion of the task and/or content frequently inappropriate.
- 2 Partial completion of the task; content mostly appropriate; ideas undeveloped.
- 3 Completion of the task; content appropriate; ideas adequately developed.
- 4 Superior completion of the task; content appropriate; ideas well developed and well organized.

Comprehensibility

- 1 Text barely comprehensible.
- 2 Text mostly comprehensible, requiring interpretation on the part of the reader.
- 3 Text comprehensible, requiring minimal interpretation on the part of the reader.
- 4 Text readily comprehensible, requiring no interpretation on the part of the reader.

Level of Discourse

- 1 Predominant use of complete yet repetitive sentences; no or almost no cohesive devices.
- 2 Use of complete sentences, some repetitive; few cohesive devices.
- 3 Emerging variety of complete sentences; some cohesive devices.
- 4 Variety of complete sentences and of cohesive devices.

Vocabulary

- 1 Inadequate and/or inaccurate use of vocabulary.
- 2 Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.
- 3 Adequate and accurate use of vocabulary for this level.
- 4 Rich use of vocabulary.

Language Control

- 1 Inadequate and/or inaccurate use of basic language structures.
- 2 Emerging use of basic language structures.
- 3 Emerging control of basic language structures.
- 4 Control of basic language structures.

Mechanics

- 1 Inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.
- 2 Somewhat inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.
- 3 Mostly accurate spelling, use of diacritical marks, punctuation, and/or capitalization.
- 4 Few or no errors in spelling, use of diacritical marks, punctuation, and/or capitalization.

Name

Task Completion	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Comprehensibility	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Level of Discourse	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Vocabulary	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Language Control	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Mechanics	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4

Raw Score: _____ / 20

24	100 %	16	82.7 %	8	65.3 %
23.5	98.9 %	15.5	81.6 %	7.5	64.2 %
23	97.8 %	15	80.5 %	7	63.2 %
22.5	96.8 %	14.5	79.4 %	6.5	62.1 %
22	95.7 %	14	78.3 %	6	61.0 %
21.5	94.6 %	13.5	77.2 %	5.5	59.9 %
21	93.5 %	13	76.2 %	5	58.8 %
20.5	92.4 %	12.5	75.1 %	4.5	57.8 %
20	91.3 %	12	74.0 %	4	56.7 %
19.5	90.2 %	11.5	72.9 %	3.5	55.6 %
19	89.2 %	11	71.8 %	3	54.5 %
18.5	88.1 %	10.5	70.8 %	2.5	53.4 %
18	87.0 %	10	69.7 %	2	52.3 %
17.5	85.9 %	9.5	68.6 %	1.5	51.2 %
17	84.8 %	9	67.5 %	1	50.2 %
16.5	83.8 %	8.5	66.4 %	0.5	49.1 %

Converted % Score: _____ %

If you use points in your grade book, use Conversion Chart B or the following formula:

$$\text{converted \% score} \times \frac{\text{max score}}{100} = \text{student points}$$

(To divide by 100 move the decimal point two places to the left.)

FINAL GRADE: _____

Level 2 Writing Tasks

Holistic Rubric

Does Not Meet Expectations

Range: 54% - 73%

Task Completion	Minimal completion of the task and/or content frequently inappropriate.
Comprehensibility	Text barely comprehensible.
Level of Discourse	Predominant use of complete yet repetitive sentences; no or almost no cohesive devices.
Vocabulary	Inadequate and/or inaccurate use of vocabulary.
Language Control	Inadequate and/or inaccurate use of basic language structures.
Mechanics	Inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.

Almost Meets Expectations

Range: 74% - 83%

Task Completion	Partial completion of the task; content mostly appropriate; ideas undeveloped.
Comprehensibility	Text mostly comprehensible, requiring interpretation on the part of the reader.
Level of Discourse	Use of complete sentences, some repetitive; few cohesive devices.
Vocabulary	Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.
Language Control	Emerging use of basic language structures.
Mechanics	Somewhat inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization.

Meets Expectations

Range: 84% - 93%

Task Completion	Completion of the task; content appropriate; ideas adequately developed.
Comprehensibility	Text comprehensible, requiring minimal interpretation on the part of the reader.
Level of Discourse	Emerging variety of complete sentences; some cohesive devices.
Vocabulary	Adequate and accurate use of vocabulary for this level.
Language Control	Emerging control of basic language structures.
Mechanics	Mostly accurate spelling, use of diacritical marks, punctuation, and/or capitalization.

Exceeds Expectations

Range: 93.5% - 100%

Task Completion	Superior completion of the task; content appropriate; ideas well developed and well organized.
Comprehensibility	Text readily comprehensible, requiring no interpretation on the part of the reader.
Level of Discourse	Variety of complete sentences and of cohesive devices.
Vocabulary	Rich use of vocabulary.
Language Control	Control of basic language structures.
Mechanics	Few or no errors in spelling, use of diacritical marks, punctuation, and/or capitalization.

Level 3 Interactive Tasks Analytic Rubric

Content of Message

- 1 Content minimal and/or frequently inappropriate; ideas repetitive and/or irrelevant.
- 2 Content somewhat adequate and mostly appropriate; ideas expressed with very little elaboration or detail.
- 3 Content adequate and appropriate; ideas developed with some elaboration and detail.
- 4 Content rich; ideas developed with elaboration and detail.

Comprehensibility of Message

- 1 Message barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.
- 2 Message mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.
- 3 Message comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.
- 4 Message readily comprehensible, requiring no interpretation; pronunciation enhances communication.

Quality of Interaction

- 1 Minimal engagement in the interaction; little ability to sustain the conversation.
- 2 Some engagement in the interaction; some ability to sustain the conversation.
- 3 Consistent engagement in the interaction; ability to sustain the conversation.
- 4 Consistent engagement in the interaction; ability to sustain and advance the conversation.

Fluency

- 1 Speech halting and uneven with long pauses or incomplete thoughts.
- 2 Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.
- 3 Speech shows some hesitation but speaker manages to continue and complete thoughts.
- 4 Speech shows few pauses or false starts.

Vocabulary

- 1 Inadequate and/or inaccurate use of vocabulary.
- 2 Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.
- 3 Adequate and accurate use of vocabulary for this level.
- 4 Rich use of vocabulary and appropriate use of idiomatic expressions.

Language Control

- 1 Emerging use of basic language structures.
- 2 Emerging control of basic language structures.
- 3 Control of basic language structures.
- 4 Control of basic language structures with occasional use of advanced language structures.

Note: In an extreme case where the response is nonsensical, completely inappropriate and/or completely unrelated to the task, the response may be considered unratable.

Name

Content of Message	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Comprehensibility of Message	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Quality of Interaction	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Fluency	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Vocabulary	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Language Control	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4

Raw Score: _____ / 24

24	100 %	16	82.7 %	8	65.3 %
23.5	98.9 %	15.5	81.6 %	7.5	64.2 %
23	97.8 %	15	80.5 %	7	63.2 %
22.5	96.8 %	14.5	79.4 %	6.5	62.1 %
22	95.7 %	14	78.3 %	6	61.0 %
21.5	94.6 %	13.5	77.2 %	5.5	59.9 %
21	93.5 %	13	76.2 %	5	58.8 %
20.5	92.4 %	12.5	75.1 %	4.5	57.8 %
20	91.3 %	12	74.0 %	4	56.7 %
19.5	90.2 %	11.5	72.9 %	3.5	55.6 %
19	89.2 %	11	71.8 %	3	54.5 %
18.5	88.1 %	10.5	70.8 %	2.5	53.4 %
18	87.0 %	10	69.7 %	2	52.3 %
17.5	85.9 %	9.5	68.6 %	1.5	51.2 %
17	84.8 %	9	67.5 %	1	50.2 %
16.5	83.8 %	8.5	66.4 %	0.5	49.1 %

Converted % Score: _____ %

If you use points in your grade book, use Conversion Chart B or the following formula:

$$\text{converted \% score} \times \frac{\text{max score}}{100} = \text{student points}$$

(To divide by 100 move the decimal point two places to the left.)

FINAL GRADE: _____

Level 3 Interactive Tasks

Holistic Rubric

Does Not Meet Expectations

Range: 54% - 73%

Content of Message	Content minimal and/or frequently inappropriate; ideas repetitive and/or irrelevant.
Comprehensibility of Message	Message barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.
Quality of Interaction	Minimal engagement in the interaction; little ability to sustain the conversation.
Fluency	Speech halting and uneven with long pauses or incomplete thoughts.
Vocabulary	Inadequate and/or inaccurate use of vocabulary.
Language Control	Emerging use of basic language structures.

Almost Meets Expectations

Range: 74% - 83%

Content of Message	Content somewhat adequate and mostly appropriate; ideas expressed with very little elaboration or detail.
Comprehensibility of Message	Message mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.
Quality of Interaction	Some engagement in the interaction; some ability to sustain the conversation.
Fluency	Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.
Vocabulary	Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.
Language Control	Emerging control of basic language structures.

Meets Expectations

Range: 84% - 93%

Content of Message	Content adequate and appropriate; ideas developed with some elaboration and detail.
Comprehensibility of Message	Message comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.
Quality of Interaction	Consistent engagement in the interaction; ability to sustain the conversation.
Fluency	Speech shows some hesitation but speaker manages to continue and complete thoughts.
Vocabulary	Adequate and accurate use of vocabulary for this level.
Language Control	Control of basic language structures.

Exceeds Expectations

Range: 93.5% - 100%

Content of Message	Content rich; ideas developed with elaboration and detail.
Comprehensibility of Message	Message readily comprehensible, requiring no interpretation; pronunciation enhances communication.
Quality of Interaction	Consistent engagement in the interaction; ability to sustain and advance the conversation.
Fluency	Speech shows few pauses or false starts.
Vocabulary	Rich use of vocabulary and appropriate use of idiomatic expressions.
Language Control	Control of basic language structures with occasional use of advanced language structures.
Mechanics	Few or no errors in spelling, use of diacritical marks, punctuation, and/or capitalization.

Note: In an extreme case where the response is nonsensical, completely inappropriate and/or completely unrelated to the task, the response may be considered unratable.

Level 3 Presentational Tasks (Speaking) Analytic Rubric

Task Completion

- 1 Minimal completion of the task; content frequently undeveloped and/or somewhat repetitive.
- 2 Partial completion of the task; content somewhat adequate and mostly appropriate; basic ideas expressed but with very little elaboration or detail.
- 3 Completion of the task; content appropriate; ideas adequately developed with some elaboration and detail.
- 4 Superior completion of the task; content rich; ideas developed with elaboration and detail.

Comprehensibility

- 1 Content barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.
- 2 Content mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.
- 3 Content comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.
- 4 Content readily comprehensible, requiring no interpretation; pronunciation enhances communication.

Level of Discourse

- 1 Predominant use of complete yet repetitive sentences; no or almost no cohesive devices.
- 2 Use of complete sentences, some repetitive; few cohesive devices.
- 3 Emerging variety of complete sentences; some cohesive devices.
- 4 Variety of complete sentences and of cohesive devices.

Fluency

- 1 Speech halting and uneven with long pauses or incomplete thoughts; little sustained speech.
- 2 Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts; some sustained speech.
- 3 Speech sustained most of the time; some hesitation but manages to continue and complete thoughts.
- 4 Speech sustained throughout with few pauses or stumbling.

Vocabulary

- 1 Inadequate and/or inaccurate use of vocabulary.
- 2 Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.
- 3 Adequate and accurate use of vocabulary for this level.
- 4 Rich use of vocabulary with some idiomatic expressions.

Language Control

- 1 Emerging use of basic language structures.
- 2 Emerging control of basic language structures.
- 3 Control of basic language structures.
- 4 Control of basic language structures with occasional use of advanced language structures

Note: In an extreme case where the response is nonsensical, completely inappropriate and/or completely unrelated to the task, the response may be considered unratable.

Name

Task Completion	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Comprehensibility	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Level of Discourse	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Fluency	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Vocabulary	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Language Control	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4

Raw Score: _____ / 24

24	100 %	16	82.7 %	8	65.3 %
23.5	98.9 %	15.5	81.6 %	7.5	64.2 %
23	97.8 %	15	80.5 %	7	63.2 %
22.5	96.8 %	14.5	79.4 %	6.5	62.1 %
22	95.7 %	14	78.3 %	6	61.0 %
21.5	94.6 %	13.5	77.2 %	5.5	59.9 %
21	93.5 %	13	76.2 %	5	58.8 %
20.5	92.4 %	12.5	75.1 %	4.5	57.8 %
20	91.3 %	12	74.0 %	4	56.7 %
19.5	90.2 %	11.5	72.9 %	3.5	55.6 %
19	89.2 %	11	71.8 %	3	54.5 %
18.5	88.1 %	10.5	70.8 %	2.5	53.4 %
18	87.0 %	10	69.7 %	2	52.3 %
17.5	85.9 %	9.5	68.6 %	1.5	51.2 %
17	84.8 %	9	67.5 %	1	50.2 %
16.5	83.8 %	8.5	66.4 %	0.5	49.1 %

Converted % Score: _____ %

If you use points in your grade book, use Conversion Chart B or the following formula:

$$\text{converted \% score} \times \frac{\text{max score}}{100} = \text{student points}$$

(To divide by 100 move the decimal point two places to the left.)

FINAL GRADE: _____

Level 3 Presentational Tasks (Speaking)

Holistic Rubric

Does Not Meet Expectations

Range: 54% - 73%

Task Completion	Minimal completion of the task; content frequently undeveloped and/or somewhat repetitive.
Comprehensibility	Content barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.
Level of Discourse	Predominant use of complete yet repetitive sentences; no or almost no cohesive devices.
Fluency	Speech halting and uneven with long pauses or incomplete thoughts; little sustained speech.
Vocabulary	Inadequate and/or inaccurate use of vocabulary.
Language Control	Emerging use of basic language structures.

Almost Meets Expectations

Range: 74% - 83%

Task Completion	Partial completion of the task; content somewhat adequate and mostly appropriate; basic ideas expressed but with very little elaboration or detail.
Comprehensibility	Content mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.
Level of Discourse	Use of complete sentences, some repetitive; few cohesive devices.
Fluency	Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts; some sustained speech.
Vocabulary	Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.
Language Control	Emerging control of basic language structures.

Meets Expectations

Range: 84% - 93%

Task Completion	Completion of the task; content appropriate; ideas adequately developed with some elaboration and detail.
Comprehensibility	Content comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.
Level of Discourse	Emerging variety of complete sentences; some cohesive devices.
Fluency	Speech sustained most of the time; some hesitation but manages to continue and complete thoughts.
Vocabulary	Adequate and accurate use of vocabulary for this level.
Language Control	Control of basic language structures.

Exceeds Expectations

Range: 93.5% - 100%

Task Completion	Superior completion of the task; content rich; ideas developed with elaboration and detail.
Comprehensibility	Content readily comprehensible, requiring no interpretation; pronunciation enhances communication.
Level of Discourse	Variety of complete sentences and of cohesive devices.
Fluency	Speech sustained throughout with few pauses or stumbling.
Vocabulary	Rich use of vocabulary with some idiomatic expressions.
Language Control	Control of basic language structures with occasional use of advanced language structures.

Note: In an extreme case where the response is nonsensical, completely inappropriate and/or completely unrelated to the task, the response may be considered unratable.

Level 3 Presentational Tasks (Writing) Analytic Rubric

Task Completion

- 1 Minimal completion of the task and/or content undeveloped.
- 2 Partial completion of the task; ideas somewhat developed.
- 3 Completion of the task; ideas adequately developed.
- 4 Superior completion of the task; ideas well developed and well organized.

Comprehensibility

- 1 Text barely comprehensible.
- 2 Text mostly comprehensible, requiring interpretation on the part of the reader.
- 3 Text comprehensible, requiring minimal interpretation on the part of the reader.
- 4 Text readily comprehensible, requiring no interpretation on the part of the reader.

Level of Discourse

- 1 Lists of discrete sentences, some repetitive; few cohesive devices.
- 2 Variety of discrete sentences; some cohesive devices.
- 3 Emerging paragraph-length discourse; variety of cohesive devices.
- 4 Paragraph-length discourse; variety of cohesive devices.

Vocabulary

- 1 Inadequate and/or inaccurate use of vocabulary.
- 2-3 Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.
- 4-5 Adequate and accurate use of vocabulary for this level.
- 6 Rich use of vocabulary with some idiomatic expressions.

Language Control

- 1 Emerging use of basic language structures.
- 2-3 Emerging control of basic language structures.
- 4-5 Control of basic language structures.
- 6 Control of basic language structures with occasional use of advanced structures.

Note: In an extreme case where the response is nonsensical, completely inappropriate and/or completely unrelated to the task, the response may be considered unratable.

Name

Task Completion	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Comprehensibility	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Level of Discourse	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Vocabulary	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Language Control	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4

Raw Score: _____ / 24

24	100 %	16	82.7 %	8	65.3 %
23.5	98.9 %	15.5	81.6 %	7.5	64.2 %
23	97.8 %	15	80.5 %	7	63.2 %
22.5	96.8 %	14.5	79.4 %	6.5	62.1 %
22	95.7 %	14	78.3 %	6	61.0 %
21.5	94.6 %	13.5	77.2 %	5.5	59.9 %
21	93.5 %	13	76.2 %	5	58.8 %
20.5	92.4 %	12.5	75.1 %	4.5	57.8 %
20	91.3 %	12	74.0 %	4	56.7 %
19.5	90.2 %	11.5	72.9 %	3.5	55.6 %
19	89.2 %	11	71.8 %	3	54.5 %
18.5	88.1 %	10.5	70.8 %	2.5	53.4 %
18	87.0 %	10	69.7 %	2	52.3 %
17.5	85.9 %	9.5	68.6 %	1.5	51.2 %
17	84.8 %	9	67.5 %	1	50.2 %
16.5	83.8 %	8.5	66.4 %	0.5	49.1 %

Converted % Score: _____ %

If you use points in your grade book, use Conversion Chart B or the following formula:

$$\frac{\text{converted \% score} \times \text{max score}}{100} = \text{student points}$$

(To divide by 100 move the decimal point two places to the left.)

FINAL GRADE: _____

Level 3 Presentational Tasks (Writing)

Holistic Rubric

Does Not Meet Expectations

Task Completion
Comprehensibility
Level of Discourse
Vocabulary
Language Control

Range: 54% - 73%

Minimal completion of the task and/or content undeveloped.
Text barely comprehensible.
List of discrete sentences, some repetitive; few cohesive devices.
Inadequate and/or inaccurate use of vocabulary.
Emerging use of basic language structures.

Almost Meets Expectations

Task Completion
Comprehensibility
Level of Discourse
Vocabulary
Language Control

Range: 74% - 83%

Partial completion of the task; ideas somewhat developed.
Text mostly comprehensible, requiring interpretation on the part of the reader.
Variety of discrete sentences; some cohesive devices.
Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.
Emerging control of basic language structures.

Meets Expectations

Task Completion
Comprehensibility
Level of Discourse
Vocabulary
Language Control

Range: 84% - 93%

Completion of the task; ideas adequately developed.
Text comprehensible, requiring minimal interpretation on the part of the reader.
Emerging paragraph-length discourse; variety of cohesive devices.
Adequate and accurate use of vocabulary for this level.
Control of basic language structures.

Exceeds Expectations

Task Completion
Comprehensibility
Level of Discourse
Vocabulary
Language Control

Range: 93.5% - 100%

Superior completion of the task; ideas well developed and well organized.
Text readily comprehensible, requiring no interpretation on the part of the reader.
Paragraph-length discourse; variety of cohesive devices.
Rich use of vocabulary with some idiomatic expressions.
Control of basic language structures with occasional use of advanced structures.

Note: In an extreme case where the response is nonsensical, completely inappropriate and/or completely unrelated to the task, the response may be considered unratable.

Rubric Examples

Upper Level Interactive Tasks Analytic Rubric

Content of Message

- 1 Content minimal and/or frequently inappropriate; ideas repetitive and/or irrelevant.
- 2 Content somewhat adequate and mostly appropriate; ideas expressed with very little elaboration or detail.
- 3 Content adequate and appropriate; ideas developed with some elaboration and detail.
- 4 Content rich; ideas developed with elaboration and detail.

Comprehensibility of Message

- 1 Message barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.
- 2 Message mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.
- 3 Message comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.
- 4 Message readily comprehensible, requiring no interpretation; pronunciation enhances communication.

Quality of Interaction

- 1 Minimal engagement in the interaction; little ability to sustain the conversation.
- 2 Some engagement in the interaction; some ability to sustain the conversation.
- 3 Consistent engagement in the interaction; ability to sustain the conversation.
- 4 Consistent engagement in the interaction; ability to sustain and advance the conversation.

Fluency

- 1 Speech halting and uneven with long pauses or incomplete thoughts.
- 2 Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.
- 3 Speech shows some hesitation but speaker manages to continue and complete thoughts.
- 4 Speech shows few pauses or false starts.

Vocabulary

- 1 Inadequate and/or inaccurate use of vocabulary.
- 2 Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.
- 3 Adequate and accurate use of vocabulary for this level.
- 4 Rich use of vocabulary and appropriate use of idiomatic expressions.

Language Control

- 1 Emerging use of basic language structures.
- 2 Emerging control of basic language structures.
- 3 Control of basic language structures.
- 4 Control of basic language structures with occasional use of advanced language structures.

Note: In an extreme case where the response is nonsensical, completely inappropriate and/or completely unrelated to the task, the response may be considered unratable.

Name

Content of Message	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Comprehensibility of Message	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Quality of Interaction	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Fluency	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Vocabulary	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Language Control	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4

Raw Score: _____ /24

24	100 %	16	82.7 %	8	65.3 %
23.5	98.9 %	15.5	81.6 %	7.5	64.2 %
23	97.8 %	15	80.5 %	7	63.2 %
22.5	96.8 %	14.5	79.4 %	6.5	62.1 %
22	95.7 %	14	78.3 %	6	61.0 %
21.5	94.6 %	13.5	77.2 %	5.5	59.9 %
21	93.5 %	13	76.2 %	5	58.8 %
20.5	92.4 %	12.5	75.1 %	4.5	57.8 %
20	91.3 %	12	74.0 %	4	56.7 %
19.5	90.2 %	11.5	72.9 %	3.5	55.6 %
19	89.2 %	11	71.8 %	3	54.5 %
18.5	88.1 %	10.5	70.8 %	2.5	53.4 %
18	87.0 %	10	69.7 %	2	52.3 %
17.5	85.9 %	9.5	68.6 %	1.5	51.2 %
17	84.8 %	9	67.5 %	1	50.2 %
16.5	83.8 %	8.5	66.4 %	0.5	49.1 %

Converted % Score: _____ %

If you use points in your grade book, use Conversion Chart B or the following formula:

$$\text{converted \% score} \times \frac{\text{max score}}{100} = \text{student points}$$

(To divide by 100 move the decimal point two places to the left.)

FINAL GRADE: _____

Upper Level Interactive Tasks

Holistic Rubric

Does Not Meet Expectations		Range: 54% - 73%
Content of Message		Content minimal and/or frequently inappropriate; ideas repetitive and/or irrelevant.
Comprehensibility of Message		Message barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.
Quality of Interaction		Minimal engagement in the interaction; little ability to sustain the conversation.
Fluency		Speech halting and uneven with long pauses or incomplete thoughts.
Vocabulary		Inadequate and/or inaccurate use of vocabulary.
Language Control		Emerging use of basic language structures.
Almost Meets Expectations		Range: 74% - 83%
Content of Message		Content somewhat adequate and mostly appropriate; ideas expressed with very little elaboration or detail.
Comprehensibility of Message		Message mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.
Quality of Interaction		Some engagement in the interaction; some ability to sustain the conversation.
Fluency		Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.
Vocabulary		Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level.
Language Control		Emerging control of basic language structures.
Meets Expectations		Range: 84% - 93%
Content of Message		Content adequate and appropriate; ideas developed with some elaboration and detail.
Comprehensibility of Message		Message comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.
Quality of Interaction		Consistent engagement in the interaction; ability to sustain the conversation.
Fluency		Speech shows some hesitation but speaker manages to continue and complete thoughts.
Vocabulary		Adequate and accurate use of vocabulary for this level.
Language Control		Control of basic language structures.
Exceeds Expectations		Range: 93.5% - 100%
Content of Message		Content rich; ideas developed with elaboration and detail.
Comprehensibility of Message		Message readily comprehensible, requiring no interpretation; pronunciation enhances communication.
Quality of Interaction		Consistent engagement in the interaction; ability to sustain and advance the conversation.
Fluency		Speech shows few pauses or false starts.
Vocabulary		Rich use of vocabulary and appropriate use of idiomatic expressions.
Language Control		Control of basic language structures with occasional use of advanced language structures.

Note: In an extreme case where the response is nonsensical, completely inappropriate and/or completely unrelated to the task, the response may be considered unratable.

Upper Level Presentational Tasks (Speaking) Analytic Rubric

Task Completion

- 1 Minimal completion of the task; content frequently undeveloped and/or repetitive.
- 2 Partial completion of the task; content somewhat adequate and mostly appropriate; basic ideas expressed but with very little elaboration or detail.
- 3 Completion of the task; content appropriate; ideas adequately developed with some elaboration and detail.
- 4 Superior completion of the task; content rich; ideas developed with elaboration and detail.

Comprehensibility

- 1 Content barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.
- 2 Content mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.
- 3 Content comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.
- 4 Content readily comprehensible, requiring no interpretation; pronunciation enhances communication.

Level of Discourse

- 1 Use of complete sentences, some repetitive; few cohesive devices.
- 2 Emerging variety of complete sentences; some cohesive devices.
- 3 Variety of complete sentences and of cohesive devices.
- 4 Variety of complete sentences and of cohesive devices; emerging paragraph-length discourse.

Fluency

- 1 Speech halting and uneven with long pauses or incomplete thoughts; little sustained speech.
- 2 Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts; some sustained speech.
- 3 Speech sustained most of the time; some hesitation but manages to continue and complete thoughts.
- 4 Speech sustained throughout with few pauses or stumbling.

Vocabulary

- 1 Inadequate range and/or inaccurate use of vocabulary.
- 2 Limited range of vocabulary; use sometimes inaccurate and/or inappropriate.
- 3 Adequate range of vocabulary with a few idiomatic expressions; use generally accurate and appropriate.
- 4 Wide range of vocabulary with some idiomatic expressions; use accurate and appropriate.

Language Control

- 1 Emerging use of basic language structures.
- 2 Emerging control of basic language structures.
- 3 Control of basic language structures.
- 4 Control of basic language structures with occasional use of advanced language structures.

Note: In an extreme case where the response is nonsensical, completely inappropriate and/or completely unrelated to the task, the response may be considered unratable.

Name

Task Completion	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Comprehensibility	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Level of Discourse	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Fluency	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Vocabulary	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4
Language Control	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4

Raw Score: _____ / 24

24	100 %	16	82.7 %	8	65.3 %
23.5	98.9 %	15.5	81.6 %	7.5	64.2 %
23	97.8 %	15	80.5 %	7	63.2 %
22.5	96.8 %	14.5	79.4 %	6.5	62.1 %
22	95.7 %	14	78.3 %	6	61.0 %
21.5	94.6 %	13.5	77.2 %	5.5	59.9 %
21	93.5 %	13	76.2 %	5	58.8 %
20.5	92.4 %	12.5	75.1 %	4.5	57.8 %
20	91.3 %	12	74.0 %	4	56.7 %
19.5	90.2 %	11.5	72.9 %	3.5	55.6 %
19	89.2 %	11	71.8 %	3	54.5 %
18.5	88.1 %	10.5	70.8 %	2.5	53.4 %
18	87.0 %	10	69.7 %	2	52.3 %
17.5	85.9 %	9.5	68.6 %	1.5	51.2 %
17	84.8 %	9	67.5 %	1	50.2 %
16.5	83.8 %	8.5	66.4 %	0.5	49.1 %

Converted % Score: _____ %

If you use points in your grade book, use Conversion Chart B or the following formula:

$$\text{converted \% score} \times \frac{\text{max score}}{100} = \text{student points}$$

(To divide by 100 move the decimal point two places to the left.)

FINAL GRADE: _____

Upper Level Presentational Tasks (Speaking)

Holistic Rubric

Does Not Meet Expectations

Range: 54% - 73%

Task Completion	Minimal completion of the task; content frequently undeveloped and/or repetitive.
Comprehensibility	Content barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.
Level of Discourse	Use of complete sentences, some repetitive; few cohesive devices.
Fluency	Speech halting and uneven with long pauses or incomplete thoughts; little sustained speech.
Vocabulary	Inadequate range and/or inaccurate use of vocabulary.
Language Control	Emerging use of basic language structures.

Almost Meets Expectations

Range: 74% - 83%

Task Completion	Partial completion of the task; content somewhat adequate and mostly appropriate; basic ideas expressed but with very little elaboration or detail.
Comprehensibility	Content mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.
Level of Discourse	Emerging variety of complete sentences; some cohesive devices.
Fluency	Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts; some sustained speech.
Vocabulary	Limited range of vocabulary; use sometimes inaccurate and/or inappropriate.
Language Control	Emerging control of basic language structures.

Meets Expectations

Range: 84% - 93%

Task Completion	Completion of the task; content appropriate; ideas adequately developed with some elaboration and detail.
Comprehensibility	Content comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.
Level of Discourse	Variety of complete sentences and of cohesive devices.
Fluency	Speech sustained most of the time; some hesitation but manages to continue and complete thoughts.
Vocabulary	Adequate range of vocabulary with a few idiomatic expressions; use generally accurate and appropriate.
Language Control	Control of basic language structures.

Exceeds Expectations

Range: 93.5% - 100%

Task Completion	Superior completion of the task; content rich; ideas developed with elaboration and detail.
Comprehensibility	Content readily comprehensible, requiring no interpretation; pronunciation enhances communication.
Level of Discourse	Variety of complete sentences and of cohesive devices; emerging paragraph-length discourse.
Fluency	Speech sustained throughout with few pauses or stumbling.
Vocabulary	Wide range of vocabulary with some idiomatic expressions; use accurate and appropriate.
Language Control	Control of basic language structures with occasional use of advanced language structures.

Note: In an extreme case where the response is nonsensical, completely inappropriate and/or completely unrelated to the task, the response may be considered unratable.

Rubric Examples

Upper Level Presentational (Writing) Analytic Rubric

Task Completion

- 1 Minimal completion of the task; content extremely superficial and/or very repetitive.
- 2-3 Partial completion of the task; content superficial and/or repetitive.
- 4-5 Completion of the task; content appropriate; ideas adequately developed with some elaboration and detail.
- 6 Superior completion of the task; content rich; ideas well developed, convincing, and/or imaginative.

Comprehensibility

- 1 Text barely comprehensible.
- 2 Text mostly comprehensible, requiring interpretation on the part of the reader.
- 3 Text comprehensible, requiring minimal interpretation on the part of the reader.
- 4 Text readily comprehensible, requiring no interpretation on the part of the reader.

Level of Discourse

- 1 Variety of discrete sentences; a few basic cohesive devices.
- 2 Variety of discrete sentences; predominantly basic cohesive devices.
- 3 Emerging paragraph-length discourse; variety of cohesive devices appropriate for this level.
- 4 Paragraph-length discourse; variety of cohesive devices appropriate for this level.

Vocabulary

- 1 Inadequate range and/or inaccurate use of vocabulary.
- 2-3 Limited range of vocabulary; use sometimes inaccurate and/or inappropriate.
- 4-5 Adequate range of vocabulary with a few idiomatic expressions; use generally accurate and appropriate.
- 6 Wide range of vocabulary with some idiomatic expressions; use accurate and appropriate.

Language Control

- 1 Emerging control of basic language structures and minimal or no use of advanced language structures.
- 2-3 Control of basic language structures and minimal or no use of advanced language structures.
- 4-5 Control of basic language structures and occasional use of advanced language structures.
- 6 Control of basic language structures and use of a variety of advanced language structures.

Note: In an extreme case where the response is non-sensical, completely inappropriate and/or completely unrelated to the task, the response may be considered unratable.

Name

Task Completion	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4	4 1/2	5	5 1/2	6
Comprehensibility	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4	4 1/2	5	5 1/2	6
Level of Discourse	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4	4 1/2	5	5 1/2	6
Vocabulary	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4	4 1/2	5	5 1/2	6
Language Control	1/2	1	1 1/2	2	2 1/2	3	3 1/2	4	4 1/2	5	5 1/2	6

Raw Score: _____ / 20

26	100%	17	82%	8	64%
25.5	99%	16.5	81%	7.5	63%
25	98%	16	80%	7	62%
24.5	97%	15.5	79%	6.5	61%
24	96%	15	78%	6	60%
23.5	95%	14.5	77%	5.5	59%
23	94%	14	76%	5	58%
22.5	93%	13.5	75%	4.5	57%
22	92%	13	74%	4	56%
21.5	91%	12.5	73%	3.5	55%
21	90%	12	72%	3	54%
20.5	89%	11.5	71%	2.5	53%
20	88%	11	70%	2	52%
19.5	87%	10.5	69%	1.5	51%
19	86%	10	68%	1	50%
18.5	85%	9.5	67%	0.5	49%
18	84%	9	66%		
17.5	83%	8.5	65%		

Converted % Score: _____ %

If you use points in your grade book, use Conversion Chart B or the following formula:

$$\text{converted \% score} \times \frac{\text{max score}}{100} = \text{student points}$$

(To divide by 100 move the decimal point two places to the left.)

FINAL GRADE: _____

Upper Level Presentational Tasks (Writing)

Holistic Rubric

Does Not Meet Expectations

Task Completion
Comprehensibility
Level of Discourse
Vocabulary
Language Control

Range: 54% - 73%

Minimal completion of the task; content very superficial and/or repetitive.
Text somewhat comprehensible.
Variety of discrete sentences; a few basic cohesive devices.
Inadequate range and/or inaccurate use of vocabulary.
Emerging control of basic language structures and minimal or no use of advanced language structures.

Almost Meets Expectations

Task Completion
Comprehensibility
Level of Discourse
Vocabulary
Language Control

Range: 74% - 83%

Partial completion of the task; content superficial and/or repetitive.
Text mostly comprehensible, requiring some interpretation on the part of the reader.
Variety of discrete sentences; some cohesive devices.
Adequate range of vocabulary; use sometimes inaccurate and/or inappropriate.
Control of basic language structures and minimal or no use of advanced language structures.

Meets Expectations

Task Completion
Comprehensibility
Level of Discourse
Vocabulary
Language Control

Range: 84% - 93%

Completion of the task; content appropriate; ideas adequately developed with some elaboration and details.
Text comprehensible, requiring minimal interpretation on the part of the reader.
Emerging paragraph-length discourse; predominantly basic cohesive devices appropriate for this level.
Adequate range of vocabulary with a few idiomatic expressions; use generally accurate and appropriate.
Control of basic language structures and occasional use of advanced language structures.

Exceeds Expectations

Task Completion
Comprehensibility
Level of Discourse
Vocabulary
Language Control

Range: 93.5% - 100%

Superior completion of the task; content rich; ideas well-developed, convincing, and/or imaginative.
Text readily comprehensible, requiring no interpretation on the part of the reader.
Paragraph-length discourse; variety of cohesive devices appropriate for this level.
Wide range of vocabulary with some idiomatic expressions; use accurate and appropriate.
Control of basic language structures and use of a variety of advanced language structures.

Note: In an extreme case where the response is nonsensical, completely inappropriate and/or completely unrelated to the task, the response may be considered unratable.

Rubric Examples



Assessment

Dept/Prog Materials
Assessment Process
University-Wide Data
Resources
Office of Assessment

Quick Links

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Grad TE Special Ed AP Program Rubric

Graduate Program Assessment: Advanced Practitioner Program Rubric

Go to:

- [Program Objective #1](#)
- [Program Objective #2](#)
- [Program Objective #3](#)
- [Program Objective #4](#)
- [Program Objective #5](#)
- [Program Objective #6](#)

Program Objective #1:

Students will demonstrate advanced knowledge of characteristics of various subgroups of exceptionalities in behavior and learning including variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.

This objective was not on the plan to be assessed during the 06 07 school year. It is assessed in the even year summer program.

Program Objective #2:

Students will demonstrate advanced ability to interpret information from formal and informal assessments and to use the information in making eligibility, program (IEP), and placement decisions for individuals with exceptional learning needs, emphasizing those from culturally and/or linguistically diverse backgrounds.

This objective was not on the plan to be assessed during the 06 07 school year. It is assessed in the even year summer program.

Program Objective #3:

Students will demonstrate advanced ability to develop programs, evaluate instruction, and monitor progress for learners with special needs based on philosophical, theoretical, and empirical evidence and develop presentations that inform colleagues working with students with special needs of appropriate interventions.

	Unacceptable	Acceptable	Commendable
The student will:			
Demonstrate ability to develop	< 80% on Strategies	80% - 89% on Strategies	90% or greater on Strategies



Rubric Examples

an inservice presentation on a given strategy (TESE 832)	Evaluation Rubric	Evaluation Rubric	Evaluation Rubric
Demonstrate ability to identify and develop interventions and strategies that facilitate inclusion of students with disabilities and to train non special education colleagues in the techniques (TESE 832)	< 80% on Action Research Project Rubric	80% - 89% on Action Research Project Rubric	90% or greater on Action Research Project Rubric

Program Objective #4:

Students will demonstrate advanced ability to use functional behavior assessments to develop intervention plans that use effective positive and negative behavior management strategies.

	Unacceptable	Acceptable	Commendable
The student will:			
Demonstrate ability to observe, collect data, and determine functionality on a targeted behavior. (TESE 833)	< 80% on Functional Behavior Analysis Rubric	80% - 89% on Functional Behavior Analysis Rubric	90% or greater on Functional Behavior Analysis Rubric
Demonstrate ability to develop Behavior Intervention Plan based upon Functional Behavior Assessment data (TESE 833)	< 80% on Behavior Intervention Plan Rubric	80% - 89% on Behavior Intervention Plan Rubric	90% or greater on Behavior Intervention Plan Rubric
Demonstrate ability to develop an inservice training on applied behavior analysis (TESE 833)	<80% on ABA Training Workshop Rubric	80% - 89% on ABA Training Workshop Rubric	90% or greater on ABA Training Workshop Rubric

Program Objective #5:

Students will demonstrate advanced ability to develop and disseminate assistive and instructional technology, and specialized materials and resources required to integrate individuals with disabilities into the general education learning environment.

	Unacceptable	Acceptable	Commendable
The student will:			
Demonstrate ability to analyze and evaluate assistive technology interventions with students with disabilities through action research	< 80% on Assistive Technology Project Rubric	80% - 89% on Assistive Technology Project Rubric	90% or greater on Assistive Technology Project Rubric
Demonstrate ability to disseminate information to facilitate inclusion of students with disabilities	< 80% on Action Research Project Rubric	80% - 89% on Action Research Project Rubric	90% or greater on Action Research Project Rubric
Demonstrate ability to analyze, synthesize, and report seminal research (TESE 835)	< 80% on Literature Review Rubric	80% - 89% on Literature Review Rubric	90% or greater on Literature Review Rubric

Program Objective #6:

Students will demonstrate the ability to analyze, synthesize, and evaluate seminal research and original inquiry within the field of special education.

	Unacceptable	Acceptable	Commendable
The student will:			
Demonstrate ability to analyze and evaluate instructional methods used in special education (TESE 832)	< 80% on Action Research Project Rubric	80% - 89% on Action Research Project Rubric	90% or greater on Action Research Project Rubric

Demonstrate ability to disseminate original inquiry research (TESE 832)	< 80% on Staff Development Presentation Rubric	80% - 89% on Staff Development Presentation Rubric	90% or greater on Staff Development Presentation Rubric
Demonstrate ability to analyze and evaluate assistive technology interventions with students with disabilities through action research (TESE 835)	< 80% on AT Action Research Project Rubric	80% - 89% on AT Action Research Project Rubric	90% or greater on AT Action Research Project Rubric

[Previous Rubric](#), Replaced Fall 2007

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O.

ASSESSMENT AND EVALUATION: PLANNING

The reflective professional plans, instructs, and evaluates student learning using various assessment strategies. Candidates focus on analyzing assessments and/or developing assessment plans.

- **Variety of Assessments:** The candidate accurately and appropriately plans for the assessment and evaluation of student learning using various assessment strategies (e.g., authentic assessments, portfolios, teacher-made tests, standardized tests).
- **Developmental Levels:** The candidate competently plans assessments at appropriate developmental levels.
- **Ethical and Equitable Planning:** The candidate demonstrates understanding of the importance of diversity, equity, confidentiality, or other ethical considerations in the planning of assessment.

LEVEL 4 (EXCELLENT): The level 4 artifact or collection provides *clear, consistent, and convincing* evidence that the candidate has met *all 3* standards. The candidate has planned an assessment for a classroom.

LEVEL 3 (QUITE SATISFACTORY): The level 3 artifact or collection provides *clear and convincing* evidence that the candidate has met *at least 2* of the standards, has *attempted all 3* standards, and has *used a variety* of forms.

LEVEL 2 (NEEDS REVISION): The level 2 artifact or collection provides *limited* evidence that the candidate has met the standards, may lack variety of forms, may need improvement in construction, or may be somewhat developmentally inappropriate.

LEVEL 1 (UNACCEPTABLE): The level 1 artifact or collection provides *little or no* evidence that the candidate has met the standards, lacks variety of forms, and lacks developmental and ethical awareness.

Possible Artifacts: A unit assessment plan, an analysis of school assessment, or school performance

Special Education Unit Planner: Assessment Plan Rubric

TWS Standard: *The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	4 CEC Standard Met	Score
Alignment with Learning Goals and Instruction CC8S8	Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.	Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.	Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity. Teacher references most CEC standards	In addition to requirements for a rating of 3, teacher references and meets most relevant CEC standards	
Clarity of Criteria and Standards for Performance CC8S9	The assessments contain no clear criteria for measuring student performance relative to the learning goals.	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.	Assessment criteria are clear and are explicitly linked to the learning goals. Teacher references most CEC standards	In addition to requirements for a rating of 3, teacher references and meets most relevant CEC standards	
Multiple Modes and Approaches CC8S3	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.	The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence. Teacher references most CEC standards	In addition to requirements for a rating of 3, teacher references and meets most relevant CEC standards	

Rubric Examples

Technical Soundness CC8K1, CC8K2, CC8K4, CC8K5	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students. Teacher references most CEC standards	In addition to requirements for a rating of 3, teacher references and meets most relevant CEC standards	
Adaptations Based on the Individual Needs of Students CC8S4, GC8S3, GC8S4	Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students. Teacher references most CEC standards	In addition to requirements for a rating of 3, teacher references and meets most relevant CEC standards	

Rubric Examples

Wyoming Elementary Special Education Teacher HOUSSE Rubric
Complete and attach the Assurances form to this rubric.

Must Meet 100 Points			
Name:		Signature/Date:	
Years of Experience in an accredited school	College Level Course Work in the 4 Content Areas	Activities related to the Content Area Service to the Content Area Awards, Presentations, Publications in Content Area	
Experience must be in an elementary setting	Must be Content Specific Math, Science, Social Studies and Language Arts and must equal 24 semester hours across the four areas. Courses cannot have the EDU or EDEX prefix unless they are reading courses. Mark the number of each: Math: _____ Science: _____ Language Arts: _____ Social Studies (History, Economics, Geography, Political Science) : _____	Must be Content Specific to the endorsement or assignment: - Served on a committee that developed, selected or evaluated content standards - Served on a committee that developed, selected or evaluated content curriculum - Served on a committee that aligned local content standards with state standards - Served on a committee that developed, validated or evaluated content assessments -Serving on a committee must be over an extended period of time and the amount of time must be at least 15 hours - Attendance at regional, state or national professional conferences/seminars/ workshops -Using conference/seminars/workshops must include a presentation to a professional group (ie, department, faculty, regional groups) - In-service in content area - Department chair or team leader -Mentor teacher - Cooperating teacher for student teacher -Officer in a regional, state, or nation professional content organization -Content instructor at an IHE - Content presentations at the district level - Nominations for teacher of the year - National or state award recipient - Content presentations at regional, state or national professional content organization meetings - Content article in regional, state or national journal	
5 points per year - maximum 50 points <u>Total Points:</u>	2 points per credit hour must equal at least 48 points. No Limit <u>Total Points:</u>	5 points per activity per year with a maximum of 15 points. Last six years only. <u>Total Points:</u>	<u>Total Points from all 3 Sections =</u> _____ Must Meet 100 pts.
		Date of Hire: _____ _____ District Administrator's Signature Verifies Date of Hire	

Rubric Examples

Bethlehem Central School District Elementary Articulation Rubric

	1 Rarely Demonstrates 0-25%	2 Occasionally Demonstrates 25-50%	3 Usually Demonstrates 50-75%	4 Consistently Demonstrates 75-100%
Targeted Sounds				
Oral Motor Skills <ul style="list-style-type: none"> <input type="checkbox"/> Tongue <ul style="list-style-type: none"> ○ Elevation ○ Lateralization ○ Retraction ○ Protrusion <input type="checkbox"/> Lips <ul style="list-style-type: none"> ○ Retraction ○ Protrusion <input type="checkbox"/> Other: 				
Isolation Level				
Word Level <ul style="list-style-type: none"> <input type="checkbox"/> Initial <input type="checkbox"/> Medial <input type="checkbox"/> Final 				
Phrase Level <ul style="list-style-type: none"> <input type="checkbox"/> Initial <input type="checkbox"/> Medial <input type="checkbox"/> Final 				
Sentence Level <ul style="list-style-type: none"> <input type="checkbox"/> Initial <input type="checkbox"/> Medial <input type="checkbox"/> Final 				
Conversational Level (Therapy Room) <ul style="list-style-type: none"> <input type="checkbox"/> Structured Conversation <input type="checkbox"/> Spontaneous Conversation 				
Conversational Level (Carryover beyond therapy room) <ul style="list-style-type: none"> <input type="checkbox"/> Structured Conversation <input type="checkbox"/> Spontaneous Conversation 				

**Bethlehem Central School District
Elementary Expressive Language Skills Rubric**

	1 Rarely Demonstrates 0-25%	2 Occasionally Demonstrates 25-50%	3 Usually Demonstrates 50-75%	4 Consistently Demonstrates 75-100%
Meaning/Semantic/Word Use <ul style="list-style-type: none"> <input type="checkbox"/> Uses age appropriate vocabulary relevant to topic <input type="checkbox"/> Uses age appropriate concepts <input type="checkbox"/> Uses abstract and figurative language 				
Critical Thinking <ul style="list-style-type: none"> <input type="checkbox"/> Expresses ideas fully, elaborates and provides details as needed <input type="checkbox"/> Makes connections and forms opinions <input type="checkbox"/> Explains inferences and makes predictions <input type="checkbox"/> Generalizes to new contexts and applications 				
Organization/Syntax <ul style="list-style-type: none"> <input type="checkbox"/> Age appropriate sentence length <input type="checkbox"/> Age appropriate grammar and syntax, including questions <input type="checkbox"/> Expresses words, ideas fluently (does not need extra time or other accommodations to organize thoughts and ideas) 				

Bethlehem Central School District
Elementary Receptive Language / Listening Skills Rubric

	1 Rarely Demonstrates 0-25%	2 Occasionally Demonstrates 25-50%	3 Usually Demonstrates 50-75%	4 Consistently Demonstrates 75-100%
Attending /Listening Responses / Phonemic Awareness <ul style="list-style-type: none"> <input type="checkbox"/> Maintains classroom attention: <input type="checkbox"/> Time: _____ <input type="checkbox"/> Group: Small _____ Large _____ <input type="checkbox"/> Discriminates difference in spoken words, sounds and syllables. <input type="checkbox"/> Follows directions at age appropriate level. 				
Vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> Understands curriculum appropriate vocabulary relevant to topic <input type="checkbox"/> Understands age appropriate curriculum concepts <input type="checkbox"/> Word relationships: antonyms, synonyms, homonyms, categories, analogies <input type="checkbox"/> Understands abstract and figurative language 				
Comprehension / syntax <ul style="list-style-type: none"> <input type="checkbox"/> Story Comprehension: <ul style="list-style-type: none"> <input type="checkbox"/> Main idea <input type="checkbox"/> Details <input type="checkbox"/> Sequence <input type="checkbox"/> Setting <input type="checkbox"/> Characters <input type="checkbox"/> Understands grammar and syntax <input type="checkbox"/> Questions: Yes / No, Wh-type 				
Critical Thinking <ul style="list-style-type: none"> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Reasoning 				

Bethlehem Central School District Elementary Special Education Social/Emotional/Behavioral Rubric

(Adapted from 2005 Centris Group, LLC, Dr. Thomas Reap and Skillstreaming Early Childhood Rubric)

	1 Cannot navigate even “safe” social environments. Requires direct instruction: must be addressed to move forward	2 Developing: demonstrates skills in “safe” environments. Needs direct instruction/ co-teaching to generalize to other school settings,	3 Successful in safe environments. Still requires presets or coaching to generalize. Needs improvement but doesn’t hinder participation	4 Competitive: skill comparable to general population
Self-Advocacy <ul style="list-style-type: none"> <input type="checkbox"/> Identifies own strengths/ areas to improve <input type="checkbox"/> Identifies and communicates difficulties with others <input type="checkbox"/> Requests assistance for understanding./ to gain information <input type="checkbox"/> Displays assertive communication skills <input type="checkbox"/> Communicates to share preferences/needs <input type="checkbox"/> Able to identify and assess outcomes/consequences of choices 				
Emotional <ul style="list-style-type: none"> <input type="checkbox"/> Identify emotions accurately <input type="checkbox"/> Identify physical symptoms associated with emotions <input type="checkbox"/> Identify triggers to specific emotions <input type="checkbox"/> Identify thoughts related to feelings <input type="checkbox"/> Learn various coping strategies <input type="checkbox"/> Evaluate effectiveness of coping strategies 				
Behavioral <ul style="list-style-type: none"> <input type="checkbox"/> Understands how behaviors affects self/others <input type="checkbox"/> Understands cause and effect <input type="checkbox"/> Accepts responsibility for Behavior <input type="checkbox"/> Understands link between affect/cognition/behavior <input type="checkbox"/> Utilizes behavior plan <input type="checkbox"/> Understands/applies emotional regulation techniques <input type="checkbox"/> Demonstrates adaptive behaviors when stressed <input type="checkbox"/> Demonstrates an ability to problem solve <input type="checkbox"/> Demonstrates ability to stop and think <input type="checkbox"/> Demonstrates flexibility in behaviors <input type="checkbox"/> Demonstrates behaviors conducive to learning 				

Social <ul style="list-style-type: none"> <input type="checkbox"/> Initiates contact with others <input type="checkbox"/> Demonstrates listening skills <input type="checkbox"/> Sustains appropriate social communication <input type="checkbox"/> Reads nonverbal communication <input type="checkbox"/> Demonstrates listening skills <input type="checkbox"/> Speaks to others in friendly or assertive ways <input type="checkbox"/> Asks for help <input type="checkbox"/> Expresses appreciation <input type="checkbox"/> Interrupts appropriately and under appropriate circumstances <input type="checkbox"/> Initiates contact with others <input type="checkbox"/> Demonstrates an understanding of nonverbal communication <input type="checkbox"/> Plays cooperatively with others <input type="checkbox"/> Demonstrates an understanding of the feelings of others <input type="checkbox"/> Shows empathy <input type="checkbox"/> Interprets situations accurately <input type="checkbox"/> Resists peer pressure <input type="checkbox"/> Uses free time appropriately 				
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Rubric Examples

Bethlehem Central School District
Secondary Special Education Class Participation Scoring Rubric

	1	2	3 Proficient	4	5
Participation	Students rarely (<20%) takes an active role in own learning. Rarely shares ideas or asks questions.	Students occasionally (20-40%) take an active role in their own learning. They participate and ask questions infrequently. Student usually participates only when called upon.	Student sometimes (40-60%) takes an active role in own learning, sharing relevant ideas and asking appropriate questions.	Student consistently (60-80%) takes an active role in own learning.	Student always (80-100%) takes a voluntary, thoughtful, and active role in own learning, challenging self on a daily basis. Through participation and inquiry, consistently demonstrates a genuine desire to learn and share ideas with the teacher and classmates.
Listening/Speaking	May display poor listening skills.	Student may hesitate to share their ideas or to take risks. (20-40%)	Although reluctant to take risks, contributes regularly (40-60%) to class discussions.	Student participates regularly (60-80%) in class discussions and frequently volunteers ideas, ask thoughtful questions, and defends opinions	Student initiates discussion, asks thoughtful questions, and act as leader. Is willing to take risks, to assert an opinion and support it.
Cooperative listening	May be intolerant of the opinions of others.	May not always listen to or respect the opinions of others	Listens to classmates and teacher and respects their opinions.	Listens respectfully to classmates and teacher.	Listens actively to others.
Preparation	As a result of being unprepared (<20%) for or disengaged from class, student may refuse to offer ideas even when called upon	As a result of assignments being sometimes incomplete or missing, they may not be prepared (complete 20-40%) to answer thoughtfully with detail or substance.	As a result of having completed assignments, student is prepared (40-60%) to answer questions when called upon.	As a result of having completed assignments (60-80%), student has thoughtful questions and opinions to share.	Student is always well prepared (80-100%) to contribute to the class as a result of having thoughtfully completed assignments.
Behavior	Student's behavior is interfering with the learning process of others.	Student needs regular reminders to stay on task. A conference with the teacher and parents may be required to re-establish the expectations for participation.	May need occasional reminders to stay on task, to make the most of class time and to increase level of commitment to the course.	Never causes a disruption in class. May not always demonstrate a consistent commitment to make the most out of class time each and every day.	The roughness of work demonstrates the high regard the student holds for learning. Student should be commended for excellence.

Bethlehem Central School District Elementary Organization Rubric-Intermediate Level

Domain	1	2	3	4	5
HOMEWORK: Students will enter homework in homework planner, bring home materials to complete homework, complete and return homework, and place homework in its designated area. A: Independently B: With prompts C: With prompts and Adult assistance Example: A student who Achieves an B: 3 has completed the task 3 out of 5 times, with teacher Prompts.	0-1 out of 5 trials	2 out of 5 trials	3 out of 5 trials	4 out of 5 trials	5 out of 5 trials
ARRIVAL ROUTINE	Student follows arrival routine with verbal prompts and adult assistance.	Student follows arrival routine with verbal prompts and visual support.	Student follows arrival routine with visual support.	Student follows arrival routine independently but inconsistently.	Student follows arrival routine independently and consistently.
DISMISSAL ROUTINE	Student follows dismissal routine with verbal prompts and visual supports and adult assistance.	Student follows dismissal routine with verbal prompts and visual support.	Student follows dismissal routine with verbal prompts and visual support.	Student follows dismissal routine independently but inconsistently.	Student follows dismissal routine independently and consistently
PROCEDURES/ MATERIALS	Student cannot identify or execute classroom procedures.	Student can identify but cannot execute classroom procedure.	Student can identify and execute classroom procedures with support.	Student follows classroom procedures independently but inconsistently.	Student follows classroom procedures independently and consistently

Bethlehem Central School District

Elementary Organization Rubric - Primary Level

Domain	1	2	3	4	5
HOMEWORK: Bring home homework/homework folder A. Independently B. With prompt C. With prompts & adult assistance Example: A student who Achieves an B:3 has brought home their homework folder 3 out of 5 times, with teacher prompts.	0-1 out of 5 trials	2 out of 5 trials	3 out of 5 trials	4 out of 5 trials	5 out of 5 trials
HOMEWORK: Return to school with homework/ Homework folder and hands in homework A. Independently B. With prompts C. With prompts and adult assistance	0-1 out of 5 trials	2 out of 5 trials	3 out of 5 trials	4 out of 5 trials	5 out of 5 trials
ARRIVAL ROUTINE	Student follows arrival routine with verbal prompts and visual supports and adult assistance.	Student follows arrival routine with verbal prompts and visual support.	Student follows arrival routine with verbal prompts and visual support.	Student follows arrival routine independently but inconsistently.	Student follows arrival routine independently and consistently.
DISMISSAL ROUTINE	Student follows dismissal routine with verbal prompts and visual supports and adult assistance.	Student follows dismissal routine with verbal prompts and visual support.	Student follows dismissal routine with verbal prompts and visual support.	Student follows dismissal routine independently but inconsistently.	Student follows dismissal routine independently and consistently
PROCEDURES/ MATERIALS	Student cannot identify or execute classroom procedures.	Student can identify but cannot execute classroom procedure.	Student can identify and execute classroom procedures with support.	Student follows classroom procedures independently but inconsistently.	Student follows classroom procedures independently and consistently

Elementary Writing Rubric

Quality	1	2	3	4
Meaning: The extent to which the response exhibits understanding and interpretation of the task and text(s)	Taken as a whole: -fulfill few requirements of the tasks -miss basic elements of the text -show evidence that the student understood only parts of the text -make few if any relevant connections.	Taken as a whole: -fulfill some requirements of the tasks -address basic elements of the text, but connections may be weak -show some misunderstanding of the text or as a whole	Taken as a whole: -fulfill some requirements of the tasks. -address some key elements of text -show a predominantly literal interpretation of text -make few connections	Taken as a whole: -fulfills most requirements of the tasks. -addresses the theme or key elements of the text -show an insightful interpretation of the text -make connections beyond the text and demonstrate reflection
Development: The extent to which ideas are elaborated using specific and relevant evidence from the text(s)	Taken as a whole: -may contain few accurate details	Taken as a whole: -may begin to answer the questions but are not sufficiently developed -may provide some relevant text-based examples and details	Taken as a whole: -may be brief, with little elaboration, but are sufficiently developed to answer the questions -provide some examples and details from the text	Taken as a whole: -make effective use of relevant and accurate examples from the text -develop ideas fully with thorough elaboration
Organization: The Extent to which the response exhibits direction, shape and coherence	The extended response: -may focus on minor details or does not establish a focus -shows little or no organization	The extended response: -may attempt to establish a focus -shows some attempt to organization	The extended responses: -is generally focused, though may contain some irrelevant details or minor inaccuracies -shows a clear attempt at organization	The extended response: -establishes and maintains a clear focus -shows a logical, coherent sequence of ideas, through the use of appropriate transitions or other devices.
Language Use: The extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and variety	The extended response: -is often repetitive, with little or no sense of engagement or voice -uses minimal vocabulary -may indicate fragmented thoughts	The extended response: -is mostly readable, with little sense of engagement or voice -uses only simple sentences and basic vocabulary	The extended response: -is readable with some sense of engagement or voice -primarily uses simple sentences and basic vocabulary	The extended response: -is fluent and easy to read, with vivid language and a sense of engagement or voice -is stylistically sophisticated using varied sentence structure and challenging vocabulary
Conventions: The extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage.	The writing demonstrates limited control of the conventions of written English. There are many errors that may interfere with readability and make comprehension difficult.	The writing demonstrates partial control of the conventions of written English. There are frequent errors that may interfere somewhat with readability but do not substantially interfere with comprehension. There may be frequent errors of grammar, syntax, capitalization, punctuation, and spelling.	The writing demonstrates clear control of the conventions of written English. There are occasional errors that may interfere somewhat with readability but do not substantially interfere with comprehension. There may be occasional errors in grammar and syntax, however capitalization, punctuation, spelling of grade level words, and paragraphs are mostly correct.	The writing demonstrates thorough control of the conventions of written English. There are few, if any errors and none that interfere with comprehension. Grammar, syntax, capitalization, punctuation, and use of paragraphs are essentially correct.

Bethlehem Central School District
Special Education Secondary Rubric for Expressive Communication

	1	2	3	4 Proficient	5
Meaning/Semantics/Word Use- The extent to which the response exhibits understanding of the topic	Student uses immature words “boo boo”. Difficulty generating a sentence using a vocabulary prompts.	Student able to generate sentences given a vocabulary prompt.	Student’s word use consists of a mix of age-appropriate word choices and nonspecific “fillers”.	Student able to use and understand most curriculum vocabulary.	Uses and understands age appropriate vocabulary relevant to the topic
Development- extent to which the student elaborates and provides details and specific referents	Elaboration of ideas must be prompted. Speaker does not independently offer information.	Student attempts to communicate ideas but listener is confused and needs to seek clarification to determine message.	Ideas are only briefly developed. Has difficulty paraphrasing, summarizing, and identifying key ideas.	Ideas are developed adequately if not completely. May miss some details but able to convey message.	Develops ideas fully, elaborates and provides details as needed. Makes connections, forms, and defends opinions
Organization- Syntax – word order, verb tense, word finding	Frequent errors of tense Word endings (s, ed, ing) may be omitted Student may require choices for word finding	Student able to form simple sentences with few errors.	Sentence length increases but errors persist in syntax. Student may use age-appropriate grammar but have word finding difficulties.	Message is understood but student may need extra time or other accommodations to organize ideas and thoughts.	Message is clearly understood by listeners. Is logical, sequential with appropriate transitions and without errors.
Language Use- speaking to and awareness of intended audience, audible voice, posture, effectiveness of communication	Student needs prompting to speak audibly, make eye contact, look up etc. Lacks awareness of audience needs	Student demonstrates inconsistent awareness of audience. Continues to need prompting to communicate.	Student communicates with peers and familiar staff. Communication breakdown may occur in unfamiliar contexts and large groups.	Student is able to adjust speaking for audience most of the time but may have difficulty correcting breakdowns.	Dynamic speaker, uses vivid descriptive language, able to take perspective.
Conventions –word endings, functors (to, the, his), pronouns,	Student may display telegraphic speech. “Me go”. May use inappropriate pronouns “him seat”. Message is compromised.	Demonstrates frequent errors that make comprehension difficult.	Effectiveness of communication is compromised due to conventional errors.	Student demonstrates minimal errors without self-correction. Overall message is not compromised.	Minimal or self corrected errors

Fine Motor Manipulation Checklist					
Key					
1 Skill not displayed in any setting despite support given					
2 Skill displayed inconsistently with models/prompts.					
3 Skill displayed consistently with models/prompts					
4 Skill displayed independently		1	2	3	4
	In- Hand Manipulation				
1	Mobilizes one side of the hand while stabilizing the other side				
2	Moves small object from palm to fingertips				
3	Repositions pencil from writing position to erasing with one hand				
	Fasteners				
4	Buttons and unbuttons one inch button in 20 seconds or less				
5	Zips zipper when already started				
6	Zips zipper from start				
7	Ties shoes				
8	Dons and doffs outdoor clothing (coat, boots and snowpants)				
	Prehension				
9	Uses palmar approach for active grasp/release				
10	Uses lateral grasp				
11	Reaches for an object and manipulates it with one hand using intrinsic musculature				
Comments					

Bethlehem Central School District
K – 2 Social Communication Rubric

	1 Rarely Demonstrates	2 Occasionally Demonstrates	3 Usually Demonstrates	4 Consistently Demonstrates
Conversational Skills <ul style="list-style-type: none"> <input type="checkbox"/> Understands and uses appropriate body language <input type="checkbox"/> Initiates, maintains and appropriately ends conversations <input type="checkbox"/> Appropriate turn-taking <input type="checkbox"/> Maintains appropriate physical distance <input type="checkbox"/> Appropriate volume, tone and rate <input type="checkbox"/> Takes turns appropriately during conversation <input type="checkbox"/> Avoids topics that upset others <input type="checkbox"/> Asks permission, expresses needs, asks questions <input type="checkbox"/> Active listening skills during brief conversation 				
Social Skills Behavior <ul style="list-style-type: none"> <input type="checkbox"/> Follows simple game rules <input type="checkbox"/> Shows appropriate sportsmanship <input type="checkbox"/> Does not display unusual sounds and/or behaviors <input type="checkbox"/> Accepts peers' differences and mistakes <input type="checkbox"/> Respects others personal space <input type="checkbox"/> Responds to touch appropriately 				
Socially Responsible Behavior <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates appropriate play behaviors: <ul style="list-style-type: none"> <input type="checkbox"/> Invites peer to play <input type="checkbox"/> Asks to join in ongoing play <input type="checkbox"/> Engages in play for short time <input type="checkbox"/> Demonstrates ability to share <input type="checkbox"/> Respects right and property of others <input type="checkbox"/> Recognizes authority and follows instructions <input type="checkbox"/> Demonstrates appropriate behavior in variety of settings <input type="checkbox"/> Asks for help appropriately <input type="checkbox"/> Is able to problem solve in social situations 				
Personal Presentation / Hygiene <ul style="list-style-type: none"> <input type="checkbox"/> Uses greetings appropriately <input type="checkbox"/> Wears appropriate clothing <input type="checkbox"/> Manages cleanliness <input type="checkbox"/> Uses appropriate table manners <input type="checkbox"/> Personal health care (covering mouth when coughing, uses tissues, etc.) 				
Self Awareness/Self Regulation/ Mindful Skills <ul style="list-style-type: none"> <input type="checkbox"/> Plans before speaking <input type="checkbox"/> Manages external / internal distractions 				

Rubric Examples

Bethlehem Central School District Special Education Organization Rubric

	1	2	3	4 Proficient	5
Assignment Notebook:	Student refuses to use	Completed 25% of the time during 20 consecutive days	Completed 50% of the time during 20 consecutive days	Completed 75% of the time during 20 consecutive days	Completed 100% of the time during 20 consecutive days
Binder Materials Organized	No organization, no folders	Less than half the folders/binders for classes, some attempt at order but no consistency, loose papers	Some (at least half) folders/binders for classes, but not all, loose papers, papers filed incorrectly, some logical order	Separate folders/binders for each class, papers are filed in the correct order, some loose papers or some misfiled papers	Labeled binders/folders, papers dated and labeled in logical order, no loose papers
Identify Materials Needed for Class (student verbally indicates)	Cannot identify any materials needed for class	Can identify minimal materials (pen/pencil, paper, or assignment notebook) for 1-2 classes	Can identify some materials needed for half the classes	Can identify all materials needed for more than half of the classes	Can identify all materials needed for all classes
Develop a plan for homework	Doesn't identify assignments	Identifies assignments Prioritizes assignments Knows due dates	Identifies assignments Prioritizes assignments Knows due dates Verbalizes teacher expectations regarding assignments Verbalizes homework plan	Identifies assignments Prioritizes assignments Knows due dates In writing identifies teacher expectations regarding product, quality, length, due date Verbalizes homework plan that includes schedule, location, materials needed, and estimate of time required to complete homework	Identifies assignments Prioritizes assignments Knows due dates In writing identifies teacher expectations regarding product, quality, length, due date Written homework plan that includes schedule, location, materials needed, and estimate of time required to complete homework
Develop a plan for projects	Doesn't identify assigned projects	Identifies project assigned (identifies NO expectations)	Identifies project assigned, identifies basic expectations, but needs prompts to develop a plan of smaller steps for completion	Identifies project assigned, identifies expectations, has a plan for completion, but may not be clearly written in assignment notebook or clearly broken down into smaller steps	Identifies project assigned, as well as all expectations, breaks down project into smaller steps of completion, written plan for project in assignment notebook

Created by Nancy Stathopoulos, Carlie Foley, and Michelle DePace 2/2006

Bethlehem Central School District **Bilateral Coordination /Motor Planning Checklist**

Bilateral Coordination/Motor Planning Checklist					
Key 1 Skill not displayed in any setting despite support given 2 Skill displayed inconsistently with models/prompts. 3 Skill displayed consistently with models/prompts 4 Skill displayed independently		1	2	3	4
1	Crosses midline during fine motor activities				
2	Reaches across body to obtain an object with fluid movements				
3	Reaches across the body to draw through mazes with fluid movements				
4	Reaches across the body to draw through writing with fluid movements				
5	Stabilizes with one hand and manipulates with the other				
6	Draws a line using a writing instrument and holding a ruler with increased speed and accuracy				
7	Follows directions to complete a 2 step motor task				
8	Follows directions to complete a 3 step motor task				
9	Negotiates the school environment (classroom, hallway)				
10	Follows directions in a "Simon Says" game				
11	Follows a _____ step obstacle course with functional speed and skill				
Comments					

Bethlehem Central School District Handwriting Checklist

Handwriting Checklist					
Key					
1 Skill not displayed in any setting despite support given					
2 Skill displayed inconsistently with models/prompts.					
3 Skill displayed consistently with models/prompts					
4 Skill displayed independently		1	2	3	4
	Letter Formation				
1	Copies upper case letters using manuscript with proper letter formations.				
2	Copies lower case letters using manuscript with proper letter formations.				
3	Prints upper case letters using manuscript with proper letter formations.				
4	Prints lower case letters using manuscript with proper letter formations.				
5	Copies sentence using appropriate spacing between words.				
6	Copies sentence using appropriate spacing between letters.				
7	Compose sentence using appropriate spacing between words				
8	Compose sentence using appropriate spacing between letters				
9	Copy/compose written tasks within class expectations for legibility and time frames.				
10	Copies upper case letters using cursive with proper letter formations.				
11	Copies lower case letters using cursive with proper letter formations				
12	Uses appropriate pressure on paper when writing				
Comments					

Bethlehem Central School District **Ocular Motor Control Checklist**

Ocular Motor Control Checklist					
Key 1 Skill not displayed in any setting despite support given 2 Skill displayed inconsistently with models/prompts. 3 Skill displayed consistently with models/prompts 4 Skill displayed independently		1	2	3	4
1	Visually focus on an object being held without abnormal ocular deviations for the duration of an activity				
2	Smoothly track an object in all directions				
3	Disassociate movements of eyes from head during functional activities				
4	Read a 3 sentence age-appropriate paragraph without losing place				
5	Use of compensatory strategies (finger tracking) during reading/scanning activities				
Comments <div style="height: 100px; border: 1px solid black;"></div>					

Bethlehem Central School District
Pencil Grasp Checklist

Pencil Grasp Checklist					
Key					
1 Skill not displayed in any setting despite support given					
2 Skill displayed inconsistently with models/prompts.					
3 Skill displayed consistently with models/prompts					
4 Skill displayed independently		1	2	3	4
1	<u>Uses palmar grasp.</u>				
2	Uses pronated forearm grasp.				
3	Uses whole arm movements.				
4	<u>Uses static tripod four finger grasp.</u>				
5	Uses forearm in mid-position				
6	Uses wrist movement.				
7	<u>Uses a mature tripod/quad grasp</u>				
8	Finger isolation emerging				
9	Full finger isolation.				
10	Distal finger isolation.				
11	Rests hand on desk appropriately				
Comments					

Bethlehem Central School District Fine Motor Rubric

	1	2	3	4
Fine Motor Manipulation	<ul style="list-style-type: none"> -No in-hand manipulation skills -Pronated approach to objects for active grasp/release -Alternates hands -Stacks 1" blocks -Strings ½" beads 	<ul style="list-style-type: none"> -Partially developed in-hand manipulation skills for objects -Forearm mid-range position -Unbutton ½ - ¼ " buttons -Unzips -Zips with zipper started 	<ul style="list-style-type: none"> -Fully developed in-hand skills for objects -Partially developed in-hand skills for pencil -Unbuttons ¼" or smaller buttons -Buttons 1/2-1" buttons -Zips from start 	<ul style="list-style-type: none"> -Fully developed in-hand manipulation skills for pencil use -Buttons/unbuttons independently -Uses both hands appropriately for tasks
Scissor use	<ul style="list-style-type: none"> -Holds scissors incorrectly -Needs positioning of scissors in hands -Snips paper -Alternates hands 	<ul style="list-style-type: none"> -May need reminding of "thumbs up" posture or uses incorrect fingers -Holds paper with non-dominant hand -Cuts on straight lines -Cuts simple shapes ¼ - ½ " 	<ul style="list-style-type: none"> -Holds scissors correctly -Moves paper with non-dominant hand -Cuts out shapes/curved lines with in a ¼ " 	<ul style="list-style-type: none"> -Holds scissors in a correct position -Holds and moves paper with non-dominant hand -Cuts out complex items within 1/8 "
Pencil grasp	<ul style="list-style-type: none"> -Gross grasp -Palmar grasp -Pronated forearm -Movement from whole arm/elbow 	<ul style="list-style-type: none"> -Static tripod -4-finger grasp -Forearm in mid-position -Wrist movement 	<ul style="list-style-type: none"> -Tripod grasp -4-finger grasp -Finger isolation emerging -Needs pencil grip to maintain proper grasp -Rests hand on desk appropriately 	<ul style="list-style-type: none"> -Tripod grasp -4-finger grasp with distal finger isolation
Visual/Pre-writing	<ul style="list-style-type: none"> -Scribbles -Colors using large strokes and outside lines by ¼ " or > -Draws vertical lines -Horizontal lines -Draws circle 	<ul style="list-style-type: none"> -Colors outside lines by ¼ " or less and more than 4 times -Draws diagonals -Draws triangle -Draws X -Drawings are simple and contain 2-4 details -Beginning uppercase letter formation 	<ul style="list-style-type: none"> -Colors outside lines 3 times or less -Drawings for journals more complex with 4-8 details -Some errors in upper case formation otherwise mastered -Prints some lower case letters >50% 	<ul style="list-style-type: none"> -Colors inside lines -Prints and uses upper case letters with legible formation -Prints lower case letters with legible formation at least 80% of the time -Uses upper/lower case letters (may be mixed) for class writing assignments

Bethlehem Central School District **Scissor Checklist**

Scissor Checklist					
Key					
1 Skill not displayed in any setting despite support given					
2 Skill displayed inconsistently with models/prompts.					
3 Skill displayed consistently with models/prompts					
4 Skill displayed independently		1	2	3	4
1	Needs positioning of scissors in hand				
2	Holds scissors in correct “thumbs up” position				
3	Holds paper with non-dominant hand				
4	Moves paper with non-dominant hand				
5	Snips paper				
6	Cuts straight lines/simple shapes within a ½ - ¼ “				
7	Cuts straight lines/simple shapes within an 1/8”				
8	Cuts out complex pictures within ¼ - 1/8”				
9	Cuts out complex pictures on lines				
Comments					

**Bethlehem Central School District
Pre-Writing Checklist**

Pre-Writing Checklist					
Key					
1 Skill not displayed in any setting despite support given					
2 Skill displayed inconsistently with models/prompts.					
3 Skill displayed consistently with models/prompts					
4 Skill displayed independently		1	2	3	4
1	Reproduces circle				
2	Reproduces oblique lines				
3	Reproduces X				
4	Reproduces triangle				
5	Reproduces diamond				
6	Colors between two lines 1 inch apart with fewer than 3 slips				
Comments					

Rubric Examples

**Bethlehem Central School District
Physical Therapy Department
Functional Mobility Skill Checklist**

Key

- 1 Requires a maximum amount of physical assistance to perform task
- 2 Requires a moderate amount of physical assistance to perform task
- 3 Requires a minimal amount of physical assistance to perform task
- 4 Requires contact guarding to perform task
- 5 Requires supervision to perform task
- 6 Requires verbal cueing to perform task
- 7 Performs task independently

		1	2	3	4	5	6	7
1	Performs a stand pivot transfer							
2	Performs a chair to floor transfer							
3	Performs a floor to chair transfer							
4	Performs a slide board transfer							
5	Performs a sit to sit transfer							
6	Transfers from a classroom chair or wheelchair to an assistive walking device							
7	Turns with an assistive walking device							
8	Opens a door and walks through with an assistive walking device							
9	Ascends and descends stairs with an assistive walking device							
10	Walks throughout the school environment including classrooms, cafeteria, bathroom, and gymnasium with an assistive walking device							
11	Stands at table/desk							
12	Rises to stand in preparation for transfers or gait							

Comments

**Bethlehem Central School District
Physical Therapy Department
Locomotor Skills Checklist**

Locomotor Skills Checklist

Key

- 1 Skill not displayed in any setting despite support given
- 2 Skill displayed inconsistently with models/prompts.
- 3 Skill displayed consistently with models/prompts
- 4 Skill displayed independently

		1	2	3	4
1	Rise to standing using a stable object for support.				
2	Spontaneously uses protective responses in anterior, posterior, and lateral directions				
3	Walk up 4 steps without support from wall or rail placing one or both feet on each step.				
4	Walk up 4 steps without support from the wall or rail (may place one or both feet on each step).				
5	Walk down 4 steps without support by placing one or both feet on each step				
6	Walk up 4 steps by placing one foot on each step using the wall or rail for support.				
7	Walk up 4 steps by placing one foot on each step without using the wall or rail for support.				
8	Walk down 4 steps by placing one foot on each step using the wall or rail for support.				
9	Walk down 4 steps by placing one foot on each step without using the wall or rail for support.				
10	Go up a full flight of stairs with a reciprocal pattern with a rail for safety.				
11	Go down a full flight of stairs with a reciprocal pattern with a rail for safety.				
12	Pick up an item from the floor and returns to standing without losing balance.				
13	Walk backwards _____ steps.				
14	Walk backwards _____ feet without heels touching toes.				
15	Walk backwards on a 4inx8ft walking line without stepping off more than once with hands on hips and without heels touching toes.				
16	Walk backwards on a 4inx8ft walking line 5 steps without stepping off the line with hands on hips and toes touching heels.				
17	Walk sideways 10 feet leading with the same foot.				
18	Walk with one foot on a 4in x 8-foot walking line for 6 feet.				
19	Walk forward on a 4in x 8-foot walking line for 3 steps with hands on hips and without heels touching toes.				

Rubric Examples

Locomotor Skills Checklist		1	2	3	4
Key 1 Skill not displayed in any setting despite support given 2 Skill displayed inconsistently with models/prompts. 3 Skill displayed consistently with models/prompts 4 Skill displayed independently					
20	Walk forward on a 4in x 8foot walking line for 4 feet with hands on hips and without heels touching toes.				
21	Walk forward on a 4in x 8foot walking line for 8 feet with hands on hips and without heels touching toes and without swaying more than 20 degrees.				
22	Walk forward on a 4in x 8foot walking line for 4 feet with hands on hips with heels touching toes.				
23	Walk forward on a 4in x 8foot walking line for 8 feet with hands on hips with heels touching toes and without swaying more than 20 degrees.				
24	Gallop with the lead foot followed by a step with the trailing foot to a position adjacent to or behind the lead foot.				
25	Gallop for a brief period where both feet are off the floor				
26	Gallop for a brief period where both feet are off the floor				
27	Gallop maintaining a rhythmic pattern for four consecutive gallops.				
28	Leap taking off on one foot and landing on the opposite foot				
29	Leap for a period where both feet are off the ground longer than running.				
30	Leap with a forward reach with the arm opposite the lead foot.				
31	Run ____ feet for a period where both feet are off the ground.				
32	Run with arms moving back and forth across the body at or below waist level.				
33	Run with balls of feet used to push forward toes pointed forward a high knee and heel lift and trunk leaning forward.				
34	Run between 2 tapped lines 10 feet apart picks up an object and returns to the starting position completing 1 cycle in 5 seconds or less without tripping or losing balance.				
35	Complete a shuttle run of 50 feet with increasing speed from a baseline established in September.				
36	Jump forward with a 2 -footed take off and landing.				
37	Jumps forward with preparatory movement including flexion of both knees and arms extended behind body.				
38	Jumps forward with arms extending forcefully forward and upward reaching full extension above the head.				
39	Hop forward on the dominant foot a distance of_____ and maintain a single footed landing				

40	Hop forward on either foot a distance of _____ and maintain a single footed landing				
	Key 1 Skill not displayed in any setting despite support given 2 Skill displayed inconsistently with models/prompts. 3 Skill displayed consistently with models/prompts 4 Skill displayed independently	1	2	3	4
41	Hop with equal ease on both feet a distance of _____ feet maintaining free leg bent at the knee 90 degrees.				
42	Hop in place for a period of _____ seconds and maintain balance, rhythm and cadence				
43	Skip on the dominant foot.				
44	Skip _____ steps maintaining balance, using opposing arm and leg movements and alternating feet.				
45	Skip _____ feet maintaining balance, using opposing arm and leg movements and alternating feet				
46	Jumps forward so that the arms are thrust downward during landing				
47	Jump forward _____ inches with a two- footed take off and landing.				
48	Jump vertically _____ inches higher than highest reach.				
49	Jump over a _____ inch hurdle maintaining balance with a two-footed take off and landing.				
50	Jump and turn so feet land in opposite direction from starting position while maintaining upright posture and balance.				
51	Jump sideways _____ cycles with hands on hips feet together and without touching jumping line or pausing between jumps.				
52	Slide with the body turned sideways so shoulders are aligned with a line on the floor.				
53	Slide a minimum of 4 step slide cycles to the (right/left)				
54	Stand on a stable object jump down from a 16-21 inch height without assistance one foot may lead.				
55	Stand on a stable object jump down from an 18-24-inch height without assistance using a two-footed take off and landing.				
56	Walk on tiptoes for 5 steps with hands on hips and without heels touching the floor.				
57	Walk on tiptoes for entire length of a 4in x 8-foot walking line with hands on hips and without heels touching the floor.				
58	Hop in place for _____ hops				
59	Hop _____ times on the dominant foot				
60	Hop forward _____ hops on one foot, and then _____ on the other				
61	Hop a distance of _____ feet in _____ seconds				

Comments:

**Bethlehem Central School District
Physical Therapy Department
Object Control Skills Checklist**

<p>Key 1 Skill not displayed in any setting despite support given 2 Skill displayed inconsistently with models/prompts. 3 Skill displayed consistently with models/prompts 4 Skill displayed independently</p>					
		1	2	3	4
1	Corral a ball with arms and/or hand				
2	Roll a ball forward using hands				
3	Fling a ball forward with directionality for at least a 5- foot distance				
4	Throw a tennis ball by extending arm at shoulder and elbow while maintaining balance				
5	Throw a ball forward ____ feet				
6	Throw a ball underhand at least ____ feet				
7	Throw a ball overhand at least ____ feet				
8	Initiate throwing overhand by moving arm upward and back				
9	Initiate throwing underhand by moving arm down and back				
10	Throw a ball overhand by moving arm up and back using upper trunk rotation, arms and legs moving in opposition.				
11	Throw a ball underhand by moving arm down and back using upper trunk rotation, arms and legs moving in opposition.				
12	Hit a target with an underhand toss from a distance of ____ feet in 2/3 trials				
13	Hit a target with an overhand toss from a distance of ____ feet in 2/3 trials				
14	Catch a ball with arms extended directly in front palms facing upward or toward each other attempting to secure the ball to the body				
15	Catch a ball with hands only				
16	Drop/Bounce and catch a tennis sized ball with two hand				

Rubric Examples

	Key 1 Skill not displayed in any setting despite support given 2 Skill displayed inconsistently with models/prompts. 3 Skill displayed consistently with models/prompts 4 Skill displayed independently	1	2	3	4
17	Drop/Bounce and catch a tennis sized ball with one hand				
18	Kick a ball forward 3 feet				
19	Kick a ball forward _____ feet using opposing arm and leg movements and initiating kick by extending leg back with knee bent.				
20	Kick a ball so it travels _____ ft. in the air using opposing arm and leg movements and initiating kick by extending leg back with knee bent.				
21	Drop kick a medium size ball for a distance of _____ feet				
22	Dribble a ball with one hand				
23	Dribble a ball with two hands				
Comments					

**Bethlehem Central School District
Physical Therapy Department
Playground Equipment Skill Checklist**

		1	2	3	4
	<p>Key 1 Skill not displayed in any setting despite support given 2 Skill displayed inconsistently with models/prompts. 3 Skill displayed consistently with models/prompts 4 Skill displayed independently</p>				
1	Sitting on a swing and holding on with hands for a minimum of a _____ minute time period				
2	Sit on a swing and hold on with hands while being pushed for a minimum of a _____ minute time period.				
3	Sit on a swing holding on and moving legs symmetrically to self-propel/pump for a _____ duration.				
4	Climbing up and down a ladder on low playground equipment				
5	Ascending and descending ladder rungs one-step at a time				
6	Ascending and descending ladder rungs alternating each step.				
7	Sitting at the top of the slide and initiating a sitting slide.				
8	Maintaining balance while walking on grassy surfaces, unlevel surfaces and wood chips				
	Comments				

Rubric Examples

Bethlehem Central School District
Physical Therapy Department
Proximal stability skill checklist

		1	2	3	4
Key 1 Skill not displayed in any setting despite support given 2 Skill displayed inconsistently with models/prompts. 3 Skill displayed consistently with models/prompts 4 Skill displayed independently					
1	Spontaneously uses protective responses in anterior, posterior, and lateral directions				
2	Assumes and maintains supine flexion for a period of _____ seconds				
3	Assumes and maintains prone extension for a period of _____ seconds				
4	Assumes and maintains quadruped and weight shift within the position for a period of _____ seconds.				
5	Rises to standing from a back-lying position without turning to the side first.				
6	Maintains a functional sitting posture without support from the external environment during desktop/floor activities				
7	Demonstrates 3 sit ups in 30 seconds				
8	Demonstrates 5 sit ups in 30 seconds				
9	Demonstrates 8-10 sit ups in 20 seconds				
10	Demonstrates over 10 sit ups in 20 seconds				
11	Demonstrates _____ bent knee push -ups in a 20 second time period.				
12	Demonstrating _____ full push-ups in a 20 second time period.				
13	Demonstrates the ability to hold posture and move within the held position with good alignment while working on a vertical surface in a variety of static positions including high kneeling, half kneeling and standing for a _____ minute time period				
14	Demonstrates the ability to stabilize trunk while performing reaching and trunk rotation activities crossing body midline for a minimum of _____ repetitions.				
15	Stands on 1 foot with hands on hips with free leg bent back at knee for _____ seconds with less than 20 degrees of postural sway.				
16	Stands on each foot with hands on hips without swaying more than 20 degrees for _____ seconds on each foot.				
17	Stands on one foot with eyes closed with less than 20 degrees of postural sway for a period of _____ seconds.				
18	Demonstrates increased shoulder stability by completing _____ wall push-ups				
19	Demonstrates increased shoulder stability writing on a vertical surface for _____ minutes.				

Rubric Examples

Bethlehem Central School District – Secondary Special Education Self-Determination Rubric

	1	2	3	4 Proficient	5
	Has no to little awareness. Requires direct instruction and maximum direct support for any awareness, advocacy, choice or decision making	Demonstrates some awareness and advocacy in supported environments. Needs direct instruction and requires cues, prompts and supports for awareness, advocacy, choice or decision making in any environment.	Demonstrates awareness and advocacy in supported environments but does not consistently demonstrate in natural settings. Requires presets, prompts and supports for awareness, advocacy, choice or decision-making in natural settings.	Is proficient in supported environments. At times requires presets and cues or prompts and supports for awareness, advocacy, choice or decision-making in new settings.	Is proficient in most settings. May require presets and cues for new settings.
Self awareness <ul style="list-style-type: none"> Identifies and describes disability Identify and describe own strengths, weaknesses, abilities, limitations 					
Self advocacy How to advocate <ul style="list-style-type: none"> Identifies the difference between Assertion vs aggression Uses assertive techniques for advocacy Identifies and uses Effective communication strategies Identifies and uses Negotiation techniques Identifies strategies for Compromise Identifies and Uses strategies of persuasion Defines and uses Active listening What to advocate <ul style="list-style-type: none"> Identifies and can ask for IEP needs Identifies Legal rights and can state actions to take to obtain legal rights Identifies and can ask for Individual preferences 					

	1 Has no to little awareness. Requires direct instruction and maximum direct support for any awareness, advocacy, choice or decision making	2 Demonstrates some awareness and advocacy in supported environments. Needs direct instruction and requires cues, prompts and supports for awareness, advocacy, choice or decision making in any environment.	3 Demonstrates awareness and advocacy in supported environments but does not consistently demonstrate in natural settings. Requires presets, prompts and supports for awareness, advocacy, choice or decision-making in natural settings.	4 Proficient Is proficient in supported environments. At times requires presets and cues or prompts and supports for awareness, advocacy, choice or decision-making in new settings.	5 Is proficient in most settings. May require presets and cues for new settings.
Choice and Decision making <ul style="list-style-type: none"> Lists relevant action alternatives Identifies possible consequences of each alternative action Assess the probability of each consequence occurring if action is taken Establishes the relative importance of each consequence Integrates decision making values and probabilities to identify the most attractive course of action 					
Goal setting, monitoring, and attainment <ul style="list-style-type: none"> Participates in pre-CSE meeting Attends CSE meeting Participates in CSE meeting Identifies priority goals Identifies a plan for actions needed to achieve goal Identifies a plan for evaluating and monitoring/charting progress on goal 					

Bethlehem Central School District Sensory Integration Checklist

Key

- 1 Skill not displayed in any setting despite support given
- 2 Skill displayed inconsistently with models/prompts.
- 3 Skill displayed consistently with models/prompts
- 4 Skill displayed independently

Tactile

- Participates in a variety of tactile activities without behavioral overreactions.
- Accepts anticipated touch or hands on assistance without behavioral overreaction.
- Accepts unanticipated touch from classmates without behavioral overreaction.
- Finds familiar objects hidden in a container of textured material with vision occluded.
- Recognizes familiar objects placed in hand using sense of touch only, vision occluded.
- Identifies shapes or letters drawn on back or hand with vision occluded.

Vestibular

- Participates in sensory diet activities daily.
- Participates in playground activities such as slides, jungle gym.
- Participates in activities involving imposed movement on moveable surfaces such as swing, balance board, therapy ball.
- Participates in activities involving changing planes, directions or rhythm for 5 minutes per session.
- Will be able to perform stationary activity for _____ minutes without extraneous activities.
- Will exhibit on-task behavior during classroom instruction _____% of time during two-minute observation.
- Will exhibit on-task behavior during seatwork _____% of time during two-minute observation.

Auditory

- Accommodates to unanticipated auditory stimuli (announcements, fire alarm) without behavioral overreaction.
- Accommodates to unanticipated auditory stimuli (bell, teachers voices)
- Consistently stops activity and responds appropriately in response to teacher/peers.
- Will continuously engage in activity for _____ minutes with auditory distractions.
- Follows _____ step direction without the use of visual cues or demonstration.

Proprioception/Kinesthesia

- Demonstrates improved awareness of self in relationship to environment as measured by decreased number of bumps into children and classroom furniture. _____ incidents/day
- Demonstrates improved modulation of force used with manipulatives, toys, pencil pressure.

Comments

Bethlehem Central School District

Grades 3, 4, 5 Social Communication Rubric

	1 Rarely Demonstrates	2 Occasionally Demonstrates	3 Usually Demonstrates	4 Consistently Demonstrates
Conversational Skills <ul style="list-style-type: none"> <input type="checkbox"/> Understands and uses appropriate body language <input type="checkbox"/> Initiates, maintains and appropriately ends conversations <input type="checkbox"/> Appropriate turn-taking <input type="checkbox"/> Maintains appropriate physical distance <input type="checkbox"/> Appropriate volume, tone and rate <input type="checkbox"/> Takes turns appropriately during conversation <input type="checkbox"/> Avoids topics that upset others <input type="checkbox"/> Asks permission, expresses needs, asks questions <input type="checkbox"/> Active listening skills during conversation 				Rubric Examples
Social Skills Behavior <ul style="list-style-type: none"> <input type="checkbox"/> Shows appropriate sportsmanship (e.g., plays by rules) <input type="checkbox"/> Does not display unusual sounds and/or behaviors <input type="checkbox"/> Accepts peers' differences and mistakes <input type="checkbox"/> Respects others personal space <input type="checkbox"/> Responds to touch appropriately 				
Socially Responsible Behavior <ul style="list-style-type: none"> <input type="checkbox"/> Respects rights and property of others <input type="checkbox"/> Recognizes authority and follows instructions <input type="checkbox"/> Demonstrates appropriate behavior in variety of settings <input type="checkbox"/> Asks for help appropriately <input type="checkbox"/> Is able to problem solve in social situations 				
Personal Presentation / Hygiene <ul style="list-style-type: none"> <input type="checkbox"/> Uses greetings appropriately <input type="checkbox"/> Wears appropriate clothing <input type="checkbox"/> Manages cleanliness <input type="checkbox"/> Uses appropriate table manners <input type="checkbox"/> Personal health care (covering mouth when coughing, uses tissues, etc.) 				
Self Awareness/Self Regulation/ Mindful Skills <ul style="list-style-type: none"> <input type="checkbox"/> Plans before speaking <input type="checkbox"/> Manages external / internal distractions <input type="checkbox"/> Accepts and gives praise and criticism <input type="checkbox"/> Controls temper when upset 				

Bethlehem Central School District Secondary Special Education Social Skills Rubric

	1	2	3 Proficient	4
	Cannot navigate even “safe” social environments. Requires direct instruction: must be addressed to move forward	Developing: demonstrates skills in “safe” environments. Needs direct instruction/coaching to be successful in larger school environment or at an employable level	Successful in safe environments. Still requires presets or coaching in larger environments. Needs improvement but won’t hinder employment	Competitive: skill comparable to general population
Social Communication <ul style="list-style-type: none"> <input type="checkbox"/> Initiates appropriate topic <input type="checkbox"/> Takes turns <input type="checkbox"/> Changes topic <input type="checkbox"/> Discusses appropriate topics <input type="checkbox"/> Maintains topic <input type="checkbox"/> Uses appropriate visual/body orientation <input type="checkbox"/> Engages in unprompted interaction with others <input type="checkbox"/> Uses appropriate volume/tone <input type="checkbox"/> Demonstrates listening skills 				
Social Skills Behavior <ul style="list-style-type: none"> <input type="checkbox"/> Responds to touch appropriately <input type="checkbox"/> Respects others personal space <input type="checkbox"/> Does not display unusual sounds/behavior <input type="checkbox"/> Able to manage OCD behaviors “control” 				
Socially Responsible Behavior <ul style="list-style-type: none"> <input type="checkbox"/> Respects rights and property of others <input type="checkbox"/> Recognizes authority and follows instructions <input type="checkbox"/> Demonstrates appropriate behavior in public places <input type="checkbox"/> Asks for help appropriately 				
Personal Presentation/Hygiene <ul style="list-style-type: none"> <input type="checkbox"/> Wears appropriate clothing <input type="checkbox"/> Manages cleanliness: hair, teeth, fingernails <input type="checkbox"/> Uses appropriate greetings <input type="checkbox"/> Uses handshake 				
Mindful skills/Self awareness <ul style="list-style-type: none"> <input type="checkbox"/> Can problem solve social situations <input type="checkbox"/> Understanding verbal/written directions <input type="checkbox"/> Is flexible when needed <input type="checkbox"/> Takes initiative <input type="checkbox"/> Demonstrates good judgment/common sense <input type="checkbox"/> Able to organize time, materials, space <input type="checkbox"/> Prioritizes <input type="checkbox"/> Reads nonverbal language 				
Acquiring Self Confidence <ul style="list-style-type: none"> <input type="checkbox"/> Expresses feelings of self-worth <input type="checkbox"/> Describes others’ perception of self <input type="checkbox"/> Accepts and gives praise <input type="checkbox"/> Accepts and gives criticism 				

Bethlehem Central School District

Secondary Special Education Social/Emotional/Behavioral Rubric

(Adapted from 2005 Centris Group, LLC, Dr. Thomas Reap)

	1 Cannot navigate even “safe” social environments. Requires direct instruction: must be addressed to move forward	2 Developing: demonstrates skills in “safe” envir- onments. Needs direct instruction/ co- teaching to be successful in larger school environment or at an employable level	3 Successful in safe environments. Still requires presets or coaching in larger environments. Needs improve- ment but won’t hinder employment	4 Competitive: skill comparable to general population
Self-Determination <ul style="list-style-type: none"> <input type="checkbox"/> Identifies own strengths <input type="checkbox"/> Identifies areas to improve <input type="checkbox"/> Attempts new experience <input type="checkbox"/> Requests assistance appropri. <input type="checkbox"/> Displays assertive communication skills <input type="checkbox"/> Demonstrates understanding of disability <input type="checkbox"/> Able to assess outcomes/consequences of choices 				
Emotional <ul style="list-style-type: none"> <input type="checkbox"/> Identify emotions accurately <input type="checkbox"/> Identify physical traits associated with emotions <input type="checkbox"/> Identify antecedents of emotional change <input type="checkbox"/> Identify irrational beliefs <input type="checkbox"/> Describe various coping strategies <input type="checkbox"/> Evaluate effectiveness of coping strategies <input type="checkbox"/> Demonstrate relaxation techniques 				
Behavioral <ul style="list-style-type: none"> <input type="checkbox"/> Understands consequences of Behavior <input type="checkbox"/> Accepts responsibility for Behavior <input type="checkbox"/> Able to describe various coping strategies <input type="checkbox"/> Reduces aggressive behavior <input type="checkbox"/> Reduces impulsive behavior <input type="checkbox"/> Increases compliance with school rules <input type="checkbox"/> Reduces avoidant behavior 				
Social <ul style="list-style-type: none"> <input type="checkbox"/> Initiates social communication <input type="checkbox"/> Demonstrates listening skills <input type="checkbox"/> Sustains appropriate social communication <input type="checkbox"/> Reads nonverbal communication <input type="checkbox"/> Demonstrates behavior appropriate to setting <input type="checkbox"/> Is flexible when needed 				

Bethlehem Central School District

Secondary Special Education Study Skills Rubric

	1	2	3 Proficient for Middle School	4 Proficient for High School	5
Time Management	Doesn't know the test date and time; Has no plan written or stated orally	Orally can identify test date and time; Has written "study" for a plan and no other components;	Test date and time recorded in assignment notebook; have developed a written plan which includes two of the following components: date(s), location, beginning and ending time for each study date; identifies less than 3 characteristics of a good study location	Test date and time recorded in assignment notebook; have developed a written plan which includes: date(s), location, beginning and ending time for each study date; Identifies 3 characteristics for a good study location dates identified do not demonstrate cramming	Test date and time recorded in assignment notebook; have developed a written plan which includes: date(s), location, beginning and ending time for each study date; Identifies 4 or more characteristics for a good study location; frequency of study time matches the importance of the test; dates identified do not demonstrate cramming
Tools for Content Review	Cannot state and/or describe tools/strategies	State and describe one tool/strategy	State and describe two tools/strategies (cannot be similar tools; for example all three cannot relate to using the textbook or all three cannot be different people quizzing them)	State and describe three tools/strategies (cannot be similar tools; for example all three cannot relate to using the textbook or all three cannot be different people quizzing them)	State and describe four or more tools/strategies (cannot be similar tools; for example all three cannot relate to using the textbook or all three cannot be different people quizzing them)
Mental and Physical Test Preparation and Test Taking	Cannot identify strategy for relaxation;	Can identify one strategy for relaxation but cannot describe	Identify and describe one strategy for relaxation; can state the relative importance of the test	Identify and describe two strategies for relaxation; can state the relative importance of the test; can identify the importance of a good night's sleep before the test	Identify and describe three or more strategies for relaxation; can state the relative importance of the test; can identify the importance of a good night's sleep and meal before the test
Test Wiseness/analysis	Cannot identify the topic	Can identify what topic the test will cover	Can identify what topic the test will cover; can provide some detail but not sufficient for the test type and importance; can identify the test question format(s); identifies the strategy of reviewing answers/proofreading whenever the student has finished a test with time remaining	Can identify what topic the test will cover; can identify sufficient detail of test content for the type and importance of the test; can identify the test question format(s); identifies the strategy of reviewing answers/proofreading whenever the student has finished a test with time remaining; identifies at least one strategy for taking an educated guess at question with an unknown answer	Can identify what topic the test will cover; can identify sufficient detail of test content for the type and importance of the test; can identify the test question format(s); can predict some questions; identifies the strategy of reviewing answers/proofreading whenever the student has finished a test with time remaining; identifies more than one strategy for taking an educated guess at question with an unknown answer
Self advocacy for test taking	Can identify no test accommodations on his/her IEP/504 plan;	Can identify some test accommodations on his/her IEP/504 plan	Can identify some test accommodations on his/her IEP/504 plan	Can identify test accommodations on his/her IEP/504 plan; can identify 1 solution for dealing with test distractors in a test situation; does not refuse needed test accommodations;	Can identify test accommodations on his/her IEP/504 plan; demonstrates ability to ask for test accommodations; can identify 1 solution for dealing with distractors in a test situation; demonstrates the ability to ask for clarification when any part of the test or test directions is unclear
Test Taking Skills for Specific Types	Identifies one strategy for 1 type of question: multiple choice, essay, DBQ essay, short answer, T/F, fill in the blank, matching;	Identifies one strategy for 3 types of questions: multiple choice, essay, DBQ essay, short answer, T/F, fill in the blank, matching	Identifies one strategy for 5 types of questions: multiple choice, essay, DBQ essay, short answer, T/F, fill in the blank, matching	Identifies at least one strategy for answering each type of question: multiple choice, essay, DBQ essay, short answer, T/F, fill in the blank, matching	Identifies more than one strategy for at least 4 types of questions: multiple choice, essay, DBQ essay, short answer, T/F, fill in the blank, matching

Bethlehem Central School District **Visual Perception Checklist**

<p>Visual Perception Checklist</p> <p>Key</p> <p>1 Skill not displayed in any setting despite support given</p> <p>2 Skill displayed inconsistently with models/prompts.</p> <p>3 Skill displayed consistently with models/prompts</p> <p>4 Skill displayed independently</p>
Spatial Relationships
Orients ones body in space and perceives the positions of objects in relation to ones self
Puts together up to 7 piece puzzle (specify interlocking)
Puts together up to 10 piece puzzle (specify interlocking)
Visual Discrimination
Discriminates dominant features in different objects
a. shapes
b. positions.
c. colors
d. size
Visual Memory
Recalls features of an item
Recalls sequence of several items
Comments

Bethlehem Central School District
Special Education Writing Rubric for High School
(based on NYS ELA Regents Rubric)

	1	2	3	4 Proficient	5	6
Meaning: extent to which response exhibits sound understanding, interpretation, analysis of the task and/or texts	Provides minimal or no evidence of understanding; makes no connections; no evidence of following directions of task	Conveys a confused or inaccurate understanding; alludes to text or tasks, makes unclear or unwarranted connections	Conveys a basic understanding; makes few or superficial connections;	Conveys a basic understanding; makes implicit connections; follows some directions of task	Conveys a thorough understanding of the text/task; makes connections; follows most directions of task	Controlling idea with in-depth analysis and insightful connections; follows all directions of task
Development: extent to which ideas are elaborated using specific and relevant evidence	Ideas are minimal with no evidence of development; absence of relevant content	Ideas are incomplete or largely undeveloped, content is limited, vague, irrelevant or repetitive; lacks examples	Develop ideas briefly; makes use of some details	Develops some ideas more fully than others, makes use of specific and relevant details	Develops ideas clearly and consistently, makes use of relevant and specific details	Develops ideas clearly and fully, makes effective use of wide range of relevant and specific details
Organization: extent to which the response exhibits direction, shape, and coherence	Shows no focus or organization	Lacks an appropriate focus but suggests some organization, or suggests a focus but lacks organization	Establishes, but fails to maintain focus; exhibits a rudimentary structure but may include some inconsistencies or irrelevancies	Maintains a clear and appropriate focus, exhibits a logical sequence of ideas but may lack internal consistency	Maintains a clear and appropriate focus, exhibits a logical sequence of ideas through use of appropriate devices and transitions; developed introduction, body, and conclusion	Maintains a clear and appropriate focus, exhibits a logical and coherent structure through skillful use of appropriate devices and transitions; well developed introduction, body, and conclusion
Language Use: extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence	Language use is minimal; uses language that is predominantly incoherent, or copied directly from text or task; frequent errors in	Uses language that is imprecise or unsuitable for the audience or purpose, reveals little awareness of	Relies on basic vocabulary, with little awareness of audience or purpose, exhibits some attempt to vary sentence structure or	Uses appropriate language, with some awareness of audience and purpose, occasionally makes effective use of sentence structure	Uses language that is fluent and original, with evident awareness of audience and purpose, varied length of sentences to control rhythm	Stylistically sophisticated, using language that is precise and engaging, with an awareness of audience and purpose, varied structure and length of sentences to enhance

	1	2	3	4 Proficient	5	6
structure, and sentence variety	word usage, run-on sentences, sentence fragments	how to use sentence structure or length to achieve an effect	length for effect, but with uneven success;	and length; errors in word usage, some run-on sentences or sentence fragments, weak use of vocabulary	and pacing	meaning; uses complex sentence structure with challenging vocabulary
Conventions: (rate for each convention) extent to which response exhibits conventional <ul style="list-style-type: none"> • spelling, • punctuation, • paragraphing, • capitalization, • grammar, • usage 	Use of language is minimal making an assessment of conventions unreliable, may be illegible or not recognizable as English	Demonstrates a lack of control, exhibiting frequent errors that make comprehension difficult	Demonstrates emerging control, exhibiting occasional errors that hinder comprehension	Demonstrates partial control, exhibiting occasional errors that do not hinder comprehension	Demonstrates control of conventions, exhibiting occasional errors only when using sophisticated language	Demonstrates control of conventions with essentially no errors, even with sophisticated language

Grading: to convert to a grade 6=100; 5=84; 4=68; 3=52; 2=36; 1=20; score each writing quality and convert to a grade. For conventions, score each convention and then average before converting to a grade. Add scores and average.

Bethlehem Central School District
Writing Rubric for Middle School
 (Based on NYS 8th grade ELA Test Rubric)

	1	2	3	4 Proficient	5	6
Meaning: The extent to which the response exhibits understanding of the task and/or text(s)	<ul style="list-style-type: none"> Fulfills few requirements of the task Shows evidence of understanding little or none of the text/task Repetitive No focus or focus is on minor details Brief 	<ul style="list-style-type: none"> Shows little evidence of understanding the task/text Conveys a confused or inaccurate understanding of directions Addresses only basic elements Makes unclear or unwarranted connections 	<ul style="list-style-type: none"> Fulfills some requirements of the task Follows some directions Addresses few elements Makes few/superficial connections 	<ul style="list-style-type: none"> Fulfills some of the requirements of the task Follows some directions Addresses some key elements Shows a predominantly literal interpretation Makes some connections 	<ul style="list-style-type: none"> Fulfills most of the requirements of the task Follows most directions Addresses most key elements Makes most connections 	<ul style="list-style-type: none"> Fulfills the requirements of the tasks Addresses the theme or key elements Shows an insightful interpretation Makes connections beyond the text
Development: extent to which ideas are elaborated using specific and relevant evidence	<ul style="list-style-type: none"> Ideas are minimal No evidence of development Absence of relevant content 	<ul style="list-style-type: none"> Ideas incomplete or mostly undeveloped Content is limited, vague Irrelevant or repetitive Lacks examples 	<ul style="list-style-type: none"> Ideas are not supported with details or examples Minor inaccuracies Ideas only briefly developed 	<ul style="list-style-type: none"> May be brief, with little elaboration, but sufficiently developed to answer questions Provides some examples and details May include minor inaccuracies 	<ul style="list-style-type: none"> Develops ideas clearly and consistently Makes use of relevant and specific details 	<ul style="list-style-type: none"> Develops ideas fully with thorough elaboration Makes effective use of relevant and accurate examples
Organization: extent to which the response exhibits direction, shape, and coherence	<ul style="list-style-type: none"> Shows no focus or organization 	<ul style="list-style-type: none"> May show an attempt at focus May include some irrelevant information Shows little attempt at organization 	<ul style="list-style-type: none"> Establishes, but fails to maintain focus Exhibits a rudimentary structure but may include some inconsistencies or irrelevancies 	<ul style="list-style-type: none"> Maintains a clear and appropriate focus Exhibits a logical sequence of ideas but may lack internal consistency 	<ul style="list-style-type: none"> Maintains a clear and appropriate focus Shows a logical sequence of ideas Uses appropriate transitions Has a developed introduction, body, and conclusion 	<ul style="list-style-type: none"> Establishes and maintains a clear focus Shows a logical, coherent sequence of ideas Uses appropriate transitions or other devices Has well developed introduction, body, and conclusion

	1	2	3	4 Proficient	5	6
Language Use: extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	<ul style="list-style-type: none"> Language use is minimal Uses language that is predominantly incoherent, or copied directly from text or task Frequent errors in word usage Run-on sentences, sentence fragments 	<ul style="list-style-type: none"> Uses language that is imprecise or unsuitable for the audience or purpose Reveals little awareness of how to use sentence structure or length to achieve an effect 	<ul style="list-style-type: none"> Relies on basic vocabulary Little awareness of audience or purpose Exhibits some attempt to vary sentence structure or length for effect, but with uneven success; 	<ul style="list-style-type: none"> Is readable Uses some sense of engagement or voice Primarily uses simple sentence structure Uses basic vocabulary 	<ul style="list-style-type: none"> Uses language that is fluent and original Shows evidence of awareness of audience and purpose Uses varied length of sentences to control rhythm and pacing 	<ul style="list-style-type: none"> Is fluent Easy to read Uses vivid language and sense of engagement or voice Is stylistically sophisticated Uses a varied sentence structure and challenging vocabulary
Conventions: (rate for each convention) extent to which response exhibits conventional <ul style="list-style-type: none"> Spelling, Punctuation, Paragraphing, Capitalization, Grammar, Usage 	Use of language is minimal making an assessment of conventions unreliable, may be illegible or not recognizable as English	Demonstrates a lack of control, exhibiting frequent errors that make comprehension difficult	Demonstrates emerging control, exhibiting occasional errors that hinder comprehension	Demonstrates partial control, exhibiting occasional errors that do not hinder comprehension	Demonstrates control of conventions, exhibiting occasional errors only when using sophisticated language	Demonstrates control of conventions with essentially no errors, even with sophisticated language

**USM DEPARTMENT OF SOCIOLOGY
GRADING RUBRIC FOR ANNOTATED BIBLIOGRAPHY/LITERATURE REVIEW***

CRITERIA	Level of performance expected in order to achieve each ranking and its related points		
	EXEMPLARY (4 points)	ACCEPTABLE (2-3 points)	MARGINAL (0-1 points)
Appropriate use of sociological concepts	❖ You refer accurately and appropriately to relevant sociological concepts	❖ You refer to relevant sociological concepts but not always accurately or appropriately	❖ You don't refer to any relevant sociological concepts OR don't use them accurately or appropriately
Consistency with your research proposal	❖ The topics of the articles you selected are clearly related to your research proposal OR ❖ You explain clearly and convincingly how and why you made changes	❖ The topics of the articles you selected are not clearly related to your research proposal AND ❖ You haven't done an adequate job of explaining how or why you made changes	❖ The topics of the articles you chose are not at all related to your research proposal AND ❖ You haven't offered any explanation at all for the changes
Observance of guidelines	❖ Your paper completely follows the relevant guidelines in terms of organization and format	❖ Your paper doesn't completely follow the relevant guidelines in terms of organization and format	❖ Your paper doesn't follow the relevant guidelines at all in terms of organization and format
Directness and accuracy of article interpretation	❖ Your review suggests that you read and understood the articles completely before you wrote about them	❖ Your review suggests that you probably read, but only partially understood, the articles before you wrote about them	❖ Your review doesn't suggest that you read or understood the articles at all before you wrote about them
Writing style	❖ Your review shows no problems with spelling, grammar, syntax or usage ❖ Your references are correctly and completely cited	❖ Your review shows minor problems with spelling, grammar, syntax or usage ❖ Your references have missing or incomplete citations	❖ Your review shows significant problems with spelling, grammar, syntax or usage ❖ You haven't referred explicitly to references at all OR ❖ Your review appears to have borrowed heavily from other sources

*APPLICABLE TO SOCIOLOGY 331: SCHOOL AND SOCIETY

LAST REVISED 1/8/07

PROFESSOR DONNA BIRD

Scoring	Reasoning				
	Clarity	Precision	Relevancy	Breadth	Logic
4 Superior	Clear Thesis statement, thesis addresses the assigned topic, clear, effective transitions between ideas (topic sentences maintains focus)	Sufficient data and examples to support thesis, topic sentences and conclusions, assets claims only when have sufficient evidence to back it up.	All information relevant to logic of essay, disregards information that is irrelevant to question at hand	Approaches issues from variety of viewpoints (balanced presentation of sources) including well-developed opposing viewpoints	Multiple conclusions/implications follow from thesis and data, paper makes sense, order of ideas builds a relevant case
3 Good	Clear theses statement, thesis addresses the assigned topic	No more than 1 “opinion” unsupported by data	No more than 2 violations of relevancy	Presents other points of view but biases reader more heavily towards one over the others	Conclusions/implications follow from thesis and data; paper, overall makes sense, 1 or 2 ideas don't logically flow
2 Satisfactory	Thesis statement posed as a series of questions, on point but not as focused as a single, clear, key thesis statement, adequate organization but transitions and focus not clearly maintained	No more than 2 “opinions” supported by data	3 violations of relevancy	Approaches issues from one supporting point of view and includes at least one opposing viewpoint as relevant to the topic	Conclusion offered based on thesis and data, paper makes sense but logic is hard to follow due to jumping around, conclusion still follows from thesis
1 Unsatisfactory	Ideas confusing, disconnected, purpose is unclear, thesis posed as announcing, (“In my paper I will discuss. . .”), topic sentences non-existent or random	Minimal supporting data, 3 or more opinions unsupported by data, primarily opinions supporting opinions	4 violations of relevancy, does not distinguish between relevant and irrelevant data	Only presents one point of view either pro or con on an issue, relies primarily on one source, heavily biases reader in favor of own position	Conclusion/Implication doesn't follow from logic or conclusion is incomplete
0 Unacceptable	No clear thesis statement, fails to address assignment, lacks focus and organization	No Supporting data, unsupported opinions	Irrelevant, rambling, use of stories versus reasoned argument, distorts the data and/or states it inaccurately	Only considers own point of view/opinion, no use of reference material, no reference is made to source material, reasons with narrow or superficial point of view, unaware of own prejudices	No conclusion offered, paper does not make sense, arguments are confusing and do not hang together

Scoring	Mechanics			
	Grammar	Spelling	Punctuation	Paragraphing
4 Superior	No more than 1 violation of grammar (incorrect word choice, verb tenses, agreement), use of formal language, no contractions, no slang	No more than 1 spelling error	No more than 1 error in punctuation	First paragraph 3-5 sentences, subsequent paragraphs 5-7 sentences, last paragraph 3-5 sentences
3 Good	2 violations of grammar, informal language, contractions or slang	2 violations of spelling	2 errors in punctuation	1 violation of any part of the superior standard
2 Satisfactory	3 violations of grammar, informal language, contractions or slang	3 violations of spelling	3 errors in punctuation	2 violations of any part of the superior standard
1 Unsatisfactory	4 violations of grammar, informal language, contractions or slang	4 violations of spelling	4 errors in punctuation	3 paragraphs more than 5-7 sentences in length (excepting the first and last paragraphs)
0 Unacceptable	5 or more violations of grammar, informal language, contractions or slang	5 or more violations of spelling	5 or more error in punctuation	4 violations of the standard and/or 1-2 sentence paragraphs, or the paper is one continuous paragraph

Scoring	Presentation		
	APA Style		Title Page and Formatting **
	In-Text Citation **	Reference Page **	
4 Superior	0 violations of APA format, author's ideas clearly cited both direct quotes and paraphrased ideas. Citations in the text (body) of the essay need to be found on the reference sheet, includes page numbers after direct quotes	0 violations of APA style standard as outlined in directions. References listed need to be found in the text of the paper.	Title page follows model provided, all information included, 12 pitch font, 1" margins
3 Good	No more than 1 violation of APA format	1 violation of APA style for reference page	NA
2 Satisfactory	2 violations of APA format	2 violations of APA style for reference page	NA
1 Unsatisfactory	3 or more violations of APA format, citations only used for direct quotes	3 violations of APA style for reference page	Missing information from Title page,
0 Unacceptable	4 or more violations of APA format Clearly plagiarized, no use of citations in paper	No reference page included	No title page, and/or font smaller/larger than 12 pitch, and/or any margin smaller/larger than 1"

****See documentation provided in class for model and standard for evaluation**

Your paper is unacceptable if: you fail to submit the required number of pages, there are any handwritten corrections on your final draft, you violate the font size and margin standards, the paper is late. . .

	Exemplary	Accomplished	Developing	Beginning	Score
	4	3	2	1	
x7 Research paper- Students will research and write a paper on their chosen topic dealing with Sociology	Shows Excellent effort and organization. Well documented, at least 3 sources. Well written, thorough coverage of the topic, 2 or fewer mechanical errors	Shows a very good effort, well organized, uses 2 sources, good coverage of the topic, 3-4 mechanical errors	Needs a better effort, organization needs improvement, little more than a surface coverage of the topic, 4-5 mechanical errors, uses 2 sources	Little effort is evident, poorly organized thoughts, significant information is left out, 6 or more errors, 1 source is used. Little more than a regurgitation or copy of others work	
x4 PowerPoint- Students will develop and present an Power Point presentation to the class	15 or more slides, includes at least 5 graphics related to the topic. Relevant information is included, presentation is well organized, prior preparation is evident, easily followed by audience	13-14 slides, 4 graphics related to the topic, includes good information, shows good organization	11-12 slides, 3 graphics, needs to include more significant/relevant information, lacking in organization, hard for audience to follow	10 or fewer slides, 2 or fewer graphics, much significant information is omitted, poorly organized,	
x3 Class Presentation of report and PowerPoint	12 minutes, shows excellent preparation, conversational in tone, excellent organization of slide show	10-11 minutes, good preparation and organization of the slideshow	9-10 minutes, needs to be better prepared for presentation, needs better organization of slides	8 minutes or less, little preparation is evident, poorly organized. Presentation, presentation is simply read	
x2 Overall organization of project	All due dates are met, student is ready to present at assigned time. Overall project is excellent, shows a good grasp of the field of sociology	One due date is missed, Final project ready on final due date, overall project is well done	Two due dates are missed, Final project ready on due date, overall project needs more focus on the chosen topic	Student is in school but does not present on assigned date, unclear how the presentation relates to sociology	

Rubric Examples

Rubric for Sociology Research Project

	Thesis/Problem/Question 20pts	Information Seeking/Selecting and Evaluating 20pts	Analysis 20pts	Synthesis 20pts	Documentation 20pts	Product/Process 20pts
20pts	Student(s) posed a thoughtful, creative question that engaged them in challenging or provocative research. The question breaks new ground or contributes to knowledge in a focused, specific area. Student participation in class discussion will weigh heavily in this area.	Student(s) gathered information from a variety of quality electronic and print sources, including appropriate licensed databases. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources were included (if appropriate). Minimum of 5 scholarly sources.	Student(s) carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Voice of the student writer is evident.	Student(s) developed appropriate structure for communicating product, incorporating variety of quality sources. Information is logically and creatively organized with smooth transitions.	Student(s) documented all sources, including visuals, sounds, and animations. Sources are properly cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. Documentation is error-free.	Student(s) effectively and creatively used appropriate communication tools to convey their conclusions and demonstrated thorough, effective research techniques. Product displays creativity and originality.
15pts	Student(s) posed a focused question involving them in challenging research.	Student(s) gathered information from a variety of relevant sources--print and electronic	Student (s) product shows good effort was made in analyzing the evidence collected	Student(s) logically organized the product and made good connections among ideas	Student(s) documented sources with some care, Sources are cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. Few errors noted.	Student(s) effectively communicated the results of research to the audience.
10pts	Student(s) constructed a question that lends itself to readily available answers	Student(s) gathered information from a limited range of sources and displayed minimal effort in selecting quality resources	Student(s) conclusions could be supported by stronger evidence. Level of analysis could have been deeper.	Student(s) could have put greater effort into organizing the product	Student(s) need to use greater care in documenting sources. Documentation was poorly constructed or absent.	Student(s) need to work on communicating more effectively
5pts	Student(s) relied on teacher-generated questions or developed a question requiring little creative thought.	Student(s) gathered information that lacked relevance, quality, depth and balance.	Student(s) conclusions simply involved restating information. Conclusions were not supported by evidence.	Student(s) work is not logically or effectively structured.	Student(s) clearly plagiarized materials.	Student(s) showed little evidence of thoughtful research. Product reflects a lack of effort

Teacher/	Individual participation is a must to receive maximum points!					
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Rubric Examples

EASTERN CONNECTICUT STATE UNIVERSITY SOCIAL WORK PROGRAM

Process Recording Rubric

Student Name _____

PR # _____

DIMENSIONS OF ASSESSMENT	NOVICE	1	2	3	4	PROFESSIONAL	COMMENTS Score 1 2 3 4
UNDERSTANDING OF CLIENT	View of client is stereotypical, treats client as member of a category	1	2	3	4	Individuation of client, treats client uniquely, understands client's values, and developmental and sociocultural contexts	Rubric Examples
	Misunderstands or does not recognize client need, problem, want	1	2	3	4	Accurately and fully perceives client need, problem, want	
	Focuses on deficits	1	2	3	4	Identifies client strengths, recognizes challenges, evidence of collaboration	
	Sees client narrowly, outside of ecological context	1	2	3	4	Recognizes client's ecological context	
	Oblivious to client emotional state	1	2	3	4	Recognizes client's deeper feelings, ambivalence, and nuance	
CONSCIOUS USE OF SELF	Does not recognize or identify own feelings during interaction	1	2	3	4	Accurately identifies personal feelings during the interaction	Rubric Examples
	Preoccupation with self and performance	1	2	3	4	Awareness of the relational process; attuned to own values and self in interaction	
	Does not demonstrate professional identify; confused boundaries; inability to articulate role; role as passive listener	1	2	3	4	Demonstrates effective use of self, understanding of professional role and boundaries; role is active - facilitator, mediator, enabler	
	Rigid, habitual, routine presentation of self	1	2	3	4	Flexible presentation based on context and client; adapts to client presentation; mirrors emotional intensity	
	Rarely evaluates self or states universally negative or positive outcome assessment	1	2	3	4	Systematically evaluates the outcome of self in practice with realistic awareness of strengths and challenges	

DIMENSIONS OF ASSESSMENT	NOVICE	1	2	3	4	PROFESSIONAL	COMMENTS Score 1 2 3 4
INTERACTIONAL SKILL	Reassures, intellectualizes, moralizes, other pitfalls	1	2	3	4	Consistently chooses effective skills, uses varied skills, able to empathize and confront	
	Cannot be with client in various emotional states; avoids silence or painful feelings; uses social style; seeks happiness; seeks to please	1	2	3	4	Responds to client feelings; includes emotional content; effective use of silence, can “be with” client in pain	
	Does not respond or responds inappropriately to client feelings; rushes to problem-solve; gives advice	1	2	3	4	Draws out client, collaborates to achieve client goals; mobilizes client	
	Fails to maintain focus, is distracted or diverted, jumps from topic to topic	1	2	3	4	Maintains focus, assertive management of interaction; clear purpose; facilitates flow of interaction	
INTERACTIONAL UNDERSTANDING	Thinks literally and concretely	1	2	3	4	Recognizes patterns, themes, nuance, latent content	
	Interacts unconsciously; does not employ social work knowledge; no theoretical foundation or evidence to support behavior	1	2	3	4	Acts purposefully; uses social work knowledge to guide practice; thinks critically	
	Sees client relationship as static; objectifies client; “processes” client	1	2	3	4	Aware of self in interactions with client, understands and is alert to transference; employs subjectivity	
	Does not identify, misunderstands, or is unaware of ethical and value dimensions	1	2	3	4	Identifies ethical and value dilemmas and responsibilities	
	Interaction is segmented, simplified, time-limited, employs a “quick fix”	1	2	3	4	Brings holistic understanding of the work, attuned to here-and-now and future – sees movement in the relationship; sees the “big picture”	

Rubric Examples

Critical thinking rubric for FSW 491/591.d Social Work in a Diverse World
Book Report and Presentation; this assignment is worth 50 points.

Prof. Alfred Joseph.

Does the report and presentation:

1. Fully take into account the ideological and political leanings of the author(s)?
 - a) fully identifies the ideology and politics of the author – 10
 - b) does not fully appreciate but recognizes “some bias” of the author – 9
 - c) partially appreciates/recognizes some politics are involved - 8
 - d) does mention or allude to the politics and ideology of the author – 7
 - e) makes no mention at all of the politics or ideology of author-6.
2. Discusses the relative strengths and weaknesses of the author’s perspective?
 - a) fully articulated- 10
 - b) marginally articulated-9
 - c) Discusses strengths and weaknesses but not fully-8
 - d) some discussion of strengths and weaknesses- 7
 - e) no discussion- 6
3. Assess in detail how the author addresses the crucial concerns and issues facing the particular social group that was the subject of the book?
 - a) substantial and detailed analysis of social group and problems confronted-10
 - b) some discussion and analysis about group and problems confronted-9
 - c) mention some issues associated with the group, no real analysis-8
 - d) weak analysis and inadequate discussion of links between group and social problem-7
 - e) no analysis – 6
4. Link issues and themes raised in class with those of the book in a critical and serious way?
 - a) identifies several themes and issues, and critically discusses them in depth.-10
 - b) identifies some themes and issues, some critical discussion.-9
 - c) identifies themes and issues, little discussion.-8
 - d) limited discussion, few theme and issues identified.-7
 - e) little meaningful discussion, no theme or issue identification-6
5. Articulate clearly the impact that the book has had on the reader’s thinking about social group and attending problems?
 - a) fully articulated impact, gives multiple examples-10
 - b) articulates-few examples, but does not fully discuss impact on thinking-9
 - c) does mention an example or two how thinking has been impacted-8
 - d) superficial discussion, no concrete exmaples-7
 - e) inadequate discussion -6

**UTC SOCIAL WORK DEPARTMENT
E-PORTFOLIO EVALUATION RUBRIC**

Student: Beth Simpson SCORE: 42/48		Date: 4/8/08 Evaluator: Radu	
INDICATORS	Developing (1)	Meets (2)	Exceeds (3)
Mission Statement Comments: (select rating)	The mission statement reflects a basic integration of personal and professional connections, but it does not discuss insights gained or connect content as a whole. §	The mission statement reflects a clear integration of personal and professional connections and discusses insights gained and connects content as a whole. 2	In addition to clearly integrating the connections and content, the statement includes a reflection on how the student's perspective as a developing social workers has been impacted by the process of meeting the program objectives. §
Rationale supporting selection of evidence for each program objective. (select one rating per objective)	Artifact may demonstrate proficiency, but their value to the student's practice and theory-base is not clear. Artifacts may be of high quality showing good use of integrated technology, but their connection with the program objective is not explicit. Artifacts are not given a context or are evaluated only to a limited extent by the student. More artifacts are needed to demonstrate competency for the program objective.	Two to three significant artifacts are cited for each program objective, and artifacts are used for multiple standards. For each artifact cited there is a rationale which provides (1) a description of the artifact and how it relates to the program objective content, and (2) an analysis of how the artifact demonstrates evidence for one or more program objectives.	In addition to citing two or three significant artifacts for each program objective, selections or portions are chosen from artifacts to illustrate salient points. In addition to explaining how each artifact demonstrates evidence for one or more program objectives, the rationale includes a reflection on how the artifact has contributed to your growth as a more informed, reflective, and/or responsive social worker consistent with the UTC Social Work curriculum conceptual framework.
Objective 1: Cultural Competence	§	§	3
Evaluator Comments:	Good rationale.		
Objective 2: Critical Thinking	§	2	§
Evaluator Comments:	The rationale and artifact are fine but it would strengthen this to add another artifact addressing critical thinking.		
Objective 3: Ethics	§	§	3
Evaluator Comments:	Good.		

Objective 4: Self-Evaluation	<u>§</u>	<u>2</u>	<u>§</u>
Evaluator Comments:	Rationale and artifact were OK but you need to add another example of feedback from another source which shows competency on this objective such as supervisory agenda, rubric from another project, peer evaluation, etc.		
Objective 5: Human rights and economic/social justice	<u>§</u>	<u>2</u>	<u>§</u>
Evaluator Comments:	Rationale and artifact were OK, but I don't think that alone demonstrates your competence. Select another artifact and add to your rationale such as the Social Forum experience.		
Objective 6: Social work history	<u>§</u>	<u>§</u>	<u>1,3</u>
Evaluator Comments:	Good.		
Objective 7: Evidence-based practice and research	<u>§</u>	<u>§</u>	<u>1,3</u>
Evaluator Comments:	Excellent!		
Objective 8: Team work	<u>§</u>	<u>§</u>	<u>1,3</u>
Evaluator Comments:	Good.		
Objective 9: Oppression & discrimination	<u>§</u>	<u>§</u>	<u>1,3</u>
Evaluator Comments:	Goo.		
Objective 10: Lifelong learning and entry-level practice	<u>§</u>	<u>§</u>	<u>1,3</u>
Evaluator Comments:	Rationale and artifact were great!		
SELF ASSESSMENT	<u>1</u>	<u>§</u>	<u>1,3</u>
Evaluator Comments:	Need to complete this section with a rationale and supporting documents.		
Overall Technical Quality of ePortfolio Design	<u>§</u>	<u>§</u>	<u>1,3</u>
OVERALL APPEARANCE (professional, inviting)	<u>§</u>	<u>§</u>	<u>1,3</u>
OVERALL NAVIGATION (easy to find links to move between areas)	<u>§</u>	<u>§</u>	<u>1,3</u>
INTEGRATION OF GRAPHICS (use of graphics adds to, not distracts from content)	<u>§</u>	<u>§</u>	<u>1,3</u>
Evaluator Comments:	Overall, well done! Go back and check obj 5-9 in reference to the list of objectives on BB (I think you've mixed up some of these).		

**Assessment**

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Social Work Grant

Academic Program Assessment: Grant Rubric

Name of Proposal: _____

Date _____

Prospective Grant Provider: _____

Criteria	3 (Ideal)	2 (Passing)	1 (Failing)	Comments
Proposal aligns well with objective outlined by the grant provider.				
Clear specific goals and understanding of purpose.				
Grammar, capitalization, punctuation, spelling, and paraphrasing.				
Relevant and quality activities outlined to complete proposal.				



Rubric Examples

Application complete and accurate.					
Ideas are well organized.					

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Rubric Examples

SIUE  Logo

Student Participation:

Assessment and Evaluation

Ways to Demonstrate Participation

(Thanks to Prof. Kathleen Tunney, Dept. of Social Work, SIUE)

Student's Name: _____

Positive Attributes					
(1) Enters into class discussions	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER
(2) Offers questions or comments during class	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER
(3) Visits at podium after class	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER
(4) Visits during office hours to clarify ideas	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER
(5) Engages in the electronic learning forum	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER
(6) Offers questions or comments via e-mail	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER
Negative Attributes					
(7) Skips class	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER
(8) Shows up late	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER
(9) Sleeps in class	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER
(10) Exhibits disruptive behavior	ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	SELDOM	ALMOST NEVER

ADDITIONAL COMMENTS:

CATA MAJOR & CONCENTRATION LEARNING OBJECTIVES

I. MESSAGES: *All CATA Majors must demonstrate their ability to construct effective messages*

Students should be able to construct effective written, oral and mediated messages.

Meeting Portfolio Requirements for this objective:

- For this section of the portfolio students should include **at least five artifacts** (messages).
 - At least one of the messages should be in the form of a research paper that involved library research or other significant information acquisition.
 - At least one of the messages should be in a mediated form (involving the use of some technology beyond writing or speaking, e.g. web page, PowerPoint, video, etc.).
 - At least one of the messages should be reflective of oral communication.
 - At least two of the messages should be ones reflective of the kinds of messages the student expects to create in his/her life after college (ideally "best work")
- Students should write a reflection statement that discusses each included artifact, describing how these works represent good quality messages. For each message the reflection should include:
 - Identification of the thesis or central concept of the message and the purpose of the message.
 - Identification of the intended audience of the message and how audience influenced message design
 - Explanation of how the message represents good quality in terms of such features as
 - use of appropriate organizational schemes,
 - effective acquisition and use of supporting material,
 - good reasoning
 - use of professional forms, language and standards
 - adaptation of the message to the medium and audience

Artifacts used in this section of the portfolio may be used in other sections as well!!.

Evaluation Rubric

- 1=** fewer than five artifacts or not all required types of artifacts are present.
- 2=** reflection does not discuss each artifact or does not identify central concepts, purpose and audience for each.
- 3=** reflection offers some explanation of why these artifacts as a group demonstrate good quality but with limited support or little use of professional vocabulary and standards
- 4=** reflection offers extended explanations of why these artifacts as a group reflect good quality with adequate support and use of professional vocabulary and standards.
- 5=** a polished reflection that meets the standards of 4 above with artifacts of excellent quality.

Rubric Examples

II. Knowledge: *CATA Majors must demonstrate general knowledge of the field and specific knowledge in their concentration.*

A. All CATA Majors should demonstrate their general knowledge of the field.

Meeting Portfolio Requirements for this objective:

- For this section of the portfolio students should include **at least two** artifacts that demonstrate they have knowledge of several of the following topics and issues.
 - The history and development of communication/media or theatre.
 - How theory and research aids the practice of communication or theatre.
 - How ethical considerations can influence communication or theatre.
 - How individual interpretation influences our responses to messages and communication events.
- Students should write a reflection statement that discusses how the included artifacts reflect the student's knowledge of the topics and issues listed above

Artifacts used in this section of the portfolio may be used in other sections as well!.

Evaluation Rubric

- 1= fewer than two artifacts or not all required types of artifacts are present.
- 2= reflection does not discuss each artifact or does not identify which of the topics and issues the artifact illustrates
- 3= reflection offers some explanation of how these artifacts illustrate knowledge of the field but with limited support or little use of professional vocabulary and standards.
- 4= reflection offers extended explanations of why these artifacts as a group illustrate knowledge of the field with adequate support and use of professional vocabulary and standards.
- 5= a polished reflection that meets the standards of 4 above with artifacts of excellent quality.

B. Communication and Media Concentration majors should demonstrate these additional specific knowledge

Meeting Portfolio Requirements for this objective

- For this section of the portfolio students should include **at least two** artifacts that demonstrate they have knowledge of several of the following topics and issues.
 - How personal and/or working relationships develop over time through communication.
 - How communication influences beliefs, attitudes, behaviors, policies, and communication/cultural practices.
 - How media influences message construction and effects.
- Students should write a reflection statement that discusses how the included artifacts reflect the student's knowledge of the topics and issues listed above

Artifacts used in this section of the portfolio may be used in other sections as well!.

Evaluation Rubric

- 1= fewer than two artifacts or not all required types of artifacts are present.
- 2= reflection does not discuss each artifact or does not identify which of the topics and issues the artifact illustrates.
- 3= reflection offers some explanation of how these artifacts illustrate knowledge of the relevant topics but with limited support or little use of professional vocabulary and standards.
- 4= reflection offers extended explanations of why these artifacts as a group illustrate knowledge of the relevant topics with adequate support and use of professional vocabulary and standards.
- 5= a polished reflection that meets the standards of 4 above with artifacts of excellent quality.

C. Theatre Concentration majors should demonstrate this additional specific knowledge

Meeting Portfolio Requirements for this objective

- For this section of the portfolio students should include **at least two** artifacts that demonstrate they have knowledge of several of the following topics and issues.
 - The development of dramatic art including knowledge of historical and contemporary dramatic literature.
 - The development of historical and contemporary production practice.
- Students should write a reflection statement that discusses how the included artifacts reflect the student's knowledge of the topics and issues listed above

Artifacts used in this section of the portfolio may be used in other sections as well!.

Evaluation Rubric

- 1= fewer than two artifacts or not all required types of artifacts are present.
 2= reflection does not discuss each artifact or does not identify which of the topics and issues the artifact illustrates.
 3= reflection offers some explanation of how these artifacts illustrate knowledge of the relevant topics but with limited support or little use of professional vocabulary and standards.
 4= reflection offers extended explanations of why these artifacts as a group illustrate knowledge of the relevant topics with adequate support and use of professional vocabulary and standards.
 5= a polished reflection that meets the standards of 4 above with artifacts of excellent quality.

III. Application: *CATA Majors must demonstrate their ability to apply their skills and knowledge of the field to reach goals and solve problems in practical settings and professional contexts..*

A. All CATA Majors should demonstrate these applications of their knowledge and skill.

Meeting Portfolio Requirements for this objective:

- For this section of the portfolio students should include **at least two artifacts** that demonstrate they can apply communication knowledge to the following settings and problems.
 - At least one artifact must demonstrate the student is able to understand how a text or communication event influences civic culture
 - At least one artifact must demonstrate the student is able to analyze and critically evaluate a text or communicative situation or event using appropriate, specific, professional methods and techniques. (The text, situation or event selected should be relevant to the student's post-graduate plans.)
- Students should write a reflection statement that discusses how the included artifacts reflect the student's use of professional communication knowledge and critical skills.

Artifacts used in this section of the portfolio may be used in other sections as well!.

Evaluation Rubric

- 1= fewer than two artifacts or not all required types of artifacts are present.
 2= reflection does not discuss each artifact or does not identify which of the kinds of application the artifact illustrates.
 3= reflection offers some explanation of how these artifacts illustrate effective application of communication knowledge but with limited support or little use of professional vocabulary and standards.
 4= reflection offers extended explanations of why these artifacts as a group illustrate effective application of communication knowledge with adequate support and use of professional vocabulary and standards.
 5= a polished reflection that meets the standards of 4 above with artifacts of excellent quality.

B. Communication and Media Concentration majors should demonstrate these additional specific applications of their knowledge and skill.

Meeting Portfolio Requirements for this objective

- For this section of the portfolio students should include **at least three** artifacts that demonstrate they can apply communication knowledge to the following.
 - Evaluating the quality and professionalism of mediated messages.
 - How communication principles can be applied in group or interpersonal settings
 - How communication principles can be applied to practical issues such as conflict management, problem-solving, construction of persuasive programs, cases or messages
- Students should write a reflection statement that discusses how the included artifacts reflect the student's ability to apply knowledge in a professional way.

Artifacts used in this section of the portfolio may be used in other sections as well!

Evaluation Rubric

1= fewer than three artifacts or not all required types of artifacts are present.
 2= reflection does not discuss each artifact or does not identify which of the kinds of application the artifact illustrates
 3= reflection offers some explanation of how these artifacts illustrate effective application of communication knowledge but with limited support or little use of professional vocabulary and standards.
 4= reflection offers extended explanations of why these artifacts as a group illustrate effective application of communication knowledge with adequate support and use of professional vocabulary and standards.
 5= a polished reflection that meets the standards of 4 above with artifacts of excellent quality.

C. Theatre Concentration majors should demonstrate this additional specific applications of their knowledge and skill

Meeting Portfolio Requirements for this objective

- For this section of the portfolio students should include **at least two** artifacts demonstrating their abilities to apply theatrical knowledge with artifacts that
 - Describe the effects on an audience of a theatrical production resulting from artistic choices of author, director, designers and actors.
 - Describe specific choices made for performance as an actor, designer, or director.
- Students should write a reflection statement that discusses how the included artifacts reflect the student's ability to apply knowledge in a professional way.

Artifacts used in this section of the portfolio may be used in other sections as well!

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Evaluation Rubric

1= fewer than two artifacts or not all required types of artifacts are present.
 2= reflection does not discuss each artifact or does not identify which of the kinds of application the artifact illustrates.
 3= reflection offers some explanation of how these artifacts illustrate effective application of communication knowledge but with limited support or little use of professional vocabulary and standards.
 4= reflection offers extended explanations of why these artifacts as a group illustrate effective application of communication knowledge with adequate support and use of professional vocabulary and standards.
 5= a polished reflection that meets the standards of 4 above with artifacts of excellent quality.

IV. Skills: *CATA Majors must demonstrate their ability to perform as skillful communicators.*

A. All CATA Majors should demonstrate these skills.

Meeting Portfolio Requirements for this objective:

- For this section of the portfolio students should include **at least three artifacts** that demonstrate they are competent oral and written communicators in professional contexts.
 - At least two artifacts must reflect student competence in differing forms of oral communication.
 - At least one artifact must demonstrate competence in written communication.
- Students should write a reflection statement that discusses how the included artifacts reflect competent and skillful communication performance.

Artifacts used in this section of the portfolio may be used in other sections as well!

Evaluation Rubric

- 1= fewer than three artifacts or not all required types of artifacts are present.
- 2= reflection does not discuss each artifact or does not identify which of the type of communication skill the artifact illustrates.
- 3= reflection offers some explanation of how these artifacts illustrate skillful oral or written communication but with limited support or little use of professional vocabulary and standards.
- 4= reflection offers extended explanations of why these artifacts illustrate skillful oral or written communication with adequate support and use of professional vocabulary and standards.
- 5= a polished reflection that meets the standards of 4 above with artifacts of excellent quality.

B. Communication and Media Concentration majors should demonstrate these additional communication skills.

Meeting Portfolio Requirements for this objective

- For this section of the portfolio students should include **at least three artifacts** that demonstrating additional communication skills.
 - At least one artifact must reference skillful student communication in interpersonal and group/team contexts.
 - At least one artifact must reference student skills in listening, outlining, using graphic and verbal support material or conducting library research.
 - At least one artifact must demonstrate competence in dealing with conflict, problem solving, relationship management, work groups or persuasion.
 - At least one artifact must demonstrate skillful, professional level creation of a message suitable for a medium other than "face-to-face."
- Students should write a reflection statement that discusses how the included artifacts reflect or demonstrate the student's communication skills.

Artifacts used in this section of the portfolio may be used in other sections as well!

Evaluation Rubric

- 1= fewer than three artifacts or not all required types of artifacts are present.
- 2= reflection does not discuss each artifact or does not identify which of the type of communication skill the artifact illustrates.
- 3= reflection offers some explanation of how these artifacts illustrate skillful communication of the relevant type but with limited support or little use of professional vocabulary and standards.
- 4= reflection offers extended explanations of why these artifacts illustrate skillful communication of the relevant type with adequate support and use of professional vocabulary and standards.
- 5= a polished reflection that meets the standards of 4 above with artifacts of excellent quality.

C. Theatre Concentration majors should demonstrate these additional artistic skills.

Meeting Portfolio Requirements for this objective

- For this section of the portfolio students should include **at least two** artifacts demonstrating skills in the dramatic arts
 - At least one artifact must reference skillful student performance in an acting role or development of an interpretation of a scene or play
 - At least one artifact must reference skillful student performance of one or more of the following theatrical functions: designer (scenic, lighting, costume), director, crew manager, theatre manager.
- Students should write a reflection statement that discusses how the included artifacts reflect the student's skillful performance in the above listed contexts.

Artifacts used in this section of the portfolio may be used in other sections as well!

Evaluation Rubric

- 1**= fewer than two artifacts or not all required types of artifacts are present.
- 2**= reflection does not discuss each artifact or does not identify which of the type of theatrical skill the artifact illustrates.
- 3**= reflection offers some explanation of how these artifacts illustrate theatrical skill of the relevant type but with limited support or little use of professional vocabulary and standards.
- 4**= reflection offers extended explanations of why these artifacts illustrate theatrical skill of the relevant type with adequate support and use of professional vocabulary and standards.
- 5**= a polished reflection that meets the standards of 4 above with artifacts of excellent quality.

August 17, 2006

501 Draft Rubric for Dance Improvisation (Individual)

Source: Council of Chief State School Officers' National Assessment of Educational Progress Fine Arts Consensus Project

Subjects:	<i>Fine arts</i>	# of scales	<i>1</i>
Grade(s)	<i>4</i>	# Scale length	<i>4</i>

Note: *This draft rubric was provided by CCSSO solely for use by CPS staff. It may not be circulated outside the Chicago Public Schools.*

This rubric may be adapted for rating musical or dramatic improvisation.

Holistic Scale

- 3** Student uses a wide range of movement elements (time, space, force, and body shape). He/she is able to convincingly demonstrate [what the improvisation is intended to represent/address]. Performs well-defined movement using compositional forms.
- 2** Student performs with clear changes in force, time, space, and body shape, but may stop or start a little early or late with a certain tentativeness to his/her actions.
- 1** Student uses only one level of space, relies on one body part, demonstrates no change, but demonstrates a clear beginning, middle, and end.
- 0** Student does not perform movement sequence at all.

502 Draft Rubric for Dance Improvisation (Group)

Source: Council of Chief State School Officers' National Assessment of Educational Progress Fine Arts Consensus Project

Subjects:	<i>Fine arts</i>	# of scales	<i>1</i>
Grade(s)	<i>4</i>	# Scale length	<i>4</i>

Note: *This draft rubric was provided by CCSSO solely for use by CPS staff. It may not be circulated outside the Chicago Public Schools.*

Holistic Scale

- 3** Actively participates in collaborating with peers to create [what the improvisation is intended to represent/address]. Initiates the group effort with his/her own ideas or feelings. Will perform well-defined movements using compositional forms.
- 2** Actively participates in collaborating with peers to create a sequence of movement and discusses the meaning of their sequence. Clear changes in force, time, space, and body shape.
- 1** Passively participates in collaborative peer effort, offering no ideas. Performs perfunctorily. Waits for others to suggest ideas to the group.
- 0** Does not participate.

503 **Draft Rubric for Recalling and Reproducing Movement and Creating a Variation** (page 1 of 2)

Source: Council of Chief State School Officers' National Assessment of Educational Progress Fine Arts Consensus Project

Subjects:	<i>Fine arts</i>	# of scales	4
Grade(s)	8, 12	# Scale length	4

Note: *This draft rubric was provided by CCSSO solely for use by CPS staff. It may not be circulated outside the Chicago Public Schools.*

The assignment was to repeat a 24-count phrase that was taught (phrase "A"), improvise a second, 16-count phrase (phrase "B"), then repeat the initial phrase.

Scale I: Replication, Reproduction and Recall

- 3 Student repeats the phrase and performs accurately with ease. He/she also performs with confidence, and demonstrates clear articulation with all parts of the body. He/she will communicate the given phrase [to be reproduced].
- 2 Student reproduces the phrase with accurate rhythm, movement, direction and sequence so that it is clearly recognizable, but with differences from the phrase as demonstrated.
- 1 Student cannot perform the phrase accurately with clarity of movement and body alignment. His/her movements, rhythm, direction, and order of actions are not demonstrated correctly. Student response is more or less random.
- 0 No response. Student doesn't perform.

Scale II: Creation of a Variation of a Taught Phrase

- 3 Student creates the variation "B" with ease. The phrases which h/she created and performed contrast clearly with the original "A" phrase. The student demonstrates clearly well-defined movements in both phrases.
- 2 Student created phrase demonstrates effective use of time, space, force, and body shapes, incorporating choreographic principles. The pattern the student creates is not in contrast to the taught "A" phrase. H/she struggles some to complete the "A" and "B" phrases.
- 1 Student cannot create a 16-count phrase. Student response is more or less random, with starting and stopping before the end of the phrase or will have only a single solution.
- 0 No response. Student doesn't create and perform a variation phrase. (cont'd.)

503 Draft Rubric for Recalling and Reproducing Movement and Creating a Variation (page 2 of 2)

Source: Council of Chief State School Officers' National Assessment of Educational Progress Fine Arts Consensus Project

Scale III: Evaluation Criteria for Expressiveness

- 3** Student goes beyond the movement as demonstrated and enhances both the "A" phrase and his/her own "B" phrase of the movement with personal feelings. The student communicates clarity and excitement within both movement phrases.
- 2** Student accurately reproduces the movement quality as demonstrated. He/she performs his/her variation with clarity and assurance.
- 1** Student lacks focus, is uncommitted to the movement, both his/her own and the given phrase. The movements are small and close to the body and seem tentative and self-conscious. Lacks expressiveness in time, force and space.
- 0** No response.

Scale IV: Physical Control and Coordination

- 3** Student brings excitement, commitment and intensity to the performance. The student uses principles of alignment to maintain balance and control. He/she articulates clearly contrasting movement dynamics and fills out the time during the phrases. The student demonstrates careful attention to detail when performing the "A" and "B" sequences.
- 2** Student has smooth transitions between levels, directions, and rhythms. He/she fills out the time during sustained movements, and maintains correct balance and ending position. The student can use body parts in isolation as appropriate in the phrases.
- 1** Student cannot coordinate the locomotor and other movement demands of the phrase. He/she is off-balance and is unable to sustain movements to complete the phrase.
- 0** No response

504 Draft Rubric for Comparison and Evaluation of Dance Performances

Source: Council of Chief State School Officers' National Assessment of Educational Progress Fine Arts Consensus Project

Subjects:	<i>Fine arts</i>	# of scales	3
Grade(s)	12	# Scale length	3

Note: *This draft rubric was provided by CCSSO solely for use by CPS staff. It may not be circulated outside the Chicago Public Schools.*

The task requires that the student view videos of two dance performances, then write a critical review for the student newspaper in which the dances are described and compared and in which the student must argue which should be performed at his/her school. The rubric may be adapted for use with comparisons of musical or dramatic performances or works of art.

Scale I: Use of Vocabulary

- 3 Student will be able to use appropriately dance vocabulary describing and analyzing the dances...including style, elements and choreographic principles.
- 2 Student uses appropriate dance vocabulary when describing the dances.
- 1 Student shows that s/he is limited in dance vocabulary and remarks on response sheet are limited.

Scale II: Accuracy of Descriptions

- 3 Student describes and analyzes the effect of the use of movement elements and choreographic principles in the dances when making their critical discussion of which dance should be seen at their school.
- 2 Student makes comparisons and contrasting remarks about the two dances and speculates which should be seen at their school.
- 1 Student is able to label some elements of dance in each dance seen on video and is able to place the dances in correct periods of time, as well as include opinions about the dances.

Scale III: Accuracy of Comparisons

- 3 Student is able to...make accurate critical judgments about the form, content, and meaning of the dances. The student makes a clear choice and accurately and convincingly supports it.
- 2 Student comparison of the two dances are mostly accurate, but have some inaccurate use of vocabulary. Student conclusions are unconvincingly supported by examples.
- 1 Student comparisons are limited and contain inaccuracies in analyzing the dances.

505 *Identifying Beat*

Source: Council of Chief State School Officers' National Assessment of Educational Progress Fine Arts Consensus Project

Subjects:	<i>Fine arts</i>	# of scales	<i>1</i>
Grade(s)	<i>4, 8</i>	# Scale length	<i>4</i>

Note: *This draft rubric was provided by CCSSO solely for use by CPS staff. It may not be circulated outside the Chicago Public Schools.*

Holistic Scale

- 3** Student claps the correct beat throughout the song.
- 2** Student usually claps the correct beat but is unable to sustain the correct beat throughout the song.
- 1** Student claps, but on the wrong beats (clapping half notes or is not beat competent).
- 0** No response

506 Reading Musical Notation

Source: Council of Chief State School Officers' National Assessment of Educational Progress Fine Arts Consensus Project

Subjects:	<i>Fine arts</i>	# of scales	<i>1</i>
Grade(s)	<i>4, 8</i>	# Scale length	<i>4</i>

Note: *This draft rubric was provided by CCSSO solely for use by CPS staff. It may not be circulated outside the Chicago Public Schools.*

Holistic Scale

- 3** Student plays 90% or more correct notes and rhythms.
- 2** Student plays more than half of the notes and rhythms correctly.
- 1** Student plays almost all incorrect notes.
- 0** No response

507 Draft Rubric for Describing and Comparing Musical Performances (page 1 of 2)

Source: Council of Chief State School Officers' National Assessment of Educational Progress Fine Arts Consensus Project

Subjects:	<i>Fine arts</i>	# of scales	3
Grade(s)	12	# Scale length	4

Note: *This draft rubric was provided by CCSSO solely for use by CPS staff. It may not be circulated outside the Chicago Public Schools. This rubric may be adapted to rate comparisons of dance or dramatic performances or works of art.*

Scale I: Use of Vocabulary

- 4 Student...uses an extensive musical vocabulary which includes description of musical elements, stylistic qualities and expressive elements.
- 3 Student...accurately uses a basic musical vocabulary which includes description of musical elements and some technical terms.
- 2 Student...uses a few basic musical terms, but the majority is lay language, and music terms are sometimes used inaccurately.
- 1 Student...uses little or no musical vocabulary.

Scale II: Accuracy of Descriptions

- 4 Student correctly identifies instruments/voices and discusses specific details of instrumental or vocal timbre or orchestration; describes music under rhythm and tempo, melody, and harmony in richly detailed terms; discusses form in detail; under style, identifies historical period or style of folk or popular music and discusses genre within that style and how this example fits or does not fit the category, and correctly identifies the geographical origins of non-western examples and includes country and possible performers; describes expression with detail and makes judgments about the interpretation of the score.
- 3 Student correctly identifies instruments/voices and discusses instrumentation of ensemble; describes music under rhythm and tempo, melody, and harmony in detailed specific terms; discusses form with some detail; under style, identifies historical period or style of folk or popular music and labels genre within that style, and correctly identifies the geographical origins of non-western examples and include country; describes expression with detail. The student is able to compare and contrast the two selections of music and describe each of them, using at least some correct musical vocabulary, and the differences between the two.

(cont'd.)

507 *Draft Rubric for Describing and Comparing Musical Performances* (page 2 of 2)

Source: Council of Chief State School Officers' National Assessment of Educational Progress Fine Arts Consensus Project

- 2 Student can identify most instruments/voices; describes music under rhythm and tempo, melody, and harmony in general terms; recognizes broad categories under form; under style can identify historical period or style of folk or popular music and makes some distinctions about geographical origins of non-western examples; limited response under expression.
- 1 Student is not able to describe what is happening in the music except in very broad terms (uses only lay language).

Scale III: Accuracy of Comparisons

- 4 Student's comparisons of two performances are accurate, including both technical and expressive considerations and result in a valid and well-supported conclusion regarding which performance is superior.
- 3 Student's comparisons of two performances are mostly accurate, but contain some inaccuracies; student tends to focus on either technical or expressive differences, rather than addressing both; student's conclusion regarding which performance is superior is accurate, but only partly supported by comparisons.
- 2 Student's comparisons are limited, and contain many inaccuracies; student's conclusion regarding which performance is superior is almost completely unsupported, and may be inaccurate.
- 1 Student provides no valid comparisons beyond the obvious (A is faster, B is louder). Student may or may not state a preference between the two.

508 Draft Rubric for Description of Character's Appearance and Feelings

Source: Council of Chief State School Officers' National Assessment of Educational Progress Fine Arts Consensus Project

Subjects:	<i>Fine arts</i>	# of scales	<i>1</i>
Grade(s)	<i>4</i>	# Scale length	<i>4</i>

Note: *This draft rubric was provided by CCSSO solely for use by CPS staff. It may not be circulated outside the Chicago Public Schools.*

Holistic Scale

- 4** Described physically characters with many details, names feelings with many details.
- 3** Gave two or more answers (looks like and feeling) with little or no detail.
- 2** Gave one answer (looks like or feeling) with little or no detail.
- 1** Made an effort, but didn't answer the question.

509 Draft Rubric for Evaluating Portrayal of a Character

Source: Council of Chief State School Officers' National Assessment of Educational Progress Fine Arts Consensus Project

Subjects:	<i>Fine arts</i>	# of scales	<i>1</i>
Grade(s)	<i>4</i>	# Scale length	<i>4</i>

Note: *This draft rubric was provided by CCSSO solely for use by CPS staff. It may not be circulated outside the Chicago Public Schools.*

The task required the student to state what his drama partner did well in his/her portrayal of a character and to explain why.

Holistic Scale

- 4** Identified a moment or element and explained with details why it was good.
- 3** Identified a moment or element, explained with little detail.
- 2** Identified a moment or element, but offered no explanation
- 1** Didn't explain at all.

510 **Draft Rubric for Dramatic Performance**

Source: Council of Chief State School Officers' National Assessment of Educational Progress Fine Arts Consensus Project

Subjects:	<i>Fine arts</i>	# of scales	<i>1</i>
Grade(s)	<i>8, 12</i>	# Scale length	<i>3</i>

Note: *This draft rubric was provided by CCSSO solely for use by CPS staff. It may not be circulated outside the Chicago Public Schools.*

The task required the students to improvise a skit based on a newspaper article.

Holistic Scale

- 3** All characteristics of a "2" response, plus works off of fellow actors, modulates rhythms, mood, pacing. Is interesting to watch; has presence.
- 2** All characteristics of a "1" response, plus adds interesting features to the character, listens to audience response.
- 1** The actor understands his/her character, can be heard, can be seen (does not hide from audience), stays in character.

511 Marge Dickinson's Visual Art Assessment Rubric (page 1 of 4)

Source: Marge Dickinson, Arts Assessment Trainer, 19047 U.S. Highway 34, Galva, IL 61434, 309-932-2880, fax 309-932-2180.

Subjects:	<i>Fine arts</i>	# of scales	<i>4</i>
Grade(s)	<i>Not specified</i>	# Scale length	<i>5</i>

Scale I: Focus

Criteria established in the assignment (see list below). The focus is more than the art product; it extends to...deadlines, format, critique, identification, paperwork.

Some possible criteria that may be used:

- Student submitted development material (rough drafts journal, research)
- Student submitted a critique
- Student worked hard in and out of class
- Project completed
- Student followed directions/classroom rules
- Student made effort to meet objectives and goals
- Work completed on time
- Effort/attitude
- Contributed to discussions
- Participated in critiques
- Grade sheet filled out completely

- 4** Assignment on time; meets or exceeds all criteria.
- 3** Assignment on time with one criterion missing.
- 2** Assignment on time but has two criteria missing.
- 1** Assignment late or has three or four criteria missing.
- 0** Assignment late or has inappropriate solution to the problem, incomplete

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511 Marge Dickinson's Visual Art Assessment Rubric (page 2 of 4)

Source: Marge Dickinson, Arts Assessment Trainer, 19047 U.S. Highway 34, Galva, IL 61434, 309-932-2880, fax 309-932-2180.

Scale II: Elements/Principles/Expressive

Correct use of elements (line, shape/form, value, space, color, texture), principles (balance, harmony, variety, emphasis, rhythm/movement/repetition, gradation, proportion and unity) and expressive elements (emotions, concepts, metaphors, etc.) to solve problem.

Some possible criteria that may be used:

- Expressiveness of theme
 - Uses good composition (uses good design principles--specify which)
 - Demonstrates understanding of elements and principles of design (list them)
 - Work reveals what student feels and/or ideas
 - Work is response to personal or life experiences
 - Proportions are correct
 - Modeling done through value changes
 - Contrast of dark and light
 - Color used expressively
 - Large and small shapes used
 - Use of contour line
 - Center of interest shown through contrast, value changes, movement
 - Harmonious color use
 - Variety of textures
 - Equal distribution of positive/negative space
 - Illusion of space created
 - Symmetrical balance achieved (or asymmetrical)
 - Emphasis achieved by contrast (isolation, dominance, etc.)
 - Repeated pattern evident in the texture
 - Space accurately portrayed
-
- 4** Assignment clearly exhibits superior understanding and application of elements, principles and expressive elements required to solve problem.
 - 3** Assignment exhibits a good ability to utilize elements, principles and expressive elements required to solve problem.
 - 2** Assignment exhibits several errors in regard to understanding the application and understanding of elements, principles or expressive elements required to solve problem.
 - 1** Assignment exhibits a large number of errors in application and understanding of elements, principles or expressive elements required to solve problem.
 - 0** Assignment exhibits no regard to application and understanding of elements, principles or expressive elements required to solve problems.

511 Marge Dickinson's Visual Art Assessment Rubric

(page 3 of 4)

Source: Marge Dickinson, Arts Assessment Trainer, 19047 U.S. Highway 34, Galva, IL 61434, 309-932-2880, fax 309-932-2180.

Scale III: Craftsmanship/Technique

Craftsmanship is aptitude, skill, manual dexterity in use of media and tools. Technique is manner and skill with which the artist employs the tools/materials to achieve the chosen effect.

Some possible criteria that may be used:

- Skillful use of media
- Care taken with project
- Work area cleaned daily
- Media used with correct technique
- Technical skill in the use of media
- Visual detail (neatness)
- Appropriate use of supplies and materials
- Care taken
- Safe and effective use of tools
- Skillful and appropriate use of materials
- Harmony of technique
- Pot crafted well
- Colors portrayed accurately
- Paint applied smoothly
- Function of object is obvious

- 4 Assignment exhibits great skill/master in manipulation of media and technique used to express creative idea.
- 3 Assignment exhibits proficiency in manipulation of media and technique used to express creative idea.
- 2 Assignment exhibits some degree of skill in manipulating of media and technique used to express creative idea.
- 1 Assignment exhibits less than average ability or skill in manipulation of media and technique used to express creative idea.
- 0 Assignment exhibits little or no apparent skills in manipulation of media and technique used to express creative idea.

(cont' d.)

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511 Marge Dickinson's Visual Art Assessment Rubric

(page 4 of 4)

Source: Marge Dickinson, Arts Assessment Trainer, 19047 U.S. Highway 34, Galva, IL 61434

Scale IV: Creativity/Elaboration/Inventiveness/Independence

Involves amplification, development of theme in unique manner. Work exhibits a distinctive, individual style (manner of expression) unique to the student. Student works independently.

Some possible criteria that may be used:

- Creative, unique solution to the problem
 - Theme is elaborated upon
 - Experimentation with combinations of material
 - Transfer of concepts/techniques from one assignment to another (from past experience to present assignment)
 - Experimentation
 - Risk taking
 - Willing to make changes
 - Own style
 - Innovative
 - Departure from original intent
 - Worked through problems and difficulties
 - Originality of idea
 - Experimentation with imagery
 - Experimentation with material
 - Divergent or inventive thinking
 - Student worked independently
-
- 4** Superior degree of originality throughout; very unique solution; theme has been elaborated upon to a high degree; ability to take initiative in assignment that augments what is learned. Self-initiated. Complex solution.
 - 3** Above average degree of originality throughout; theme is present with some elaboration; shows ability to work and think independently. May have sought additional material to accomplish project idea.
 - 2** Average degree of originality throughout; theme is present with little elaboration; some initiative in working and independent thinking.
 - 1** Below average originality; theme is not fully developed; little initiative in working or thinking independently.
 - 0** Lack of originality; theme is very weak, trite, stereotypical, copied or traced; very little or no initiative; student waits to be told what to do.

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512 Dramatic Performance

Source: Ogden Elementary School, Chicago, Illinois

Subjects:	<i>Fine arts</i>	# of scales	1
Grade(s)	2	# Scale length	4

Holistic Scale

- | | |
|----------|---|
| 3 | Understands character and has presence.
Can be heard and modulates voice.
Can be seen and is interesting to watch.
Stays in character and reflects character's mood.
Knows events of story and when to act. |
| 2 | Understands character.
Can be heard and sometimes modulates voice.
Can be seen.
Stays in character and adds interesting features to character.
Knows events of story and when to act. |
| 1 | Understands character.
Can be heard.
Can be seen.
Stays in character.
Knows events of story and sometimes miscues when acting. |
| 0 | Actor does not participate in dramatic activity. |

513 Scoring Rubric for Acting

Source: /Steven Mitchell, Trinity Center Elementary School District, California. Cited in *Prelude to Performance Assessment in the Arts*, California Department of Education, 1994

Subjects:	<i>Fine arts</i>	# of scales	1
Grade(s)	<i>K-3</i>	# Scale length	6

Holistic Scale

Note: Children were asked to select toys they would like to represent in a holiday play and to "write" a line that they would say on stage to epitomize the characters of their toys. Students were to walk around the stage at equal distances from one another, "freezing" in place, with each child taking a turn walking to the front of the stage, reciting his or her line, and then returning to line of students. This rubric may be easily adapted for use with other assignments.

- 6 Fully achieves the essence of the character, while insightfully demonstrating both an individual and team commitment to excellence.** Demonstrates full understanding of the character through focused movement during the duration of the scene. Walks out of line in character, stops center stage, and delivers line in character with pacing and projection that can clearly be heard in the back of the room. Keeps the same space in line from the person in front at all times. Shows awareness of and is attentive to others and to the group as a whole.
- 5 Accomplishes the purpose of the task.** Shows clear understanding of the character even though movement and vocalization are through the majority of the scene. When walking out in line, delivering line, and walking back, has a softer focus than that in level 6. Keeps the same space in line from the person ahead the majority of the time. Is effectively involved with others.
- 4 Substantially achieves the purposes of the tasks.** Displays understanding of the character even though movement and vocalization are not constantly in focus. Delivers characterization adequately; however, clarity and projection wane. Allows space in line from person in front to fluctuate occasionally. Is attentive to the group.
- 3 Through movement and voice occasionally hints at the truth of who the character is.** Characterization in movement and line delivery are less than truthful, and clarity and projection are weak. Gaps in line space are evident. Interacts with the group in a fragmented manner.
- 2 Through movement and vocalization creates little believability that this character is who or what the costume says he or she is.** Shows only a faint sign of characterization in voice or what the costume says he or she is. Projection and clarity make words hard to hear and understand. Pays little attention to others in the group.
- 1 Does not accomplish the purpose of the task.** Shows no evidence of characterization in voice or through body movement. Sentence delivery cannot be understood or is not delivered at all. Exhibits no interaction with group members.

514 Gallery Review: Aesthetic Perception, Valuing, and Heritage (page 1 of 2)

Source: Jack Haehl, Terra Linda High School, San Rafael Unified School District, San Rafael, California. In *Prelude to Performance Assessment in the Arts*, California Department of Education, 1994.

Subjects:	<i>Fine arts</i>	# of scales	1
Grade(s)	<i>High school</i>	# Scale length	6

Note: Students were asked to visit a gallery, museum, or artistic event and write reviews of the exhibits. Students must write a review at least 500 words long that addresses a list of questions they are given. This rubric might also be used to rate a review of a portfolio (the student's or someone else's) or, with minor adaptations, a critique of musical, dance, or dramatic performances as well.

Holistic Scale

- 6 Makes fulfillment of the task a creative expression. Review reflects excellent application of skills in critical analysis, interpretation, and judgment. Review shows extensive use and understanding of terms from the art glossary and visual art vocabulary. Comments, metaphors, and descriptive language are insightful and based on careful analysis. Interpretation reflects knowledge and makes relevant references to art history and/or heritage. The criticism of the work is clearly stated and is based on descriptive examples. The reader gains a clear picture of the exhibit or event and an understanding of the reviewer's point of view.
- 5 Completes the task in an incisive and thorough manner. Review exhibits skill in critical analysis, interpretation, and judgment. Student uses terms from the art glossary and vocabulary list, as well as metaphors and descriptive language. References are made to related works from the history of art. Critical judgments are clear and reader gains an insight into the work or event.
- 4 Substantially completes the task, with some ideas or concepts missing. The review includes analysis, interpretation, and critical judgment. Some terms from the art glossary and vocabulary list are used. At least one reference is made to related work from the history of art. The reviewer's opinion is stated, and the reader gains a basic understanding of the artwork or event.
- 3 Partially completes the task with minimal or perfunctory effort. There is an attempt to include analysis, interpretation, and critical judgment in the review. A few terms from the art glossary and vocabulary list are used. A reference to work from the history of art may be included, but the connection to the work being reviewed may not be clear. The review takes a position on the work, but it is not strongly substantiated. There is an attempt to describe the work or event, but the reader may not gain a clear picture.

(cont'd.)

514 Gallery Review: Aesthetic Perception, Valuing, and Heritage (page 2 of 2)

Source: Jack Haehl, Terra Linda High School, San Rafael Unified School District, San Rafael, California. In *Prelude to Performance Assessment in the Arts*, California Department of Education, 1994.

- 2** Minimally completes the task with fragmented results--may need redirection in the future. Use of analysis, interpretation, and critical judgment may be evident, but not clearly exhibited. Few, if any, terms from the art glossary or vocabulary list are used. No references are made to relate works from the history of art. If one is used, it is not relevant. The reviewer does not make his or her opinion regarding the exhibit or event clear, and it is not based on stated observations. It is difficult for the reader to gain an idea of what the exhibit or event was like.
- 1** Shows little evidence of having attempted to accomplish the task. The review does not go through the steps of analysis, interpretation, and judgment, nor does it contain any terms or vocabulary. The reader gains no understanding of the exhibit or event or of what the reviewer based an opinion on.

SOC 215: Women in American Society
Charter Oak State College
Spring Semester 2007
January 22-May 5, 2007

Instructor: Catherine E. Hoyser, Ph. D.

Phone: 860-716-7291 (C) or 860-231-7876 (H) **Email:** choyser@faculty.charteroak.edu

Grading Rubrics:

Grading Rubric for Written Activity Assignments

	10 (Excellent)	9 (Good)	8 (Fair)	7 (Poor)
Thoroughness	Answered all questions in the exercise completely and in the appropriate order.	Answered all questions in the exercise but not completely and/or not in the appropriate order.	Answered most of the questions in the exercise but not completely and/or not in the appropriate order.	Did not answer an adequate number of the questions in the exercise.
Supporting Details	Answered all questions in the exercise and provided a substantial amount of relevant details.	Answered all questions in the exercise and provided an adequate amount of relevant details.	Answered most of the questions in the exercise and provided an adequate amount of relevant details.	Answered some of the questions in the exercise and provided an inadequate amount of relevant details.
Demonstrated Understanding of the Assignment	Response demonstrates a thorough understanding of the exercise and is substantiated by several examples from the textbook and/or companion website.	Response demonstrates understanding of the exercise and is substantiated by at least one example from the textbook and/or companion website.	Response demonstrates some understanding of the exercise but is not substantiated by any examples from the textbook and/or companion website.	Response demonstrates very little understanding of the exercise.
Grammar, Mechanics, Spelling, and Sentence Structure	Response is highly polished; no grammar or spelling errors.	Response is polished; maximum of one grammar or spelling error.	Response is adequate; maximum of two grammar or spelling errors.	Inadequate response; more than two spelling or grammar errors.

Grading Rubric for Discussion Postings

	10 (Excellent)	9 (Good)	8 (Fair)	7 (Poor)
Contribution to the Classroom	Posting is insightful, thorough, and interesting.	Posting is thorough and interesting.	Posting is interesting but lacks insight and depth.	Posting is uninteresting and/or too brief for the assignment.
Inspires Reply Postings from Other Students	A serious effort is made to frame the discussion posting in such a way as to encourage others to reply. Posting generates questions and opens up new avenues for discussion.	A serious effort is made to frame the discussion posting in such a way as to encourage others to reply.	Some effort is made to frame the discussion posting in such a way as to encourage others to reply.	No effort is made to frame the discussion posting in such a way as to encourage others to reply.
Demonstrated Understanding of the Reading Assignment	Posting demonstrates a thorough understanding of the reading assignment and is substantiated by several examples from the textbook and/or companion website.	Posting demonstrates an understanding of the reading assignment and is substantiated by at least one example from the textbook and/or companion website.	Posting demonstrates an understanding of the reading assignment but is not substantiated by examples from the textbook and/or companion website.	Posting demonstrates very little understanding of the reading assignment.
Grammar, Mechanics, Spelling, and Sentence Structure	Posting is highly polished; no grammar or spelling errors.	Posting is polished; maximum of one grammar or spelling error.	Posting is adequate; maximum of two grammar or spelling errors.	Inadequate posting; more than two spelling or grammar errors.

Descriptors for IGEAP Writing Assessment Rubric (Draft)

Category		
Low Scores 1 or 2	Average Score 3 or 4	High Scores 5 or 6
Task Responsiveness		
<ul style="list-style-type: none"> Fails to establish purpose for writing. Does not respond to the task. Paper drifts substantially from initial purpose or controlling idea. 	<ul style="list-style-type: none"> Establishes purpose or controlling idea initially, but inconsistently attended to. Shows some unity of purpose and attention to task. 	<ul style="list-style-type: none"> Establishes strong sense of purpose congruent with the task, either explicitly or implicitly. Controlling purpose governs development and organization of the text. Complicates purpose as paper unfolds.
Engagement with Text(s)		
<ul style="list-style-type: none"> Shows little evidence of having understood the reading(s) that should inform the paper. Repeats or summarizes source text without analyzing or critiquing. References to source materials are either not present and/or sources are not well introduced. In-text citations and end-of-text references are not formatted according to an appropriate style. 	<ul style="list-style-type: none"> Shows some evidence that materials were read or analyzed and that those texts have shaped the author's writing. Goes beyond repetition or summary of source text(s). Source materials are cited, though not always consistently. It is generally clear when information comes from sources. Most in-text citations and end-of-text references are appropriately cited. 	<ul style="list-style-type: none"> The writer clearly read and understood the source text(s) that inform the paper. Summarizes key points or issues in the source text and then critically analyzes or synthesizes those ideas with the author's own assertions. Introduces, extends and complicates the ideas of the source text. Consistently clear where information, opinions, or facts come from a source as opposed to coming from the author.
Development		
<ul style="list-style-type: none"> No apparent awareness of readers' needs or expectations. Claims have little or no logical support. Moves from idea to idea without substantial elaboration; lacks depth. 	<ul style="list-style-type: none"> Some awareness of readers' needs and expectations. Claims are logically supported. Ideas have sufficient elaboration; achieves some depth of discussion. 	<ul style="list-style-type: none"> Anticipates readers' reactions to key points in paper. Claims are logically supported with relevant, compelling detail. Ideas are substantially elaborated with

<ul style="list-style-type: none"> Shows little or no support for narrative, analytic, and/or expository patterning. 	<ul style="list-style-type: none"> * Shows sufficient support for narrative, analytic, and/or expository patterning. 	<p>significant depth.</p> <ul style="list-style-type: none"> Shows significant support for narrative, analytic, and/or expository patterning.
Organization		
<ul style="list-style-type: none"> Paragraphs do not cohere. Topics not clearly introduced, explored, or concluded. Essay moves in unpredictable and illogical sequences for the reader. Lacks progression in form from start through middle to end. Patterns of exposition/analysis/argument unfold with little discernable purpose. 	<ul style="list-style-type: none"> Paragraphs generally cohere with topic ideas and supporting details Topics are introduced, explored, and concluded. Essay moves in predictable and logical sequences. Shows progression in form from start through middle to end. Patterns of exposition, analysis/argument unfold according to purpose of paper 	<ul style="list-style-type: none"> Paragraphs cohere and make overall essay more complex. Topics are clearly introduced, explored, and concluded in interesting ways. Essay moves in logically surprising and satisfying ways for the reader Shows compelling progression of form from start through middle to end. Patterns of analysis/argument anticipate readers' expectations and meet purposes of paper.
Control of Language		
<ul style="list-style-type: none"> Lacks control over sentence structure; difficult to follow; does not use appropriate transitions. Little control over patterns of subordination and coordination. Requires the reader to backtrack to make sense. Uses wrong words and awkward phrasing. Grammatical errors disrupt a reader's progress through the essay. 	<ul style="list-style-type: none"> Style is competent, though not engaging or inventive. Shows reasonable command over phrasing and word choice. Some useful transitions and patterns of reference provide connection. Uses mostly appropriate words and phrases. Occasional grammatical errors do not disrupt a reader's progress through the essay. 	<ul style="list-style-type: none"> Author clearly controls the pace, rhythm, and variety of sentences. Style is smooth and efficient, with good use of subordination and coordination Consistently deploys useful transitions and patterns of reference Words are well chosen and phrasing is apt and precise. Virtually no grammatical errors.

Inter-Institutional General Education Assessment Project
Rubric Vers. 3.0 (June 2004)

Reader: _____

Sample: _____

To what extent does the paper exhibit...?	1	2	3	4	5	6
1. Task Responsiveness						
2. Engagement with Text(s)						
3. Development						
4. Organization						
5. Control of Language						

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*Rubrics were taken *verbatim* from campus websites and were sometimes lightly reformatted to fit the printed page.

Writing Rubric

Johnson Community College, downloaded 12/22/04 from
<http://www.jccc.net/home/depts/6111/site/assmnt/cogout/comwrite>

- 6** = Essay demonstrates excellent composition skills including a clear and thought-provoking thesis, appropriate and effective organization, lively and convincing supporting materials, effective diction and sentence skills, and perfect or near perfect mechanics including spelling and punctuation. The writing perfectly accomplishes the objectives of the assignment.
- 5** = Essay contains strong composition skills including a clear and thought-provoking thesis, although development, diction, and sentence style may suffer minor flaws. Shows careful and acceptable use of mechanics. The writing effectively accomplishes the goals of the assignment.
- 4** = Essay contains above average composition skills, including a clear, insightful thesis, although development may be insufficient in one area and diction and style may not be consistently clear and effective. Shows competence in the use of mechanics. Accomplishes the goals of the assignment with an overall effective approach.
- 3** = Essay demonstrates competent composition skills including adequate development and organization, although the development of ideas may be trite, assumptions may be unsupported in more than one area, the thesis may not be original, and the diction and syntax may not be clear and effective. Minimally accomplishes the goals of the assignment.
- 2** = Composition skills may be flawed in either the clarity of the thesis, the development, or organization. Diction, syntax, and mechanics may seriously affect clarity. Minimally accomplishes the majority of the goals of the assignment.
- 1** = Composition skills may be flawed in two or more areas. Diction, syntax, and mechanics are excessively flawed. Fails to accomplish the goals of the assignment.

Revised October 2003

Rubric Examples

Subject A Scoring Guide (University of California)

In holistic reading, raters assign each essay to a scoring category according to its dominant characteristics. The categories below describe the characteristics typical of papers at six different levels of competence. All the descriptions take into account that the papers they categorize represent two hours of reading and writing, not a more extended period of drafting and revision.

Score 6

A 6 paper commands attention because of its insightful development and mature style. It presents a cogent analysis of or response to the text, elaborating that response with well-chosen examples and persuasive reasoning. The 6 paper shows that its writer can usually choose words aptly, use sophisticated sentences effectively, and observe the conventions of written English.

Score 5

A 5 paper is clearly competent. It presents a thoughtful analysis of or response to the text, elaborating that response with appropriate examples and sensible reasoning. A 5 paper typically has a less fluent and complex style than a 6, but does show that its writer can usually choose words accurately, vary sentences effectively, and observe the conventions of written English.

Score 4

A 4 paper is satisfactory, sometimes marginally so. It presents an adequate analysis of or response to the text, elaborating that response with sufficient examples and acceptable reasoning. Just as these examples and this reasoning, will ordinarily be less developed than those in 5 papers, so will the 4 paper's style be less effective. Nevertheless, a 4 paper shows that its writer can usually choose words of sufficient precision, control sentences of reasonable variety, and observe the conventions of written English.

Score 3

A 3 paper is unsatisfactory in one or more of the following ways. It may analyze or respond to the text illogically; it may lack coherent structure or elaboration with examples; it may reflect an incomplete understanding of the text or the topic. Its prose is usually characterized by at least one of the following: frequently imprecise word choice; little sentence variety; occasional major errors in grammar and usage, or frequent minor errors.

Score 2

A 2 paper shows serious weaknesses, ordinarily of several kinds. It frequently presents a simplistic, inappropriate, or incoherent analysis of or response to the text, one that may suggest some significant misunderstanding of the text or the topic. Its prose is usually characterized by at least one of the following: simplistic or inaccurate word choice; monotonous or fragmented sentence structure; many repeated errors in grammar and usage.

Score 1

A 1 paper suggests severe difficulties in reading and writing conventional English. It may disregard the topic's demands, or it may lack any appropriate pattern of structure or development. It may be inappropriately brief. It often has a pervasive pattern of errors in word choice, sentence structure, grammar, and usage.

<http://www.sdcoe.k12.ca.us/score/actbank/subja.htm>

California State University, Fresno
Scoring Guide for Writing

Scoring Level	Knowledge of Conventions	Clarity and Coherence	Rhetorical Choices
4 - Accomplished	In addition to meeting the requirements for a “3,” the writing is essentially error-free in terms of mechanics. Models the style and format appropriate to the assignment.	In addition to meeting the requirements for a “3,” writing flows smoothly from one idea to another. The writer has taken pains to assist the reader in following the logic of the ideas expressed.	In addition to meeting the requirements for a “3,” the writer’s decisions about focus, organization, style/ tone, and content made reading a pleasurable experience. Writing could be used as a model of how to fulfill the assignment.
3 - Competent	While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the writing sample. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources.	Sentences are structured and word are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer’s points easy to follow.	The writer has made good decisions about focus, organization, style/ tone, and content to communicate clearly and effectively. The purpose and focus of the writing are clear to the reader and the organization and content achieve the purpose well. Writing follows all requirements for the assignment.
2 - Developing	Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions distract the reader. Writing does not consistently follow appropriate style and/or format. Source documentation is incomplete. It may be unclear which references are direct quotes and which are paraphrased.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.	The writer’s decisions about focus, organization, style/ tone, and/or content sometimes interfere with clear, effective communication. The purpose of the writing is not fully achieved. All requirements of the assignment may not be fulfilled.
1 - Beginning	Writing contains numerous errors in spelling, grammar, and/or sentence structure which interfere with comprehension. Style and/or format are inappropriate for the assignment. Fails to demonstrate thoroughness and competence in documentation.	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.	The writer’s decisions about focus, organization, style/ tone, and/or content interfere with communication. The purpose of the writing is not achieved. Requirements of the assignment have not been fulfilled.

June 6, 2002

<http://www.csufresno.edu/cetl/assessment/> (click on WritingScoring.doc)

California State University, Fresno
General Education Scoring Guide for Integrative Science

Scoring Level	Science and Society	Basic Concepts and Fundamental Principles	Scientific Approach	Nature of Science
4 - Accomplished	Develops and defends an informed position, integrating values, science, and technology.	Integrates and applies basic scientific concepts and principles.	Demonstrates comprehension of the scientific approach; illustrates with examples	Demonstrates scientific reasoning across multiple disciplines.
3 - Competent	Correctly describes perspectives concerning the scientific aspects of a societal issue.	Shows clear comprehension of basic scientific concepts and principles.	Accurately expresses concepts relating to the scientific approach	Interprets and relates scientific results in a way that shows a clear recognition of the nature of science.
2 - Developing	Recognizes the place of science in human affairs, but is unable to communicate its roles.	Able to state basic scientific concepts and principles.	Uses vocabulary related to scientific methods in a rote manner or showing simple conceptualization	Provides simplistic or incomplete explanations of the nature of science.
1 - Beginning	Does not visualize a role or need for science in human affairs.	Lacks understanding of basic scientific concepts and principles.	Shows minimal understanding of scientific methods	Does not distinguish between scientific, political, religious, or ethical statements.

<http://www.csufresno.edu/cetl/assessment/> (click on IBScoring.doc)

Writing Rubric

Northeastern Illinois University

(adapted from: Barbara Walvoord, Winthrop Univ., Virginia Community College System, Univ. of Washington)

Quality Criteria	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency	(Rating)
1. Thesis/Focus: (a) Originality	Thesis is missing	Thesis may be obvious or unimaginative	Thesis is somewhat original	Develops fresh insight that challenges the reader's thinking;	
2. Thesis/Focus: (b) Clarity	Reader cannot determine thesis & purpose OR thesis has no relation to the writing task	Thesis and purpose are somewhat vague OR only loosely related to the writing task	Thesis and purpose are fairly clear and match the writing task	Thesis and purpose are clear to the reader; closely match the writing task	
3. Organization	Unclear organization OR organizational plan is inappropriate to thesis. No transitions	Some signs of logical organization. May have abrupt or illogical shifts & ineffective flow of ideas	Organization supports thesis and purpose. Transitions are mostly appropriate. Sequence of ideas could be improved	Fully & imaginatively supports thesis & purpose. Sequence of ideas is effective. Transitions are effective	
4. Support/ Reasoning (a) Ideas (b) Details	Offers simplistic, undeveloped, or cryptic support for the ideas. Inappropriate or off-topic generalizations, faulty assumptions, errors of fact	Offers somewhat obvious support that may be too broad. Details are too general, not interpreted, irrelevant to thesis, or inappropriately repetitive	Offers solid but less original reasoning. Assumptions are not always recognized or made explicit. Contains some appropriate details or examples	Substantial, logical, & concrete development of ideas. Assumptions are made explicit. Details are germane, original, and convincingly interpreted	
5. Use of sources/ Documentation	Neglects important sources. Overuse of quotations or paraphrase to substitute writer's own ideas. (Possibly uses source material without acknowledgement.)	Uses relevant sources but lacks in variety of sources and/or the skillful combination of sources. Quotations & paraphrases may be too long and/or inconsistently referenced	Uses sources to support, extend, and inform, but not substitute writer's own development of idea. Doesn't overuse quotes, but may not always conform to required style manual	Uses sources to support, extend, and inform, but not substitute writer's own development of idea. Combines material from a variety of sources, incl. pers. observation, scientific data, authoritative testimony. Doesn't overuse quotes.	

<http://www.neiu.edu/~neassess/gened.htm#rubric>

Oral Presentation Holistic Scoring Rubric
Southeast Missouri State University

Retrieved September 3, 2005 from <http://ustudies.semo.edu/oralcom/holistic.htm>

SCORE 6

*Designates a **Clearly Excellent** speech.*

- A. Focus: the thesis is very clearly stated; the topic is narrowed sufficiently; the specific audience has clearly been taken into account when delivering the speech
- B. Organization: the speech has a clear introduction that catches the audience's attention effectively and is connected to the whole; effective transitions recap each main point; the conclusion effectively summarizes the speech and is related to the whole
- C. Development: all main points begin with a clear topic sentence; all main and supporting points are supported by specific and highly effective examples/evidence; the main and supporting points all relate to each other
- D. Style: language is memorable; language usage is felicitous; tone is appropriate
- E. Delivery: eye contact is effectively established with the audience; gestures and paralinguistic cues are used to reinforce particularly important ideas; no excessive use of vocalized pauses (e.g., "ah, um"); student is extremely articulate
- F. References: outside sources and incorporated logically, insightfully, and elegantly; sources are documented accurately

SCORE 5

*Designates a **Still Impressive** speech.*

- A. Focus: the thesis is clearly stated; the topic is limited; the specific audience has clearly been considered when delivering the speech
- B. Organization: the introduction catches the audience's attention and is connected to the whole; transitions signal movement to another point; the conclusion is clean and related to the whole
- C. Development: almost all main points begin with a clear topic sentence; the main and supporting points include concrete, specific evidence/examples; almost all the main and supporting points relate to each other
- D. Style: most language is memorable; language usage is accurate; tone is appropriate
- E. Delivery: eye contact is established with the audience; gestures and paralinguistic cues are mostly used to reinforce particularly important ideas; some vocalized pauses are used; student is articulate
- F. References: source material is used logically and proficiently; sources are accurately documented

SCORE 4

*Designates an **Adequate** speech.*

- A. Focus: the thesis is clear or clearly implicit; the topic is partially limited; it is implied that the specific audience has been considered when delivering the speech
- B. Organization: the introduction and conclusion are clear and somewhat related to the whole; some transitions are used
- C. Development: some main points begin with a clear topic sentence; some main and supporting points include specific evidence/examples; most main and supporting points relate to each other

- D. Style: most language is somewhat memorable; language usage is correct; tone is usually appropriate
- E. Delivery: eye contact with the audience is somewhat established; gestures and paralinguistic cues are sometimes used to reinforce particularly important ideas; several vocalized pauses are used; student is somewhat articulate
- F. References: source material is incorporated logically and adequately; sources are documented accurately for the most part

NON-MASTERY SCORES

SCORE 3

*Designates a **Developing** speech*

- A. Focus: the thesis is unclear; the topic is only partially limited; the specific audience has been partially considered when delivering the speech
- B. Organization: the introduction and conclusion may be ineffective and not related to the whole; the logical plan must be inferred, as no transitions are used
- C. Development: some main points have stated or implied topic sentences; some main points are supported by specific evidence/examples; some main and supporting points relate to each other
- D. Style: language is not very memorable; language usage is generally accurate; tone is often inappropriate
- E. Delivery: eye contact with the audience is hardly established; gestures and paralinguistic cues are seldom used to reinforce particularly important ideas; vocalized pauses are used frequently; student is not very articulate
- F. References: source material is incorporated but sometimes inappropriately or unclearly; sources are documented accurately only occasionally

SCORE 2

*Designates a **Rudimentary** speech.*

- A. Focus: the thesis is unclear; the topic is not limited; the specific audience has been considered vaguely when delivering the speech
- B. Organization: the introduction and conclusion are ineffective and not related to the whole; the logical plan must be inferred, as no transitions are used
- C. Development: few main points have stated or implied topic sentences; few main points are supported by specific evidence/examples; supporting material is imprecise, unclear, or redundant; few main and supporting points relate to each other
- D. Style: language is not memorable; language usage is inaccurate; tone is inappropriate
- E. Delivery: almost no eye contact with the audience; gestures and paralinguistic cues are seldom used to reinforce particularly important ideas; vocalized pauses are used frequently; student is not very articulate
- F. References: source material is inappropriately or unclearly incorporated; documentation is infrequent

SCORE 1

*Designates an **Incoherent** speech*

- A. Focus: the topic and thesis are unclear; no apparent attempt has been made to limit the topic; the specific audience has not been considered at all
- B. Organization: no attempt has been made to compose an effective introduction or conclusion; there is no logical plan to the speech

- C. Development: main points contain no topic sentences; main points are not supported by specific examples/evidence; little or no supporting material is used; main and supporting points do not relate to each other
- D. Style: language is not memorable or is confusing; language usage is inaccurate; tone is inappropriate or distracting
- E. Delivery: no eye contact is made with the audience; gestures and paralinguistic cues are not used to reinforce particularly important ideas; vocalized pauses are used in abundance and distract from the overall message
- F. References: source material is never incorporated or incorporated inappropriately or unclearly; documentation is inaccurate

SCORE 0

Designates a speech that has clearly not been developed on the assigned topic or makes no attempt to answer the given question or relate to the given topic.

This rubric is based upon the scoring rubric used by the Writing Outcomes Program at Southeast Missouri State University.

Holistic Critical Thinking Scoring Rubric Facione and Facione

4	<p>Consistently does all or almost all of the following:</p> <ul style="list-style-type: none"> Accurately interprets evidence, statements, graphics, questions, etc. Identifies the salient arguments (reasons and claims) pro and con. Thoughtfully analyzes and evaluates major alternative points of view. Draws warranted, judicious, non-fallacious conclusions. Justifies key results and procedures, explains assumptions and reasons. Fair-mindedly follows where evidence and reasons lead.
3	<p>Does most or many of the following:</p> <ul style="list-style-type: none"> Accurately interprets evidence, statements, graphics, questions, etc. Identifies relevant arguments (reasons and claims) pro and con. Offers analyses and evaluations of obvious alternative points of view. Draws warranted, non-fallacious conclusions. Justifies some results or procedures, explains reasons. Fair-mindedly follows where evidence and reasons lead.
2	<p>Does most or many of the following:</p> <ul style="list-style-type: none"> Misinterprets evidence, statements, graphics, questions, etc. Fails to identify strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Draws unwarranted or fallacious conclusions. Justifies few results or procedures, seldom explains reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.
1	<p>Consistently does all or almost all of the following:</p> <ul style="list-style-type: none"> Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others. Fails to identify or hastily dismisses strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Argues using fallacious or irrelevant reasons, and unwarranted claims. Does not justify results or procedures, nor explain reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions. Exhibits close-mindedness or hostility to reason.

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Retrieved September 2, 2005 from http://www.insightassessment.com/pdf_files/rubric.pdf

Rubric Examples

Levels of Leadership

Bowling Green University, <http://folios.bgsu.edu/assessment/Rubrics.htm>, downloaded March 21, 2002

“Leading” involves guiding a group to achieve its goal. It does not require formal authority or power, but is more a matter of influence, integrity, spirit, and respect. Leadership quality in this course will be evaluated using the features defining the four levels shown below.

Level 1 Leadership (Beginner)

- Gives an impression of reluctance or uncertainty about exercising leadership
- Focuses exclusively on the task to be accomplished without regard to the people, or focuses exclusively on the interpersonal relations and attitudes of people in the group without regard to the task
- Asks for ideas or suggestions without intending to consider them
- May show favoritism to one or more group members
- Takes the group off track

Level 2 Leadership (Novice)

- Shows occasional signs of insecurity about leading, or is overly confident about own leadership skills
- Gives too much attention to the task or to interpersonal relations in the group
- Asks for ideas and suggestions but neglects to consider them
- Lets the group ramble or stray off track too much, or keeps the group so rigidly on track that relevant issues or concerns are ignored
- Has an agenda and goals for the group

Level 3 Leadership (Proficient)

- Looks comfortable and confident in exercising leadership duties
- Circulates a prepared agenda in advance
- Balances the need for task accomplishment with the needs of individuals in the group
- Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas
- Shows respect to all group members
- Shares information openly
- Assigns tasks by seeking volunteers, delegating as needed
- Checks for agreement, acceptance, buy-in
- Gives recognition and encouragement

Level 4 Leadership (Advanced)

All of the positive features of proficient leadership, plus:

- Engages all group members
- Keeps the group on track by managing time, providing coaching or guidance, using humor, or resolving differences, as needed
- Intervenes when tasks are not moving toward goals
- Involves the group in setting challenging goals and planning for their accomplishment
- Helps others to provide leadership

<p style="text-align: center;">Levels of Connection</p> <p>Bowling Green University, http://www.bgsu.edu/offices/provost/Assessment/Connect.htm</p> <p>“Connecting” is the essence of creative problem solving, shown in synthesizing knowledge within and across courses, integrating theory and practice, linking academic and life experiences, and relating one’s self and culture to diverse cultures within the U.S. and globally. The quality of connections made in course assignments will be evaluated using the features defining the four levels shown below.</p>
<p style="text-align: center;">Level 1 Connection (Beginner)</p> <ul style="list-style-type: none"> • Describe similarities and differences in a collection or set of items • Categorize items or observations into groups • Recognize simple links among topics or concepts in a course • Offer accurate definitions of terms and concepts • Describe the setting (e.g., context, environment, culture, domain) in which connections are being made
<p style="text-align: center;">Level 2 Connection (Novice)</p> <ul style="list-style-type: none"> • Organize groups of items into ordered collections and specify the organizing principle(s) • Recognize links among topics and concepts presented in different courses • Relate and use information from other courses or experiences in the current setting • Formulate generalizations about collections or sets of items • Distinguish concrete and abstract representations • Identify disciplinary concepts (theories, frameworks) and instances of their application
<p style="text-align: center;">Level 3 Connection (Proficient)</p> <ul style="list-style-type: none"> • Use disciplinary frameworks and concepts to illuminate relationships among apparently diverse items • Examine phenomena from multiple viewpoints, both concretely and abstractly • Specify the limits or boundaries within which generalizations apply • Apply abstract academic knowledge to solve concrete practical problems
<p style="text-align: center;">Level 4 Connection (Advanced)</p> <ul style="list-style-type: none"> • Identify ways to reconcile diverse or conflicting priorities, viewpoints, or options. • Call attention to something that has not been adequately noticed by others (e.g., a subtle or deep relationship, novel findings or interpretations, the context or frame of reference) • Apply frameworks from multiple domains of knowledge and practice to create something (e.g., business plan, musical composition, thesis, capstone paper, research project) • Integrate diverse elements into a product, performance or artifact that fits its context coherently

Levels of Participation

Bowling Green University, <http://www.bgsu.edu/offices/provost/Assessment/Particip.htm>

“Participating” is a matter of active engagement, rather than passive observation, and is shown through working effectively in diverse groups and teams, as well as through cooperation and respect for others. Participation quality in this course will be evaluated using the features defining the four levels shown below.

Level 1 Participation (Beginner)

- Little or no advance preparation
- Lets others set and pursue the agenda
- Observes passively and says little or nothing
- Responds to questions
- Gives the impression of wanting to be somewhere else
- Attendance record is haphazard and inconsistent; may be absent or late without notice

Level 2 Participation (Novice)

- Moderately prepared in advance
- Takes some part in setting group goals and agendas
- Participates in discussions, letting others provide the direction
- Occasionally introduces information or asks questions
- If likely to be absent or late, informs others ahead of time and arranges to cover own responsibilities

Level 3 Participation (Proficient)

- Well prepared in advance
- Takes a large part in setting group goals and agendas
- Actively participates in discussion and asks questions
- Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas
- Volunteers willingly and carries own share of the group's responsibilities

Level 4 Participation (Advanced)

- All of the markers of proficient participation, plus:
- Draws out ideas or concerns of others, especially those who have said little
- Re-visits issues or ideas that need more attention
- Helps the group stay on track
- Summarizes group decisions and action assignments

Levels of Presentation	
Bowling Green University, http://www.bgsu.edu/offices/provost/Assessment/Present.htm	
“Presenting” requires fluency not only in English or another language, but often also in other symbol systems, such as logical, mathematical, visual, spatial, musical, electronic, or gestures and movements. Speaking quality for course presentations will be evaluated using the features defining the four levels shown below.	
Level 1 Presenting (Beginner)	
Ill-defined or no announced purpose	
<ul style="list-style-type: none"> • Unfocused sense of audience • Inadequate organization and/or development • Inappropriate or insufficient details to support ideas • Does not demonstrate understanding of topic beyond a surface level • Looks only at notes or away from audience • Vocal qualities (pace, inflection, volume, enunciation) distract from the content • Lacks interest in the topic 	
Level 2 Presenting (Novice)	
<ul style="list-style-type: none"> • Vague purpose or multiple purposes • Sense of audience wavers • Evident but inconsistent development • Does not advance an argument with adequate support • Demonstrates some understanding of the topic, but does make connections among ideas • Little eye contact is made with audience • Vocal qualities (pace, inflection, volume, enunciation) interfere with the content • Shows some interest for the topic 	
Level 3 Presenting (Proficient)	
<ul style="list-style-type: none"> • Expresses a clear, coherent thesis • Sticks to the purpose and provides adequate transitions among ideas • Moves beyond surface understanding and demonstrates facility with topical and disciplinary knowledge and vocabulary • Advances argument with sound evidence and references • Appropriate eye contact is made with audience • Vocal qualities (pace, inflection, volume, enunciation) support the content • Shows enthusiasm for topic 	
Level 4 Presenting (Advanced)	
<ul style="list-style-type: none"> • Insightful, creative or skillfully presented purpose • Awareness of audience demonstrated through form, language, and presence • Effective organization contributes to full development of presentation • Innovatively or expertly advances the presentation with well-researched evidence and documentation • Eye contact is used to gauge reactions and understanding • Vocal qualities (pace, inflection, volume, enunciation) reinforce and animate the content • Creates enthusiasm about topic in others 	

Levels of Investigation

Bowling Green University, <http://folios.bgsu.edu/assessment/Rubrics.htm>, downloaded March 21, 2002

“Investigate” calls attention to systematic processes of exploring issues, collecting and analyzing evidence, and making informed judgments. Investigation quality for course assignments will be evaluated using the features defining the four levels shown below.

Level 1 Investigation (Beginner)

- Questions and goal(s) of investigation not stated clearly or appropriately (e.g., may be too broad, superficial, specific, and/or at a structural level)
- Few, inappropriate, or irrelevant sources reviewed for background information
- Review of background information does not aid in answering question(s) and goal(s) of current project
- Method of investigation not discussed or described poorly
- Strategy for analysis not outlined or outlined poorly
- Does not distinguish facts from opinions
- Offers basic description of background research, but no evaluation, conclusion, or extension of this research

Level 2 Investigation (Novice)

- Questions and goal(s) of investigation stated with sufficient, general focus
- Multiple sources (mostly relevant) used for background information
- Surface level of evaluation is offered, with only confirmatory (and no disconfirmatory) evidence to support ideas
- Method of investigation is described, but is flawed or unrealistic
- Strategy for analysis is discussed, but incomplete
- Facts are separated from opinions
- Reasonable but limited inferences and conclusions drawn from background information

Level 3 Investigation (Proficient)

- Questions and goal(s) of project stated explicitly, with appropriate focus
- Multiple relevant sources searched for background information
- Sufficient number of sources to provide a representative depiction of relevant background information
- Review of background information considers both confirming and disconfirming evidence
- Method of investigation sufficient to answer all research questions
- Analysis strategy is direct, competent, and appropriate
- Conclusions are based on the results of the analysis, as a logical extension of the findings, or demonstrating an understanding of theory as well as how to apply it to current project

Level 4 Investigation (Advanced)

All of the positive features of proficient investigation, plus:

- Questions and goal(s) of investigation are original, reflecting an in-depth knowledge of content area, and consider an issue(s) that previous investigations did not address
- Review of background information considers both confirmatory and disconfirmatory evidence of ideas, and refutes competing explanations of findings
- Possible multiple methods of investigation sufficient to answer all research questions and reflects a sophisticated understanding of investigative processes
- Analysis strategy has depth and may consider material from content areas outside of main focus of questions and goal(s) of project
- Convincing conclusions are drawn from current investigation and generalizations to related areas are proposed (demonstrates an understanding of theory as well as how to apply it beyond the current project)

California State University, Long Beach Analytical Writing Rubric

<http://www.csulb.edu/divisions/aa/personnel/fcpd/resources/ge/>

This rubric is designed to make clear the grading process for written communication by informing you, the writer, what key elements are expected by the university in a “good” piece of written work.

Your written work will be evaluated by the criteria below in order to give you specific feedback to help guide your development as a writer. Your writing will not be graded point by point by these items; it will be graded for its overall quality.

	Excellent 4	3	Competent 2	1	Not Acceptable 0
Presentation					
1. The purpose and focus are clear and consistent.					
2. The main claim is clear, significant, and challenging.					
3. Organization is purposeful, effective, and appropriate.					
4. Sentence form and word choice are varied and appropriate.					
5. Punctuation, grammar, spelling, and mechanics are appropriate.					
Content					
6. Information and evidence are accurate, appropriate, and integrated effectively.					
7. Claims and ideas are supported and elaborated.					
8. Alternative perspectives are carefully considered and represented.					
Thinking					
9. Connections between and among ideas are made.					
10. Analysis/synthesis/evaluation/interpretation are effective and consistent.					
11. Independent thinking is evident.					
12. Creativity/originality is evident.					
Assignment Specific Criteria					
13. Responds to all aspects of the assignment.					
14. Documents evidence appropriately.					
15. Considers the appropriate audience/implied reader.					

Overall Evaluation

☐ Excellent ☐ Competent ☐ Not Acceptable _____

Grade _____

Comments

Rubric Examples

SUNY Geneseo General Education Rubrics
http://gened.geneseo.edu/pdfs/assess_tools_revised.pdf

Social Science Rubric

	METHODS OF SOCIAL SCIENCE <i>Hypothesis Development, Document Analysis, Observation, Experiment, Measurement, Statistical Analysis, or Interpretative Analysis</i>	KNOWLEDGE OF SOCIAL SCIENCE <i>Major Social Science Concepts, Major Social Science Models, Major Social Science Concerns</i>	KNOWLEDGE OF PUBLIC ISSUES <i>Social Issues, Political Issues, Economic Issues, Moral Issues</i>
4 Exceeding	The student demonstrated a clear understanding of the relative merits of at least two of the methods used by social scientists.	The student demonstrated a clear understanding of the relative merits of at least two social science models.	The student demonstrated a clear understanding of the social, political, economic, or moral aspects of at least two public issues.
3 Meeting	The student demonstrated a clear understanding of at least one of the methods used by social scientists.	The student demonstrated a clear understanding of at least one social science model.	The student demonstrated a clear understanding of the social, political, economic, or moral aspects of at least one public issue.
2 Approaching	The student could distinguish between the methods of social science and other liberal arts disciplines, but failed to clearly describe even one social science method.	The student could distinguish between the concepts, models, and concerns of social science and those of other liberal arts disciplines, but misunderstood important elements of this social science knowledge.	The student could express the social, political, economic, or moral aspects of a public issue, but overlooked important aspects or made questionable judgments.
1 Not Meeting	The student could not distinguish between the methods of social science and other liberal arts disciplines.	The student could not distinguish between the concepts of social science and other liberal arts disciplines.	The student could not express the social, political, economic, or moral aspects of a public issue.

Rubric Examples

Fine Arts Rubric

	Portfolio/ Performance	Craftsmanship	Interpretation / Analysis
Exceeding 4	The student will demonstrate an understanding of the principles and elements used in the art form under study, and demonstrate sensitivity to, and creativity with the medium chosen. The work produced will demonstrate high quality , and be presented in a professional manner.	The student will demonstrate exemplary knowledge of a variety of techniques which can be used in working with their chosen art form. Demonstration of new insights and working methods, and some historic knowledge of the uses and development of the medium chosen is essential.	Students will demonstrate an exemplary ability to analyze and interpret the art form under study. In this, the student will demonstrate excellent understanding of this form at a high level.
Meeting 3	The student will demonstrate an understanding of the principles and elements used in the art form under study, and demonstrate sensitivity to, and creativity with the medium chosen. The work produced will demonstrate medium quality , and be presented in a somewhat professional manner.	The students will demonstrate proficient knowledge of a variety of techniques which can be used in working with their chosen art form. He or she will indicate knowledge of some new insights and working methods, and some historic knowledge of the uses and development of the medium chosen.	Students will demonstrate proficient ability to analyze and interpret the form under study. In this, the student will demonstrate a good understanding of this art form at a medium level.
Approaching 2	The student demonstrates an understanding of the principles and elements used in the art form under study, and demonstrate some sensitivity to, and creativity with the medium chosen. The work produced will demonstrate a developing quality , and be presented in an acceptable manner.	The student will demonstrate developing knowledge of a variety of techniques which can be used in working with their chosen art form. He or she will also demonstrate some insights and working methods, and some historic knowledge of the uses and development of the medium chosen.	Students will demonstrate an developing ability to analyze and interpret the art form under study. In this, the student will demonstrate understanding of this art form at beginning level.
Not Meeting	The student will	The student demonstrates	Students will

1	demonstrate occasionally an understanding of the principles and elements used in the art under study, but will have difficulty demonstrating sensitivity to, and creativity with the medium chosen. The work produced will be of sub-standard quality , and be presented in a nonprofessional manner.	deficient knowledge of a variety of techniques which can be used in working with their chosen art form. He or she does not demonstrate new insights and working methods, and has insufficient historic knowledge of the uses and development of the medium chosen.	demonstrate deficiencies in their ability to analyze and interpret the art form under study. In this, student will demonstrate an insufficient understanding of this form at any level.
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A. Communication

Students will communicate effectively in many different situations, involving diverse people and viewpoints.

1. Listening: Students will listen actively and respectfully to analyze the substance of others' comments.

Beginner

- Avoid interrupting the speaker.
- Summarize speaker's main points when called upon to do so.
- Integrate the message into his or her own frame of reference.
- Anticipate forthcoming points.

Developed

- Develop a framework for organizing the message.
- Differentiate between relevant information and information requiring further explanation or analysis.
- Take notes paraphrasing salient points.
- Ask clarifying questions.

Accomplished

- Differentiate between denotation and connotation; recognize irony, metaphorical language, and intentionally misleading language.
- Develop a framework for organizing the message.
- Summarize the speaker's purpose.
- Identify the relative importance of parts of the message and their relevance.
- Identify and evaluate evidence used to support specific claims.

2. Speaking: Students will speak in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion.

Beginner

- Use brief opening and closing remarks.
- Clearly state and address an assigned topic.
- Develop a number of points appropriate to the time allowed.
- Express key points understandably.

Developing

- Establish eye contact with the audience.
- Avoid distracting physical actions and mannerisms.
- Speak understandable and clearly audible Standard English.
- Avoid repeated phrases or utterances irrelevant to the message.
- Develop a clear thesis.
- Use rhetorically appropriate opening and closing remarks.
- Differentiate points and move coherently from one point to another.
- Use supporting and interest material suited to the audience.

Accomplished

- Pay attention to the audience and speak directly to the listeners.

- Use appropriate gestures and facial expressions.
- Support a clear thesis, with supporting points, that move to a conclusion.
- Use concrete and sophisticated supporting material.
- Use audio-visual support, where it is called for, without creating distractions.

3. Reading: Students will read effectively and analytically and will comprehend at the college level.

Beginner

- Correctly decode vocabulary at the 13th grade-level.
- Understand and accurately summarize the major points of reading material.
- Learn specialized vocabulary through reading and use that vocabulary appropriately.

Developing

- Develop a framework for organizing the text and relating it to his or her own frame of reference.
- Correctly decode vocabulary appropriate to the reading material of one or more disciplines.
- Understand, summarize, and apply the major points of non-specialized and some specialized reading material.
- Diagnose some reading deficiencies and independently resolve them and seek aid in resolving others.

Accomplished

- Accurately summarize non-specialized and specialized reading material in two or more disciplines.
- Diagnose most reading deficiencies and independently resolve them.
- Develop a framework for organizing the meaning of a written text.
- Summarize the writer's purpose and the connection of the components to it.
- Differentiate between denotation and connotation, recognizing irony, metaphorical language, and intentionally misleading language.
- Identify the relative importance of parts of the text and their relevance.
- Identify and evaluate evidence used to support specific claims.

4. Writing: Students will write in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion.

Beginner

- Write an essay or narrative of several paragraphs that they can read aloud understandably.
- Distinguish sentences within paragraphs, capitalizing the first word of a sentence and ending it with terminal punctuation.
- Write paragraphs that develop a main point.
- Produce a text in which paragraphs have a logical relationship to one another.

Developing

- Write an essay or narrative that moves toward a clear conclusion or thesis.
- Write paragraphs that usually state and develop a clear point.
- Support claims with evidence that is relevant and reasonable.
- Diagnose some errors in usage, spelling, and grammar, correcting some independently and seeking aid in correcting others.
- Express ideas in specific, concrete language and develop some specific examples.

- Substantially revise a piece of writing to achieve greater clarity, persuasiveness, or vividness.

Accomplished

- Develop a clear, significant, and complete thesis statement in an essay or narrative.
- Support claims by presenting credible and persuasive evidence.
- Develop and explain points in clear, specific language, providing concrete referents for key concepts that the audience can easily understand.
- Diagnose errors in spelling, usage, and grammar, correcting most independently and seeking aid in correcting others.

B. Cognition

Students will think logically and critically in solving problems; explaining their conclusions; and evaluating, supporting, or critiquing the thinking of others.

2. Problem Solving: Students will identify and analyze real or potential problems and develop, evaluate, and test possible solutions, using the scientific method where appropriate.

Beginner

- Can identify problem types.
- Relies on standardized solution methods, rather than guesswork or intuition.
- Understands the level of complexity of a problem.

Developing

- Focuses on difficult problems with persistence.
- Can work independently with confidence.
- Sees the real world relevance of problem.
- Provides a logical interpretation of the data.

Accomplished

- Achieves, clear, unambiguous conclusions from the data.
- Employs creativity in the search for a solution.
- Recognizes and values alternative problem solving methods, when appropriate.

3. Creative Thinking: Students will formulate ideas and concepts in addition to using those of others.

Beginner

- Reads materials carefully.
- Recognizes differences between fact and opinion.
- Understands issues under consideration.

Developing

- Considers implications of data, patterns, ideas, and perspectives.
- Clearly outlines thoughts and considers issues, facts, formulas, and procedures appropriate to the discipline.
- Employs data from other disciplines.
- Demonstrates open-mindedness.

Accomplished

- Perseveres through complex issues and problems.
- Draws well-supported, logical conclusions.
- Uses a logical chain of thought when defending view.

- Eager to share understandings and exhibits confidence in conclusions.

4. Quantitative Reasoning: Students will use college-level mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.

Beginner

- Identify the quantities that are involved in the issue.
- Identify the quantities that need to be addressed in analyzing the issue.
- Make a prediction about the solution of the issue. (For example, the interest paid will be between \$50 and \$100.)
- Check the guess or solution against the issue. Refine the guess, if necessary.

Developing

- Have a clear understanding of the issue and be able to restate it in one's own words.
- Make a list of known facts related to the issue.
- Make a list of information that could be helpful in finding a solution to the issue.
- Make a logical guess about the solution.
- Check the guess or solution against the issue. Refine the guess, if necessary.
- Identify the different mathematical units involved in the issue.
- Identify the relation between the different mathematical units involved.
- Identify the mathematical units involved in the solution.

Accomplished

- Be able to explain why or why not a solution make sense.
- Use the logical skills, and develop a strategy to find solutions to the issue.
- Carry out the strategies and develop solutions to the issue
- Check the solutions against the issue.
- Interpret the solutions in the context of the issue.
- Justify the solution by giving practical and logical reasons.

5. Transfer of Knowledge and Skills to a New Context: Students will apply their knowledge and skills to new and varied situations.

Beginner

- Read the material carefully, or contemplates the situation carefully.
- Identify what the final solution should determine.
- Identify a few intermediate steps required that connects previous material to the new context.

Developing

- Read the material carefully, or contemplates the situation carefully.
- Identify what the final solution should determine.
- Identify some intermediate steps required that connects previous material to the new context.
- Be able to bring other resources to bear on the solution.
- Be able to see problem or challenge in a wider context.

- Recognize basic patterns from prior context that are applicable to new context.

Accomplished

- Read the material carefully, or contemplates the situation carefully.
- Identify what the final solution should determine.
- Identify all intermediate steps required that connects previous material to the new context.
- Be able to bring other resources to bear on the solution.
- Be able to see problem or challenge in a wider context.
- Recognize basic patterns from prior context that are applicable to new context.
- Arrive at solution expeditiously.
- Create complex analogies between new and old context.
- Go beyond solving the problem at hand to optimizing the process in a new environment or situation.

C. Information Competency

Students will use printed materials, personal communications, observation, and electronic resources to find and evaluate information.

2. Technological Competency: Students will use technological applications to find, organize, and present information effectively.

Beginner

- Define and articulate the need for information that is appropriate to complete a specific college-level research project or paper.
- Match the information requirement with the appropriate resources, such as: format type; primary and secondary information; current and historical information; information representing various points of view; and scholarly versus popular press.
- Construct and implement search strategies appropriate for a variety of retrieval systems, including: online catalogs; periodical databases; statistical databases; online reference tools; and World Wide Web search tools.

Developing

- Organize and evaluate information from multiple sources based on usefulness, reliability, validity, accuracy, authority, timeliness, and point of view or bias.
- Read the selected texts, recognize main ideas with supporting details, and will synthesize the information obtained to meet the needs of a college-level assignment.
- Compile a discipline-appropriate bibliography of sources obtained through their research at the beginner level.

Accomplished

- Successfully complete a college-level research paper utilizing a word processing program, and other necessary software, such as a spreadsheet, data base management program, or graphics program.
- Successfully discuss, present and preserve the research findings using a variety of media, including presentation software and CD recorder.
- Successfully publish the final product of a research project on the Internet with software that may include multimedia recording and presentation capabilities.

D. Social Interaction

Students will interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values.

1. Teamwork: Students will participate effectively in teams, committees, task forces, and in other group efforts to make decisions and seek consensus.

Beginner

- Joins a group cooperatively.
- Acknowledge members of the group.
- Listens attentively to members of the group.
- Be prepared and reliable members of the group.
- Contribute to the end product of the group.

Developing

- Give input and/or recommendations confidently.
- Complete assigned tasks in a timely fashion.
- Respect differing points of view.
- Agree on group priorities, goals and procedures.
- Help to build a consensus.

Accomplished

- Take an active position in group by assigning tasks and/or speaking for the group.
- Take responsibility for end product that reflects the minority as well as the majority conclusions of the group.
- Encourage and acknowledge the work of other group members.

F. Personal Development and Responsibility

Students will develop individual responsibility, personal integrity, and respect for diverse people and cultures.

1. Self-management: Students will demonstrate habits of intellectual exploration, personal responsibility, and physical well being.

Beginner

- Demonstrates personal responsibility through generally good attendance, punctuality, and performance of required tasks.
- Monitors the quality of his/her own acceptance of responsibility and responds to advice or counseling where appropriate.
- Participates in the development of a personal educational plan by interacting with staff and others in shaping and refining his/her educational goals and strategies for achieving them.

Developed

- Demonstrates an understanding of the role of physical well being in achieving educational and personal goals.
- Participates in the development of a personal academic portfolio to document her/his educational growth and her/his habits of intellectual exploration.

Accomplished

- Develops and maintains an on-line portfolio to document his/her educational growth and habits of intellectual exploration.

- Selects institutions to which she/he wants to apply for admission, employment, or some other professional consideration.
- Identifies appropriate contact within the institution to send portfolio to.
- Sends electronic portfolio to institutions, including a cover letter addressed to a specific contact within the institution.

3. Respect for Diverse People and Cultures: Students will interact respectfully in groups whose membership includes such diverse human traits as language, culture, and physical ability.

Beginner

- Identifies and describes the aspects of a number of cultures, including their own.
- Can work in diverse groups when given the opportunity.
- Appreciates the variety of U.S. residents.
- Is familiar with the historical struggle for equality and justice in the U.S.

Developed

- Identifies many cultural and linguistic backgrounds and reflects upon cultural and linguistic prejudice.
- Understands cultural, linguistic and physical differences.
- Interacts respectfully with others in the classroom, including his/her instructor.

Accomplished

- Strives to be understanding and respectful, when working in groups with people who have diverse cultural and linguistic backgrounds and different physical abilities.
- Proactively and compassionately influences others to respect diverse people and cultures.

Goal 1

Students will demonstrate an understanding of the historical development of culture over time and its relation to the present.

Objective A. Students will demonstrate understanding of the construction of history and how history is written.

4 OUTSTANDING

Understands the existence of various perspectives on any historical event, the processes that contribute to inclusions or exclusion of those perspectives on written histories, and articulates the relationship of "official" histories to subsequent historical developments and to historical understanding.

3 EFFECTIVE

Understands the existence of more than one perspective on any historical event, the processes that contribute to inclusions or exclusion of those perspectives on written histories, and the relationship of "official" histories to subsequent developments.

2 ADEQUATE

Understands the existence of more than one perspective on any historical event and the processes that contribute to inclusion or exclusion of perspectives.

1 INEFFECTIVE

Assumes a single point of view for any historical event.

Objective B. Students will understand broad outlines of history and make accurate connections between developments separated in time or place.

4 OUTSTANDING

Knows major chronologies and patterns of historical developments of Western and some non-Western culture and their relationships; understands and articulates historical relationships of developments within and across cultures.

3 EFFECTIVE

Knows major patterns of historical developments of Western cultures and is aware of non-Western cultures; understands and accurately articulates relationships of historical developments within Western cultures.

2 ADEQUATE

Knows general chronologies and patterns of historical developments of Western cultures; understands relationships between disparate events.

1 INEFFECTIVE

Knows about some historical events; perceives them as isolated rather than related.

Objective C. Students will demonstrate the ability to recognize the contribution of historical antecedents to the understanding of current personal, social, and political situations and developments.

4 OUTSTANDING

Understands relevance of history to current global situations and accurately articulates relevant historical antecedents of particular recent events.

3 EFFECTIVE

Understands the relevance of history to understanding present developments in the Western world and articulates appropriate connections.

2 ADEQUATE

Within a limited geographical or historical context, recognizes antecedents of present in past and articulates several connections accurately.

1 INEFFECTIVE

Perceives current social and political developments as framed only in the recent past.

Goal 2

Students will become familiar with the diversity of a global culture marked by racial, ethnic, gender and regional differences.

Objective A. Students will demonstrate the ability to recognize multiple perspectives and appreciate perspectives which produce a world-view different from one's own.

4 OUTSTANDING

Recognizes differing perspectives on contemporary issues both globally and within the United States; is aware of limits of own perspective; understands several sources of diversity and the possible differences in values and behaviors and interpretations of events in American culture; articulates relationship of other perspectives to understanding of self.

3 EFFECTIVE

Recognizes differing perspectives on contemporary issues within the United States; is aware of limits of own perspective; understands several sources of diversity and the possible differences in values and behaviors and interpretations of events in American culture; articulates relationship of other perspectives to understanding of self.

2 ADEQUATE

Recognizes at least one differing perspective on contemporary issues within the United States; is aware of limits of own perspective; understands sources of this difference and the diversity in values and behaviors and interpretations of events which result; articulates relationship of other perspectives to understanding of self.

1 INEFFECTIVE

Avoids recognition of differing perspectives on contemporary issues within the United States; is unaware of limits of own perspective; considers events from own point of view; devalues differences in behavior or cultures and interpretations of events which result; sees no relationship of other perspectives to understanding of self.

Goal 3

Students will communicate orally (with the exception of Latin and Ancient Greek) and in writing in another language.

Objective A. Students will demonstrate the ability to read in one foreign language and comprehend the topic and main ideas in written texts.

Objective B. Students will demonstrate the ability to understand spoken discourse and converse in a foreign language on familiar subjects.

4 OUTSTANDING

See explanations of foreign language proficiency placement and testing program in the University Bulletin.

3 EFFECTIVE

2 ADEQUATE

1 INEFFECTIVE

Goal 4

Students will demonstrate an understanding of the contribution of the literary, visual or performing arts and their cultural context and express informed personal responses to artistic creations.

Objective A. Students will demonstrate the ability to develop an aesthetic response to at least one of the arts.

4 OUTSTANDING

Knows the major forms of several of the arts and articulates an aesthetic response to artistic works using appropriate concepts and relevant information; carefully observes and accurately describes the elements of the work and their relationship to its overall design or structure; articulates the understanding of aesthetic uses of its medium.

3 EFFECTIVE

Knows the major forms of one of the arts and articulates an aesthetic response to artistic works using appropriate concepts and relevant information; carefully observes and accurately describes the elements of the work and their relationship to its overall design or structure; articulates the understanding of aesthetic uses of its medium.

2 ADEQUATE

Knows several forms of one of the arts and articulates an aesthetic response to an artistic works using appropriate concepts and relevant information; observes and describes the main elements of the work and their relationship to its overall design or structure.

1 INEFFECTIVE

Knows several forms of one of the arts; knows some relevant information but neither observes and describes the main elements of the work nor sees their relationship to its overall design or structure.

Goal 5

Students will demonstrate an understanding of the contribution of the literary, visual or performing arts and their cultural context and express informed personal responses to artistic creations.

Objective B. Student expresses a personal response to works of art using appropriate concepts and relevant information.

4 OUTSTANDING

Responds to the expressive qualities of the arts and recognizes particular elements of the work and reactions to them; expresses an informed personal response to artistic works using relevant information and relating personal responses to the work(s) to understanding of self or others.

3 EFFECTIVE

Responds to the expressive qualities of the arts; expresses an informed personal response to of the arts using relevant information and relating, the personal responses to the work(s) to understanding of self or others.

2 ADEQUATE

Responds to works of art and expresses a personal response to the work(s) using relevant information and personal observations.

1 INEFFECTIVE

Does not express a personal response to artistic works.

Goal 6

Students will demonstrate an understanding of the contribution of the literary, visual or performing arts and their cultural context and express informed personal responses to artistic creations.

Objective C. Students can relate art to the wider cultural context from which it emerges.

4 OUTSTANDING

Understands the interaction of cultural context, artists' lives, and their works, including conditions which contribute to perceptions of what is art, and the historical development of the philosophy and techniques of the arts; interprets the contribution of artist(s) or art works in relation to values and assumptions of place, time, and the broader culture from which the arts emerge.

3 EFFECTIVE

Understands the interaction of cultural context, artists' lives, and their works; including conditions which contribute to perceptions of what is art and historical patterns of artistic techniques; interprets the contribution of artist(s) or art works in relation to values and assumptions of place, time, and the broader culture from which the arts emerge.

2 ADEQUATE

Understands the interaction of cultural contexts, artists' lives and their works; interprets artistic creations in relation to values and assumptions of particular place, time and culture from a work of art emerges.

1 INEFFECTIVE

Understands that there is an interaction of art and cultural context but cannot interpret arts in their broader cultural context.

Goal 7

Students will integrate insights from several disciplines and apply them to value choices and ethical decisions.

Objective A. Students will demonstrate the ability to identify ethical dilemmas in a variety of contexts.

4 OUTSTANDING

Identifies and accurately describes complex ethical dilemmas from life situations and theoretical scenarios.

3 EFFECTIVE

Identifies and describes complex ethical dilemmas in scenarios derived from everyday life situations.

2 ADEQUATE

Identifies and describes simple ethical dilemmas in scenarios derived from everyday life situations and from theoretical works.

1 INEFFECTIVE

Has difficulty in identifying and describing even simple ethical dilemmas in scenarios derived from everyday life situations; and from theoretical works.

Objective B. Student can apply understandings from several disciplines to clarify ethical conflicts; articulate reasoned personal responses based on expressed values.

4 OUTSTANDING

Uses appropriate insights from several disciplines to make connections and elucidate ethical dilemma; articulates sources of insights and relation to understanding of self; recognizes and articulates personal values in reasoned response.

3 EFFECTIVE

Uses insights from more than one discipline to make connections and elucidate ethical dilemmas; articulates sources of insights and relation to understanding of self; incorporates personal values into response.

2 ADEQUATE

Uses insights from more than one discipline to clarify ethical dilemmas; articulates connections to personal values as related to dilemma.

1 INEFFECTIVE

Clarifies response to ethical dilemma solely in terms of rules or personal values

Goal

Students will perform basic mathematical manipulations, display facility with the use of mathematics in framing concepts for mathematical analysis and interpret data intelligently.

Objective A. Students will demonstrate their understanding of the role of quantitative reasoning and its application.

4 OUTSTANDING

Regards quantitative reasoning as essential in understanding both multiple academic areas and domains beyond the academic and career related; can articulate and advocate appropriate applications of quantitative reasoning in various settings.

3 EFFECTIVE

Regards quantitative reasoning as very useful and important to domains beyond the academic; demonstrates and articulates an understanding of its uses and can choose appropriate applications.

2 ADEQUATE

Regards quantitative reasoning as useful and important although primarily academic; recognizes appropriate applications and understands explanations.

1 INEFFECTIVE

Regards quantitative reasoning as irrelevant beyond academic applications.

Objective B. Students will demonstrate an understanding of the language of mathematics and basic mathematical concepts and operations.

4 OUTSTANDING

Demonstrates superior knowledge of the language of mathematics and basic mathematical concepts and operations. Has the ability to teach and explain basic mathematical concepts and operations to others.

3 EFFECTIVE

Demonstrates the appropriate use of the language of mathematics and basic mathematical concepts and operations. Can initiate or contribute to discussions about mathematical concepts and operations.

2 ADEQUATE

Understands the basic language of mathematics and basic mathematical concepts. Can participate in discussions about mathematical concepts and operations and can demonstrate adequate knowledge.

1 INEFFECTIVE

Cannot demonstrate knowledge of the language of mathematics and basic mathematical concepts. Avoids participation in discussions about mathematical concepts and operations.

Objective C. Students will demonstrate the ability to apply basic mathematical operations to problem solving in one's personal and working life. This criterion demonstrates ability

to apply basic mathematical concepts and operations to situations which will be encountered beyond the university and in the "real world".

4 OUTSTANDING

Understands the quantitative frameworks of broad scope, real-world problems; recognizes advantages and disadvantages of several quantitative approaches to a problem and chooses appropriate concepts to describe the problem, accurately performs needed mathematical operations, and articulates the meaning of the solution in terms of the original problem.

3 EFFECTIVE

Once the quantitative framework of real-world problems are clarified, chooses appropriate concepts to describe the problem and accurately performs needed mathematical operations and articulates the meanings of the solution in terms of the original problem.

2 ADEQUATE

Recognizes, -the quantitative framework of real-world problems of limited scope, and independently chooses appropriate concepts to describe the problem; accurately performs basic mathematical operations on problems of personal or work life and applies the solution to the original problem.

1 INEFFECTIVE

Does not see problems in a quantitative framework unassisted; inability to choose appropriate concepts and/or to perform basic mathematical operations on problems in personal or work life limits options to developing solutions..

Objective D. Students will accurately comprehend and draw appropriate Inferences from numeric data assembled in a variety of forms (e.g., graphs, charts, summary statistics, etc.) and in other disciplines.

4 OUTSTANDING

Comprehends complex and sophisticated displays of data and makes inferences consistent with the data. Can construct data displays from a set of data; explains clearly in everyday language the meaning of the data, and relates it to appropriate context.

3 EFFECTIVE

Comprehends some complex and sophisticated displays of data and makes inferences consistent with simple displays of data; explains the meaning of the data in everyday language; relates to appropriate context.

2 ADEQUATE

Comprehends simple displays of data, makes inferences consistent with the displays of data, and explains the inferences within a limited context.

1 INEFFECTIVE

Inconsistently comprehends some simple displays of data; makes inferences inconsistent with simple displays of data or with its context.

University of South Carolina
General Education Assessment Criteria—Oral Communication
<http://ipr.sc.edu/effectiveness/assessment/criteria/oral.htm>

Goal

Students will communicate orally in a manner that unites theory, criticism, and practice to produce an effective communicator.

Objective A. Students' effective speaking will demonstrate knowledge of the subject. This criterion describes the accuracy, extensiveness, and perspective of the knowledge which the speaker exhibits. This criterion also assesses the degree to which the speaker's information meets the content requirements of a specific assignment. (NOTE: For speaking assessments, which are integrated with assessments in Critical Thinking or one or more Perspective Outcomes, those appropriate criteria whole or in part may be substituted for Speaking Criterion #1.)

4 OUTSTANDING

Appropriateness: The speaker fulfills or exceeds all of the assigned content requirements.

Accuracy: The speaker's knowledge of the subject is accurate throughout.

Extensiveness: The speaker exhibits convincing range and quality of knowledge, having done appropriate research, if applicable.

Perspective: The information presented reveals the speaker's assimilation and understanding of the material. When appropriate, the speaker is convincingly aware of alternative points of view AND of implications beyond the immediate subject.

3 EFFECTIVE

Appropriateness: The speaker fulfills the important content requirements of the assignment.

Accuracy: The speaker's knowledge of the subject is accurate throughout except in minor details.

Extensiveness: The speaker seems informed on the subject, having done appropriate research, if applicable.

Perspective: The information presented reveals the speaker's assimilation and understanding of view OR of implications beyond the immediate subject.

2 ADEQUATE

Appropriateness: The speaker fulfills some of the important content requirements of the assignment.

Accuracy: The speaker's knowledge of the subject is generally accurate, though flawed.

Extensiveness: The speaker exhibits limited range or quality of knowledge, having done minimal appropriate research, if applicable.

Perspective: The information presented reveals that the speaker has only partially assimilated or understood the material. When appropriate, the speaker shows some awareness of alternative points of view OR of implications beyond the immediate subject.

1 INEFFECTIVE

Appropriateness: The speaker fails to address the important content requirements of the assignment.

Accuracy: The speaker's knowledge of the subject is generally inaccurate.

Extensiveness: The speaker's knowledge of the subject lacks range or quality.

Perspective: The information presented reveals the speaker's failure to assimilate or to understand the material.

Objective B. Students' effective speaking will demonstrate an awareness of the audience/group. This criterion concerns the speaker's awareness of the audience. In demonstrating this awareness, the speaker must accommodate the listeners' attitudes toward or familiarity with the subject, as well as the listeners' comprehension levels. Depending on the characteristics of the audience, then, the speakers development, language, and emphasis will vary and will reflect the degree to which the speaker has identified and is addressing those listeners.

4 OUTSTANDING

Development: The speaker's explanations and uses of evidence, illustrations, or other definitive details are highly appropriate for the listeners.

Language: The speakers word choices clearly demonstrate an awareness of the listeners. The language seems deliberately chosen to aid the listeners' understanding of the subject (including definitions where appropriate).

Emphasis: The speaker's discussion or argumentation is consistently clear and appropriate to the listeners and to the purpose. In emphasizing important points, the speaker uses evidence logically and carefully.

Feedback-- Monitoring: The speaker monitors the audience's/group's responses and adapts the presentation accordingly.

3 EFFECTIVE

Development: The speaker's explanations and uses of evidence, illustrations, or other definitive details are highly appropriate for the listeners.

Language: The speaker's word choices demonstrate an awareness of the listeners. The language is consistent and seems generally appropriate to the listeners' understanding of the subject (including definitions where appropriate).

Emphasis: The speaker's discussion or argumentation is generally clear and appropriate to the listeners and to the purpose. In emphasizing important points, the speaker generally uses evidence logically and carefully.

Feedback-- Monitoring: The speaker monitors the audience's/group's responses and adapts the presentation accordingly.

2 ADEQUATE

Development: The speaker makes some attempt to provide evidence, illustrations, or other definitive details for the listeners, but some information is either extraneous or insufficient.

Language: The speaker's word choices indicate an awareness of the listeners, but the identity of the listeners is either unclear or inappropriate in some respects. Although the vocabulary seems fairly consistent, the language seems chosen more for the speaker's convenience than for the listeners' understanding.

Emphasis: The speaker's discussion or argumentation is generally clear or appropriate to the listeners and to the purpose, but may be lacking in some aspect of the use of logic or evidence.

Feedback-- Monitoring: The speaker's interaction with the audience/group is limited.

1 INEFFECTIVE

Development: The speaker generally lacks an awareness of the listeners, for the discussion lacks evidence, illustrations, or other definitive details.

Language: The speaker's word choices fail to reflect an awareness of the listeners, because either the vocabulary or the reference to the listeners is inconsistent or inappropriate.

Emphasis: The speaker's discussion or argumentation is generally unclear or inappropriate to the listeners and to the purpose. The presentation lacks emphasis, or is seriously defective in the use of logic or evidence.

Feedback-- Monitoring: The speaker fails to monitor the audience's/group's responses.

Objective C. Students' effective speaking will demonstrate organization appropriate to the purpose and to the interaction between speaker and audience. This criterion considers the structure and the coherence of the presentation. Structure refers to the way the speaker achieves unity by focusing and ordering the information. Coherence refers to the way the speaker connects the ideas to provide continuity from point to point and throughout the presentation. These aspects of organization should be appropriate to the audience and the purpose for speaking.

4 OUTSTANDING

Structure: The speaker focuses and orders the material to convey a unified point or effect.

Coherence: The speaker provides clear and consistent movement within and between major points and from beginning to end.

Introductory Comments: The speaker's opening comments attempt to reveal the purpose and major points of the presentation and motivate the audience to listen.

Concluding Comments: The speaker's concluding comments are strong both in reemphasizing the purpose and major points of the presentation and in leaving the audience with an appropriate closing statement.

3 EFFECTIVE

Structure: The speaker focuses and orders the material to convey a generally unified point or effect.

Coherence: The speaker provides movement within and between major points and from beginning to end.

Introductory Comments: The speakers opening comments attempt to reveal the purpose and major points of the presentation and motivate the audience to listen.

Concluding Comments: The speaker's concluding comments are appropriately related to the purpose and major points of the presentation, but they are not very strong or emphatic.

2 ADEQUATE

Structure: The speaker provides some focus or order to the material, but this structure is somewhat unclear.

Coherence: The speaker provides movement within and between major points and from beginning to end, but this movement is at times either unclear or awkward.

Introductory Comments: The speaker's opening comments attempt to reveal the purpose and major points of the presentation and motivate the audience to listen, but in doing so the approach seems somewhat artificial, weak, or unimaginative.

Concluding Comments: The speaker's concluding comments are related to the purpose and major points of the presentation, but they either bring in extraneous information or are unnecessarily redundant.

1 INEFFECTIVE

Structure: The speaker provides little or no focus or order to the material.

Coherence: The speaker provides little movement within and between the major points and from beginning to end.

Introductory Comments: The speaker's opening comments are either inappropriate to the presentation, or they are unlikely to motivate the audience to listen.

Concluding Comments: The speaker closes the presentation either abruptly with no apparent concluding statement or with inappropriate remarks.

Objective D. Students' effective speaking will demonstrate vocal delivery which encourages listening. This criterion is concerned with those aspects of the speaker's delivery which either encourage or discourage listening: volume, pitch, enunciation, pronunciation pace, and tone of voice. These aspects of oral projection should be appropriate to the content, the occasion, the setting, and the purpose for which the comments are made. Empty vocalizations/verbal fillers (such as *you know," "uh," and," "uhm," etc.) affect the vocal delivery.

4 OUTSTANDING

Clear enunciation: Appropriate pronunciation, volume, pitch, inflection, and pace throughout. The speaker sounds genuinely interested in the topic. Delivery appears spontaneous throughout; notes may assist but do not interrupt or control delivery.

3 EFFECTIVE

Clear enunciation: Appropriate pronunciation, volume, pitch, inflection, and pace are generally maintained, but occasionally the speaker's voice is lacking somewhat in the appropriate enthusiasm or energy level. Delivery appears spontaneous throughout; notes may assist but do not interrupt or control delivery. A few empty vocalizations are noticeable but are not distracting.

2 ADEQUATE

Enunciation is hampered by occasional lazy articulation (such as slurring or run-together words); some inappropriateness of pronunciation, volume, pitch, inflection, or pace may be noticeable, but such instances do not seriously hinder the speaker's audibility. Delivery generally appears spontaneous, but some moments of apparent recitation, reading of notes, or reference to notes occasionally interrupt. Empty vocalizations are somewhat distracting.

1 INEFFECTIVE

Inappropriate or ineffective enunciation, pronunciation, volume, pitch, inflection, or pace seriously hinder the speaker's audibility or obstruct communication with the audience. Reading of or reference to notes, recitation, inappropriate display or lack of energy level, or empty vocalizations adversely affect the vocal delivery.

Objective E. Students' effective speaking will demonstrate physical presentation appropriate to the speaking situation. This criterion includes all aspects of what is commonly known as body language: facial expressions, eye contact, and body movement. Physical presentation helps reflect the speaker's poise and confidence.

4 OUTSTANDING

The speaker looks genuinely interested; facial expressions are consistently compatible with spoken content; physical presentation is appropriate and purposeful in enhancing the speakers comments; body movements and gestures are natural, appropriate, and relaxed; eye contact with the audience consistently maintained.

3 EFFECTIVE

The speaker appears interested; facial expressions are consistently compatible with spoken content. Body movements and gestures are usually natural, appropriate, and relaxed. Any nervous movements do not interfere with the presentation. Any lack of eye contact is only momentary.

2 ADEQUATE

The speakers facial expressions seem either limited or occasionally incompatible with the spoken content. Inappropriate body movements or gestures are occasionally noticeable but do not obstruct

communication. For the most part, the speaker maintains eye contact with the audience, but the inconsistency in eye contact is somewhat distracting.

1 INEFFECTIVE

The speaker's facial expressions seem either limited or incompatible with the spoken content. Poor posture, distracting or inappropriate body movements or gestures, or lack of eye contact interferes with the delivery.

Objective F. Students' effective speaking will demonstrate appropriate structure and word choice. This criterion focuses on the speaker's ability to use standard English grammar and to control language to achieve verbal precision, economy, variety, and emphasis.

4 OUTSTANDING

The speaker chooses words and expressions for both maximum clarity and variety; the speaker manifests no grammatical errors; the speaker's sentence structure manifests stylistic strengths -- that is, the sentence structures distinctively create emphasis, dramatic impact, or more effective listening.

3 EFFECTIVE

The speaker's word choices and expressions achieve both clarity and at least some distinctiveness; the speaker manifests no grammatical errors.

2 ADEQUATE

The speaker's expressions are accurate and clear, but rarely distinctive. An occasional sentence structure or grammatical error is noticeable.

1 INEFFECTIVE

The speaker's expressions are, for the most part, accurate and clear but rarely distinctive. The speaker's meaning is often muddled or his/her credibility undercut by distracting faults in sentence structure or usage.

Objective G. Students' listening skills as audience or co-communicators in group discourse will promote accurate extraction of information and meaning.

4 OUTSTANDING

The student's evident active attention to oral communications of others encourages further communication; student recognizes responsibilities for listening and for gaining clarification of incomplete communication. The student demonstrates an accurate and thorough understanding of communication content through oral and written responses.

3 EFFECTIVE

The student's active attention to oral communications of others provides visual feedback to the other of respect and interest; the student's responses indicate understanding of information, opinions and ideas presented orally.

2 ADEQUATE

The student listens with physical and mental attention to oral presentation of others and demonstrates the understanding of the major points or threads of an argument through appropriate oral or written response.

1 INEFFECTIVE

The student's attention lacks focus and is reflected in written or oral responses where meanings and information are incomplete or inaccurately understood.

University of South Carolina
General Education Assessment Criteria—Science
<http://ipr.sc.edu/effectiveness/assessment/criteria/science.htm>

Goal

Students will understand physical and/or life science phenomena and the uses of scientific methods and theories.

Objective A. Students will understand the role, nature and value of scientific inquiry.

4 OUTSTANDING

Understands in depth the role and limitations of science in addressing contemporary quality of life issues (i.e., improved health, a better environment, increased food production, population control, etc.), articulates multiple aspects of the issues, perceives the relationship of self to issues and seeks additional scientific understanding as a guide to action.

3 EFFECTIVE

Understands the role and limitations of science in addressing contemporary quality of life issues, articulates several aspects of the issues, perceives the relationship of self to issues, acts on basis of understanding.

2 ADEQUATE

Understands in general the role of science in addressing some contemporary quality of life issues; articulates several aspects of at least one issue; perceives the relationship of self to issues, occasionally acts on basis of scientific understanding.

1 INEFFECTIVE

Understands minimally the role of science in contemporary quality of life issues; does not perceive the relationship of self to issues; does not understand the nature of scientific work.

Objective B. Students will demonstrate their understanding of scientific theories and perspectives

4 OUTSTANDING

Uses deep understanding of theoretical frameworks, concepts, terms, and important thinkers and ideas from several science disciplines to explain contemporary scientific phenomena; makes connections between science disciplines and identifies separate contributions of disciplines to understanding.

3 EFFECTIVE

Uses knowledge of theoretical frameworks, concepts, terms, and important thinkers and ideas from two sciences to discuss contemporary scientific phenomena; identifies perspectives of each discipline in explaining a particular process or phenomenon.

2 ADEQUATE

Uses basic understanding of concepts, descriptive terms, and important thinkers and ideas from at least one of the sciences to explain contemporary scientific phenomena; recognizes perspectives of other disciplines.

1 INEFFECTIVE

Lacks understanding of relationship of concepts, terms and important ideas to each other or to a science perspective; uses beliefs, applies ideas inaccurately, or uses irrelevant facts to explain scientific phenomena.

Objective C. Students will critically evaluate various approaches to research by Identifying sound and unsound reasoning in scientific and lay contexts.

4 OUTSTANDING

Is discerning in judging the validity of findings as warranted or not by evidence and research design. Can articulate the basic implications of identified strengths and weaknesses of methods.

3 EFFECTIVE

Can differentiate sound from flawed research methods and evaluate the validity of inferences based on available evidence.

2 ADEQUATE

Recognizes major flaws in research. Critical judgment exercised only when pressed, elicited, or when prior (closely held) assumptions are challenged.

1 INEFFECTIVE

Unable to recognize inappropriate research methods or invalid inferences from evidence. Likely to accept results more on basis of preconceived notions, prejudice or style of presentation than on the basis of a critical assessment of the evidence, concepts, and methods.

Objective D. Students understand the applications of different research designs and approaches.

4 OUTSTANDING

Clearly appreciates the advantages and disadvantages of various approaches, understands the underlying assumptions of various research methods, and readily matches the appropriate design to the problem at hand.

3 EFFECTIVE

Able to assess the appropriateness of research designs for a variety of situations, settings, or problems. Can apply or use simple research methods in uncomplicated cases.

2 ADEQUATE

Recognizes conspicuously inappropriate design applications. Understands that different problems or settings require different approaches, but requires guidance in discerning most appropriate methods for a given situation without considerable guidance.

1 INEFFECTIVE

Assumes all research is alike or that one method is as good as another. Avoids solving problems, seeks easy answers if possible. Has no interest in or understanding of the advantages and disadvantages of various approaches, the assumptions required, or how the nature of the problem affects the choice of approach.

Objective E. Students will formulate research questions and test hypotheses as part of using the scientific process.

4 OUTSTANDING

Can generate and appropriately state research questions/hypotheses about simple or complex relationships that are logically consistent with existing information (e.g., literature review).

3 EFFECTIVE

Can generate research questions/hypotheses for simple relationships. Can appropriately interpret and critique stated hypotheses.

2 ADEQUATE

Can appropriately interpret and critique stated hypotheses. Has difficulty generating research questions/hypotheses.

1 INEFFECTIVE

Has difficulty generating hypotheses and interpreting stated hypotheses.

Objective F. Students use systematic, empirical approaches to address questions as part of the scientific process.

4 OUTSTANDING

For a given research question, the student can correctly identify independent, dependent, and extraneous variables, describe a research design to control the extraneous variable(s), or identify why extraneous variables cannot be controlled for a given research question.

3 EFFECTIVE

For a given research question, the student can correctly identify independent, dependent, and extraneous variables, and describe a research design to control the extraneous variable(s).

2 ADEQUATE

For a given research question, the student can correctly identify independent, dependent, and extraneous variables.

1 INEFFECTIVE

For a given research question, the student cannot correctly identify independent, dependent, and extraneous variables.

Objective G. Students will identify and collect appropriate information as part of the scientific process.

4 OUTSTANDING

For a given research situation, the student can correctly identify and describe appropriate and realistic measures for the independent, dependent, and extraneous variables, and describe strengths and weaknesses for each measure.

3 EFFECTIVE

For a given research situation, the student can correctly identify and describe appropriate and realistic measures for the independent, dependent, and extraneous variables.

2 ADEQUATE

For a given research situation, the student can correctly identify appropriate and realistic measures for the independent, dependent, and extraneous variables.

1 INEFFECTIVE

For a given research situation, the student cannot correctly identify appropriate measures for the independent, dependent, and extraneous variables.

Objective H. Students will draw appropriate conclusions from empirical results in quantitative and qualitative formats.

4 OUTSTANDING

Can express empirical findings in "plain English" (own words) and identify the impact of findings on theory development and/or practical application.

3 EFFECTIVE

Can express most empirical findings but limited in ability to identify practical or theoretical implications.

2 ADEQUATE

Can express empirical findings reported in simple numerical, graphical or prose but has difficulty identifying implications.

1 INEFFECTIVE

Has difficulty expressing empirical findings of any form.

Goal

Students will demonstrate their understanding of the processes of human behavior and social interaction and use social and behavioral science perspectives to interpret them.

Objective A. Students will demonstrate their understanding of behavioral and social science theories and perspectives.

4 OUTSTANDING

Uses deep understanding of theoretical frameworks, concepts, terms, and important thinkers and ideas from several social/behavioral science disciplines to explain contemporary social phenomena; makes connections between disciplines and identifies separate contributions of disciplines to understanding.

3 EFFECTIVE

Uses knowledge of theoretical frameworks, concepts, terms, and important thinkers and ideas from two social sciences to discuss contemporary social phenomena; identifies perspectives of each discipline in explaining a particular event or scenario.

2 ADEQUATE

Uses basic understanding of concepts, descriptive terms, and important thinkers and ideas from at least one of the social/behavioral sciences to explain contemporary social phenomena; recognizes perspectives of other disciplines.

1 INEFFECTIVE

Lacks understanding of relationship of concepts, terms and important ideas to each other or to a social/behavioral science perspective; uses beliefs, applies ideas inaccurately, or uses irrelevant facts to explain social phenomena.

Objective B. Students will understand the cultural, social and political structures and processes and their effects on individual, group and societal behaviors.

4 OUTSTANDING

Accurately describes cultural, social and political structures and processes in depth and can use several as frameworks for analysis; applies knowledge and appropriate terminology to understanding cultures and in explaining the interactions of political and social structures and processes and their effects on individuals and groups.

3 EFFECTIVE

Describes cultural, social and political structures and processes and applies knowledge to understanding and explaining their effects on human behavior; understands terms used to discuss these phenomena and the interactions of structures and processes and uses them to explain specific social problems and their effects on individuals.

2 ADEQUATE

Describes basic cultural, social and political structures and processes and accurately uses basic terminology; recognizes them in contemporary issues and can use structures and processes as

analytical frameworks; understands the effects of these structures and processes on cultural, social or political groups and individuals within them.

1 INEFFECTIVE

Cannot accurately differentiate cultural, social and political phenomena; understands that they effect the behaviors of groups and individuals, but cannot use accurately to discuss or analyze a given situation or phenomenon.

Objective C. Students will critically evaluate, interpret, and make inferences from social/behavioral science data.

4 OUTSTANDING

Recognizes points of view and value assumptions in formulation of social science questions and their effects on the nature and interpretation of data collected, and articulates the point of view in a given situation. Identifies distortions in the presentation of qualitative and quantitative data and the logical and empirical fallacies in inferences drawn from data; recognizes the consequences of inaccurate data interpretation and articulates appropriate alternative presentations or inferences. Independently extracts complex data from a variety of sources - qualitative and quantitative, presents that data in summary form, makes appropriate connections and inferences consistent with the data and relates it to a larger context.

3 EFFECTIVE

In the work of others, recognizes the contribution of point of view to social science data collection and analysis. Identifies distortions in the presentation of qualitative and quantitative data and some of logical and empirical fallacies in inferences drawn from data; recognizes consequences of inaccurate data interpretation. In her own work, extracts complex data from a variety of sources -- qualitative and quantitative, presents data in summary form, and makes connections and inferences consistent with the data.

2 ADEQUATE

In the work of others, recognizes the contribution of point of view to formulating social science questions. Identifies distortions in the presentation of qualitative and quantitative data. Ability to identify some logical and empirical fallacies in inferences drawn from data. In the student's own work, extracts basic data from a variety of sources - qualitative and quantitative, presents that data in summary form, and makes inferences consistent with the data.

1 INEFFECTIVE

Perceives social science research as isolated from context, or lacks conceptual framework for evaluation of social science data; identifies very obvious logical errors or distortions within the immediate context. Extracts some simple data from a variety of sources -- qualitative and quantitative, but has difficulty presenting that data in summary form, or making inferences consistent with the data.

University of South Carolina
General Education Assessment Criteria—Written Communication
<http://ipr.sc.edu/effectiveness/assessment/criteria/written.htm>

Goal

Students will communicate clearly in written English, demonstrating their comprehension, analysis, and critical interrogation of a variety of written texts.

Objective A. Students' writing will demonstrate knowledge of the subject. This criterion describes the accuracy, extensiveness, and perspective of the knowledge which the writer exhibits. This criterion also assesses the degree to which the writer's information meets the content requirements of a specific assignment

4 OUTSTANDING

Appropriateness: The writer fulfills or exceeds all of the assigned content requirements.

Accuracy: The writer's knowledge of the subject is accurate throughout.

Extensiveness: The writer exhibits convincing range and quality of knowledge, having done appropriate research, if applicable.

Perspective: The information presented reveals the writer's assimilation and understanding of the material. The writer is convincingly aware of alternative points of view AND of implications beyond the immediate subject.

3 EFFECTIVE

Appropriateness: The writer fulfills the important content requirements of the assignment.

Accuracy: The writer's knowledge of the subject is accurate throughout except in minor details.

Extensiveness: The writer seems informed on the subject, having done appropriate research, if applicable.

Perspective: The information presented reveals the writer's assimilation and understanding of the material. The writer seems aware of alternative points of view OR of implications beyond the immediate subject.

2 ADEQUATE

Appropriateness: The writer fulfills some of the important content requirements of the assignment.

Accuracy: The writer's knowledge of the subject is generally accurate, though flawed.

Extensiveness: The writer exhibits limited range or quality of knowledge, having done minimal appropriate research, if applicable.

Perspective: The information presented reveals that the writer has only partially assimilated or understood the material. The writer shows some awareness of alternative points of view OR of implications beyond the immediate subject.

1 INEFFECTIVE

Appropriateness: The writer fails to address the important requirements of the assignment.

Accuracy: The writer's knowledge of the subject is generally inaccurate.

Extensiveness: The writer's knowledge of the subject lacks range or quality.

Perspective: The information presented reveals the writer's failure to assimilate or to understand the material. The writer's assertions lack awareness of alternative points of view AND of implications beyond the immediate subject.

Objective B. Students' writing will demonstrate awareness of the reader. This criterion concerns the writer's awareness of a known, assumed, or likely reading audience. In demonstrating this awareness, the writer must accommodate the reader's attitudes toward or familiarity with the subject, as well as the reader's comprehension level. The writer's development, diction, and emphasis will reflect the degree to which the writer has identified and is addressing those readers.

4 OUTSTANDING

Development: The writer's explanations and uses of evidence, illustrations, or other definitive details are highly appropriate for the reader.

Diction: The writer's word choices clearly demonstrate an awareness of the reader. The language seems deliberately chosen to aid the reader's understanding of the subject (including definitions where appropriate).

Emphasis: The writer's discussion or argumentation is consistently clear and appropriate to the reader and to the purpose. In emphasizing important points, the writer uses evidence logically and carefully.

3 EFFECTIVE

Development: The writer's explanations and uses of evidence, illustrations, or other definitive details are generally appropriate for the reader

Diction: The writer's word choices demonstrate an awareness of the reader. The language is consistent and seems generally appropriate to the reader's understanding of the subject (including definitions where appropriate).

Emphasis: The writer's discussion or argumentation is generally clear and appropriate to the reader and to the purpose. In emphasizing important points, the writer generally uses evidence logically and carefully.

2 ADEQUATE

Development: The writer makes some attempt to provide evidence, illustrations, or other definitive details for the reader, but some information is either extraneous or insufficient.

Diction: The writer's word choices indicate an awareness of the reader, but the identity of the reader is either unclear or inappropriate in some respects. Although the vocabulary seems fairly consistent, the language seems chosen more for the writer's convenience than for the reader's understanding.

Emphasis: The writer's discussion or argumentation is generally clear or appropriate to the reader and to the purpose, but may be lacking in some aspect of the use of logic or evidence.

1 INEFFECTIVE

Development: The writer generally lacks an awareness of the reader, for the discussion lacks evidence, illustrations, or other definitive details.

Diction: The writer's word choices fail to reflect an awareness of the reader because either the vocabulary or the reference to the reader is inconsistent or inappropriate.

Emphasis: The writer's discussion or argumentation is generally unclear or inappropriate to the reader and to the purpose. The writing lacks emphasis, or is seriously defective in the use of logic or evidence.

Objective C. Student's writing will reflect organization appropriate to the purpose and to the interaction between writer and reader. This criterion considers the structure and the coherence of the presentation. Structure refers to the way the writer achieves unity by

focusing and ordering the paragraphs or sections of the material. Coherence refers to the way the writer connects the ideas to provide continuity from point to point and throughout the text. These aspects of organization might vary according to the intended reader and the purpose for writing.

4 OUTSTANDING

Structure: Writer focuses and orders the material to convey a unified point or effect (either stated or implied).

Coherence: The writer provides clear and consistent movement within and between paragraphs and from beginning to end.

3 EFFECTIVE

Structure: The writer focuses and orders the material to convey a generally unified point or effect (either stated or implied).

Coherence: The writer provides movement within and between paragraphs and from beginning to end.

2 ADEQUATE

Structure: The writer provides some focus or order (either stated or implied) to the material, but the structure is somewhat unclear.

Coherence: The writer provides movement within and between paragraphs and from beginning to end, but this movement is at times either unclear or awkward.

1 INEFFECTIVE

Structure: The writer provides little or no focus or order (either stated or implied) to the material.

Coherence: The writer provides little movement within and between the paragraphs and from beginning to end.

Objective D. Student's writing will reflect format appropriate to the writing situation.

Students' writing will demonstrate the use of a written or printed format appropriate to the writing situation. Format may include spelling, capitalization, footnoting/bibliography forms, graphics, or any other elements of typography or appearance.

4 OUTSTANDING

The text is clearly legible. The format is both appropriate and attractive. The writer misspells no words (or makes only a rare misspelling in a long or complex text).

3 EFFECTIVE

The text is clearly legible. The format is appropriate. The writer's misspellings are few in proportion to the length and complexity of the text.

2 ADEQUATE

The text is generally legible. The format is acceptable. The writer makes several misspellings in proportion to the length and complexity of the text.

1 INEFFECTIVE

The text is generally illegible. The format is unacceptable. The writers misspellings are frequent enough to be distracting, regardless of the length or complexity of the text.

Objective E. The student's writing will demonstrate the ability to use punctuation to

establish and clarify meaning. This criterion considers the writer's use of punctuation

marks as means of establishing, clarifying, and reinforcing the meaning of the sentences.

All aspects of punctuation are included here, ranging from misuse and omission to more sophisticated uses which exhibit the writer's command of punctuation to convey meaning.

4 OUTSTANDING

The writer's punctuation is clear, appropriate, and purposeful. The writer consistently exhibits a command of punctuation, as indicated by the appropriate use of sophisticated or varied punctuation.

3 EFFECTIVE

The writer's punctuation is clear, appropriate, and purposeful. An occasional misuse or omission does not interfere with meaning.

2 ADEQUATE

The writer's punctuation is generally clear, appropriate, and purposeful, although misuses or omissions occasionally interfere with meaning.

1 INEFFECTIVE

The writer's misuses or omissions of punctuation frequently interfere with meaning.

Objective F. Students' writing will demonstrate the use of sentence structure to establish and clarify meaning. This criterion describes the writer's control of the elements of sentence construction to establish, clarify, and reinforce the meaning of the sentences. Concerns here include the writer's use not only of appropriate conventions of grammar and usage (e.g., subject-verb agreement, pronoun-antecedent agreement, verb forms, etc.) but also of sentence patterns to establish relationships among ideas (e.g., coordination, subordination, parallelism).

4 OUTSTANDING

Syntax: The writer's use of clauses to establish sentence patterns consistently reinforces or emphasizes relationships among ideas.

Clarity: All parts of the sentence agree clearly and logically. The writer demonstrates a consistently good grasp of appropriate usage, grammar, and idiom. The sentences contain no misplaced words or phrases. The word order also seems deliberately and appropriately chosen for emphasis or for reinforcing the intended meaning.

Completeness: All sentences are grammatically complete.

3 EFFECTIVE

Syntax: For the most part, the writer's use of clauses to establish sentence pattern generally reinforces or emphasizes relationships among ideas.

Clarity: An isolated grammar or usage error does not obstruct clear and immediate understanding of the intended meaning. An isolated sentence contains a misplaced word or phrase, but such phrasing does not confuse the meaning.

Completeness: All sentences are grammatically complete.

2 ADEQUATE

Syntax: The writer's use of clauses to establish sentence patterns reflects relationships among idea, but connections might sometimes be inappropriate or weak.

Clarity: Grammar or usage errors may appear, but they do not seriously confuse the intended meaning. An occasional sentence contains a misplaced word or phrase, which confuses the meaning.

Completeness: Except for an isolated error, all sentences are grammatically complete.

1 INEFFECTIVE

Syntax: Few, if any, sentence patterns reflect appropriate relationships among ideas.

Clarity: Grammar or usage errors frequently confuse the intended meaning. More than an occasional sentence contain misplaced words or phrases which confuse the meaning.

Completeness: The writing exhibits more than an isolated failure to recognize the grammatical completeness of the sentence.

Objective G. Students' writing will demonstrate style, personal voice, and coherence as a communicator. Students' writing will demonstrate the writer's personal stance or voice as a communicator, which includes tone, point of view, attitude or personality. It also assesses the originality of the overall presentation, including the writer's ability to control the elements of writing to please, convince, or otherwise affect the reader.

4 OUTSTANDING

The writer's tone or general control of language consistently reflects a confident or authoritative central "voice" or "personality." Word choice is consistently precise, varied, economical or inventive. The writing clearly shows stylistic talent.

3 EFFECTIVE

The writer's tone or control of language generally reflects a confident or authoritative central "voice" or "personality." Word choice is generally precise, varied, economical, or inventive. The writing exhibits some success at style.

2 ADEQUATE

A central "voice" or "personality" is evident, though inconsistent in minor ways. Word choice is occasionally precise, varied, economical, or inventive. Stylistic awkwardness may be evident, but is not seriously distracting.

1 INEFFECTIVE

The writer's tone or general control of language is so lacking in consistency that little central "voice" or "personality" is evident. Word choice generally lacks precision, variety, economy, or inventiveness. Severe stylistic awkwardness is evident.

Objective H. Student's writing will reflect comprehension of other written texts and description, analysis, and synthesis of information and ideas appropriate to the assignment at any level.

4 OUTSTANDING

Identifies the subject very thoroughly; reflects highly developed observational skills; makes appropriate and reasonable inferences from the observations; sees relationships and relates to existing knowledge, skills or larger context.

3 EFFECTIVE

Identifies the subject well; reflects good observational skills; makes inferences which are, for the most part, reasonable and appropriate; sees relationships and relates to existing knowledge.

2 ADEQUATE

Identifies the subject clearly; shows reasonable observational skills; makes several reasonable inferences and relates to existing knowledge.

1 INEFFECTIVE

Identifies the subject somewhat; shows undeveloped observational skills; makes unreasonable or inappropriate inferences; sees most obvious relationship but does not relate to existing knowledge.

University of Arkansas, Fort Smith General Education Rubrics

Analytical Skills

<http://www.uafortsmith.edu/Learning/AnalyticalSkills>

Definition

Analytical / critical thinking skills include the ability to identify a concept or problem, to dissect or isolate its components, to organize information for decision making, to establish criteria for evaluation, and to draw appropriate conclusions.

Rationale

Analytical / critical thinking skills are vital for successful problem solving.

Overarching Outcome

The student will use analytical / critical thinking skills to draw conclusions and/or solve problems.

Student Behavior One

The student will identify the concept or problem with its various components.

Levels of Behavior One:

1. **Exemplary Behavior**
 - Formulate (through writing or illustration) a clear description of the problem or concept and specify its major components to be examined.
 2. **Accomplished Behavior**
 - Describe (or sketch out) the problem and its components.
 3. **Developing Behavior**
 - List or recognize a variety of components related to the concept or problem.
 4. **Beginning Behavior**
 - Recognize that there is a problem or concept that needs to be solved.
-

Student Behavior Two

The student will research, organize, and prioritize information.

Levels of Behavior Two:

1. **Exemplary Behavior**
 - Select and prioritize information appropriate to solving the problem or concept.
 2. **Accomplished Behavior**
 - Examine, categorize, and organize research information.
 3. **Developing Behavior**
 - Gather research information.
 4. **Beginning Behavior**
 - List areas to be researched.
-

Student Behavior Three

The student will establish criteria and propose solutions.

1. **Exemplary Behavior**
 - Construct several proposed solutions consistent with the proposed criteria.
2. **Accomplished Behavior**

- Prioritize the criteria and propose at least one possible solution consistent with the proposed criteria.
- 3. **Developing Behavior**
 - Evaluate the criteria and propose a solution.
- 4. **Beginning Behavior**
 - Develop a criteria list.

Student Behavior Four

The student will implement and evaluate solutions.

1. **Exemplary Behavior**
 - Select and justify the final solution to the problem.
2. **Accomplished Behavior**
 - Analyze and evaluate all assessment information.
3. **Developing Behavior**
 - Gather assessment information about the implemented proposed solution(s).
4. **Beginning Behavior**
 - Implement at least one proposed solution.

Creativity

<http://www.uafortsmith.edu/Learning/Creativity>

Definition

Creativity is the ability to identify and analyze creative works and processes and to synthesize ideas and materials to reach creative solutions to problems.

Rationale

The study and application of creativity facilitates learning how humans express ideas and solve problems to enhance life.

Overarching Outcome One

Students will solve real-world problems in a way that demonstrates imagination and invention.

Student Behavior 1.1

The student will define the problem.

Levels of Behavior 1.1:

1. **Exemplary Behavior**
 - Consistently defines problem accurately.
2. **Accomplished Behavior**
 - Usually defines problem accurately.
3. **Developing Behavior**
 - Defines problem with minor omissions or errors.
4. **Beginning Behavior**
 - Defines problem inaccurately and/or incompletely.

Student Behavior 1.2

The student will analyze components of the problem.

Levels of Behavior 1.2:

1. **Exemplary Behavior**

- Consistently analyzes components of the problem accurately.
- 2. **Accomplished Behavior**
 - Usually analyzes components of the problem accurately.
- 3. **Developing Behavior**
 - Analyzes components of the problem with minor omissions or errors.
- 4. **Beginning Behavior**
 - Analyzes components of the problem inaccurately and/or incompletely.

Student Behavior 1.3

The student will brainstorm ideas and alternatives.

Levels of Behavior 1.3:

- 1. **Exemplary Behavior**
 - Consistently able to brainstorm and identify related and realistic alternatives.
- 2. **Accomplished Behavior**
 - Able to brainstorm; can usually identify related and realistic alternatives.
- 3. **Developing Behavior**
 - Able to brainstorm; alternatives identified are unrelated and unrealistic.
- 4. **Beginning Behavior**
 - Unable to brainstorm ideas and alternatives.

Student Behavior 1.4

The student can formulate possible solution; implement test; analyze results; and synthesize results into a form of creative expression.

Levels of Behavior 1.4:

- 1. **Exemplary Behavior**
 - Consistently able to formulate possible solutions and correctly implement, analyze, and synthesize test/results.
- 2. **Accomplished Behavior**
 - Able to formulate possible solutions; usually able to correctly implement, analyze, and synthesize test/results.
- 3. **Developing Behavior**
 - Able to formulate possible solutions; able to implement, analyze, and synthesize test/results with minor omissions or errors.
- 4. **Beginning Behavior**
 - Able to formulate possible solutions; unable to implement, analyze, and synthesize tests/results.

Overarching Outcome Two

The student will interpret the meaning of creative work(s) and effectively communicate that meaning to an appropriate audience.

Student Behavior 2.1

The student will identify and define creative work(s).

Levels of Behavior 2.1:

- 1. **Exemplary Behavior**
 - Consistently able to identify and define creative work(s).
- 2. **Accomplished Behavior**

- Usually able to identify and define creative work(s).
- 3. **Developing Behavior**
 - Occasionally able to identify and define creative work(s).
- 4. **Beginning Behavior**
 - Unable to identify and define creative work(s).

Student Behavior 2.2

The student will analyze component parts and processes.

Levels of Behavior 2.2:

1. **Exemplary Behavior**
 - Consistently analyzes component parts and processes.
2. **Accomplished Behavior**
 - Usually analyzes component parts and processes.
3. **Developing Behavior**
 - Occasionally analyzes component parts and processes.
4. **Beginning Behavior**
 - Inaccurately analyzes component parts and processes.

Student Behavior 2.3

The student will interpret and synthesize the elements of the creative work(s).

Levels of Behavior 2.3:

1. **Exemplary Behavior**
 - Consistently able to interpret and thoroughly synthesize elements of the creative work(s).
2. **Accomplished Behavior**
 - Able to interpret and accurately synthesize elements of the creative work(s) with few omissions.
3. **Developing Behavior**
 - Interpretation is attempted but may be unclear; therefore, unable to synthesize elements of the creative work(s).
4. **Beginning Behavior**
 - Unable to interpret and synthesize elements of the creative work(s).

Student Behavior 2.4

The student, using a medium, will communicate the interpretation of creative works to an appropriate audience.

Levels of Behavior 2.4:

1. **Exemplary Behavior**
 - Consistently and clearly communicates the interpretation of creative works choosing an appropriate medium and audience.
2. **Accomplished Behavior**
 - Usually able to communicate the interpretation of creative works choosing an appropriate medium and audience.
3. **Developing Behavior**
 - Able to communicate the interpretation of creative works in broad terms; choice of audience and medium may be inappropriate.

4. **Beginning Behavior**

- Unable to communicate the interpretation of creative works to an appropriate audience without major omissions or errors.

Social Interaction

<http://www.uafortsmith.edu/Learning/SocialInteraction>

Definition

Social interaction is the ability to work effectively with individuals and groups.

Rationale

Teamwork and social skills are vital to success in school, work, and the community.

Outcome

Students will work effectively with individuals and groups.

Student Behavior One

Student will display personal behavior and interpersonal skills.

Levels of Behavior One:

1. Exemplary Behavior

- Almost always displays empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect.

2. Accomplished Behavior

- Usually displays empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect.

3. Developing Behavior

- Sometimes displays empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect.

4. Beginning Behavior

- Rarely displays self-control, friendliness, cooperation, helpfulness, and respect.
-

Student Behavior Two

Student will accept and deliver criticism well.

Levels of Behavior Two:

1. Exemplary Behavior

- Accepts and delivers criticism with compassion and confidence.

2. Accomplished Behavior

- Delivers criticism with confidence, but doesn't always accept it well.

3. Developing Behavior

- May deliver criticism if prompted, but doesn't always accept it well.

4. Beginning Behavior

- Delivers criticism with sarcasm and doesn't accept it well.
-

Student Behavior Three

Student will read others' body language.

Levels of Behavior Three:

1. Exemplary Behavior

- Can read others' body language.

2. **Accomplished Behavior**
 - Can usually read others' body language.
3. **Developing Behavior**
 - Can sometimes read others' body language.
4. **Beginning Behavior**
 - Usually ignores or fails to read others' body language.

Student Behavior Four

Student will use conflict management techniques.

Levels of Behavior Four:

1. **Exemplary Behavior**
 - Utilizes conflict management techniques in an individual, group, or professional setting.
2. **Accomplished Behavior**
 - Usually utilizes conflict management techniques in an individual, group, or professional setting.
3. **Developing Behavior**
 - Sometimes utilizes conflict management techniques in an individual, group, or professional setting.
4. **Beginning Behavior**
 - Rarely uses conflict management techniques in an individual, group, or professional setting.

Student Behavior Five

Student will take on task-maintenance roles.

Levels of Behavior Five:

1. **Exemplary Behavior**
 - Willingly takes on task and/or maintenance roles in a group.
2. **Accomplished Behavior**
 - Takes on task and/or maintenance roles in a group.
3. **Developing Behavior**
 - Usually doesn't take on task and/or maintenance roles in a group.
4. **Beginning Behavior**
 - Rarely participates in group activities.

Student Behavior Six

Student will use humor appropriately.

Levels of Behavior Six:

1. **Exemplary Behavior**
 - Almost always uses humor in an appropriate manner.
2. **Accomplished Behavior**
 - Usually uses humor in an appropriate manner.
3. **Developing Behavior**
 - Sometimes uses humor, but not always in an appropriate manner.
4. **Beginning Behavior**
 - Rarely uses humor in an appropriate manner.

Northeastern Illinois University General Education Critical Thinking Rubric

Downloaded 3/2/05 from <http://www.neiu.edu/~neassess/gened.htm#rubric>

Quality Macro Criteria	No/Limited Proficiency (D&E)	Some Proficiency (C)	Proficiency (B)	High Proficiency (A)
1. Identifies & Explains Issues	Fails to identify, summarize, or explain the main problem or question. Represents the issues inaccurately or inappropriately.	Identifies main issues but does not summarize or explain them clearly or sufficiently	Successfully identifies and summarizes the main issues, but does not explain why/how they are problems or create questions	Clearly identifies and summarizes main issues and successfully explains why/how they are problems or questions; and identifies embedded or implicit issues, addressing their relationships to each other.
2. Distinguishes Types of Claims	Fails to label correctly any of the factual, conceptual and value dimensions of the problems and proposed solutions.	Successfully identifies some, but not all of the factual, conceptual, and value aspects of the questions and answers.	Successfully separates and labels all the factual, conceptual, and value claims	Clearly and accurately labels not only all the factual, conceptual, and value but also those implicit in the assumptions and the implications of positions and arguments.
3. Recognizes Stakeholders and Contexts	Fails accurately to identify and explain any empirical or theoretical contexts for the issues. Presents problems as having no connections to other conditions or contexts.	Shows some general understanding of the influences of empirical and theoretical contexts on stakeholders, but does not identify many specific ones relevant to situation at hand.	Correctly identifies all the empirical and most of theoretical contexts relevant to all the main stakeholders in the situation.	Not only correctly identifies all the empirical and theoretical contexts relevant to all the main stakeholders, but also finds minor stakeholders and contexts and shows the tension or conflicts of interests among them.
4. Considers Methodology	Fails to explain how/why/which specific methods of research are relevant to the kind of issue at hand.	Identifies some but not all methods required for dealing with the issue; does not explain why they are relevant or effective.	Successfully explains how/why/which methods are most relevant to the problem.	In addition to explaining how/why/which methods are typically used, also describes embedded methods and possible alternative methods of working on the problem.
5. Frames Personal Responses and Acknowledges Other Perspectives	Fails to formulate and clearly express own point of view, (or) fails to anticipate objections to his/her point of view, (or) fails to consider other perspectives and position.	Formulates a vague and indecisive point of view, or anticipates minor but not major objections to his/her point of view, or considers weak but not strong alternative positions.	Formulates a clear and precise personal point of view concerning the issue, and seriously discusses its weaknesses as well as its strengths.	Not only formulates a clear and precise personal point of view, but also acknowledges objections and rival positions and provides convincing replies to these.

California State University, Fresno General Education Scoring Guide for Critical Thinking

Downloaded 3/2/05 from <http://www.csufresno.edu/cetl/assessment/CTScoring.doc>

Scoring Level	Interpretation	Analysis & Evaluation	Presentation
4 - Accomplished	Analyzes insightful questions Refutes bias Critiques content Examines inconsistencies Values information	Examines conclusions Uses reasonable judgment Discriminates rationally Synthesizes data Views information critically	Argues succinctly Discusses issues thoroughly Shows intellectual honesty Justifies decisions Assimilates information
3 - Competent	Asks insightful questions Detects bias. Categorizes content. Identifies inconsistencies Recognizes context	Formulates conclusions Recognizes arguments Notices differences Evaluates data Seeks out information	Argues clearly Identifies issues Attributes sources naturally Suggests solutions Incorporates information
2 - Developing	Identifies some questions Notes some bias Recognizes basic content States some inconsistencies Selects sources adequately	Identifies some conclusions Sees some arguments Identifies some differences Paraphrases data Assumes information valid	Misconstructs arguments Generalizes issues Cites sources Presents few options Overlooks some information
1 - Beginning	Fails to question data Ignores bias Misses major content areas Detects no inconsistencies Chooses biased sources	Fails to draw conclusions Sees no arguments Overlooks differences Repeats data Omits research	Omits argument Misrepresents issues Excludes data Draws faulty conclusions Shows intellectual dishonesty

Rubrics for Assessing Information Competence in the California State University

ACRL Standard	Beginning	Proficient	Advanced
1. Determine the Extent of the Information Needed	Student is unable to effectively formulate a research question based on an information need.	Student can formulate a question that is focused and clear. Student identifies concepts related to the topic, and can find a sufficient number of information resources to meet the information need.	Question is focused, clear, and complete. Key concepts and terms are identified. Extensive information sources are identified in numerous potential formats.
2. Access the Needed Information Effectively and Efficiently	Student is unfocused and unclear about search strategy. Time is not used effectively and efficiently. Information gathered lacks relevance, quality, and balance.	Student executes an appropriate search strategy within a reasonable amount of time. Student can solve problems by finding a variety of relevant information resources, and can evaluate search effectiveness.	Student is aware and able to analyze search results, and evaluate the appropriateness of the variety of (or) multiple relevant sources of information that directly fulfill an information need for the particular discipline.
3. Evaluate Information and its Sources Critically	Student is unaware of criteria that might be used to judge information quality. Little effort is made to examine the information located	Student examines information using criteria such as authority, credibility, relevance, timeliness, and accuracy, and is able to make judgments about what to keep and what to discard.	Multiple and diverse sources and viewpoints of information are compared and evaluated according to specific criteria appropriate for the discipline. Student is able to match criteria to a specific information need and can articulate how identified sources relate to the context of the discipline.
4. Use Information Effectively to Accomplish a Specific Purpose	Student is not aware of the information necessary to research a topic, and the types of data that would be useful in formulating a convincing argument. Information is incomplete and does not support the intended purpose.	Student uses appropriate information to solve a problem, answer a question, write a paper, or other purposes	Student is aware of the breadth and depth of research on a topic, and is able to reflect on search strategy, synthesize and integrate information from a variety of sources, draw appropriate conclusions, and is able to clearly communicate ideas to others
5. Understand the Economic, Legal, and Social Issues surrounding the Use of Information, and Access and Use Information Ethically and Legally	Student is unclear regarding proper citation format, and/or copies and paraphrases the information and ideas of others without giving credit to authors. Student does not know how to distinguish between information that is objective and biased, and does not know the role that free access to information plays in a democratic society.	Student gives credit for works used by quoting and listing references. Student is an ethical consumer and producer of information, and understands how free access to information, and free expression, contribute to a democratic society.	Student understands and recognizes the concept of intellectual property, can defend him/herself if challenged, and can properly incorporate the ideas/published works of others into their own work building upon them. Student can articulate the value of information to a free and democratic society, and can use specific criteria to discern objectivity/fact from bias/propaganda.

*Prepared by the CSU Information Competence Initiative, October 2002, based on the 2000 ACRL *Information Literacy Competency Standards For Higher Education*. For more information, see http://www.calstate.edu/LS/1_rubric.doc.

A Rubric for Rubrics: A Tool for Assessing the Quality and Use of Rubrics in Education

Downloaded July 9, 2005 from <http://its.monmouth.edu/facultyresourcecenter/Rubrics/A%20Rubric%20for%20Rubrics.htm>

Criteria	1 Unacceptable	2 Acceptable	3 Good/Solid	4 Exemplary
Clarity of criteria	Criteria being assessed are unclear, inappropriate and/or have significant overlap	Criteria being assessed can be identified, but are not clearly differentiated or are inappropriate	Criteria being assessed are clear, appropriate and distinct	Each criteria is distinct, clearly delineated and fully appropriate for the assignment(s)/course
Distinction between Levels	Little/no distinction can be made between levels of achievement	Some distinction between levels is made, but is not totally clear how well	Distinction between levels is apparent	Each level is distinct and progresses in a clear and logical order
Reliability of Scoring	Cross-scoring among faculty and/or students often results in significant differences	Cross-scoring by faculty and/or students occasionally produces inconsistent results	There is general agreement between different scorers when using the rubric (<i>e.g. differs by less than 5-10% or less than ½ level</i>)	Cross-scoring of assignments using rubric results in consistent agreement among scorers
Clarity of Expectations/ Guidance to Learners	Rubric is not shared with learners	Rubric is shared and provides some idea of the assignment/ expectations	Rubric is referenced - used to introduce an assignment/guide learners	Rubric serves as primary reference point for discussion and guidance for assignments as well as evaluation of assignment(s)
Support of Metacognition (Awareness of Learning)	Rubric is not shared with learners	Rubric is shared but not discussed/ referenced with respect to what is being learned through the assignment(s)/course	Rubric is shared and identified as a tool for helping learners to understand what they are learning through the assignment/ in the course	Rubric is regularly referenced and used to help learners identify the skills and knowledge they are developing throughout the course/ assignment(s)
Engagement of Learners in Rubric Development/ Use *	Learners are not engaged in either development or use of the rubrics	Learners offered the rubric and may choose to use it for self assessment	Learners discuss the design of the rubric and offer feedback/input and are responsible for use of rubrics in peer and/or self-evaluation	Faculty and learners are jointly responsible for design of rubrics and learners use them in peer and/or self-evaluation

**Considered optional by some educators and a critical component by others*

Scoring:	0 - 10 = needs improvement	11 - 15 = workable	16 - 20 = solid/good	21 - 24 = exemplary
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Dr. Bonnie B. Mullinix ©

Monmouth University

December 2003

Writing Rubric ♦ College of Agriculture ♦ Purdue University

Student name: _____

Course/Context: _____

Evaluator: _____

Date: _____

Criteria ¹	Level				Raw Pts. (1-4)	Weight Factor (Var.)	Row Value
	Beginning 1	Developing 2	Proficient 3	Mastery 4			
A. Content Importance of topic, relevance, accuracy of facts, overall treatment of topic	Report topic lacks focus or relevance; text contains multiple fact errors or omissions.	Topic would benefit from more focus; text contains some fact errors or omissions.	Topic is adequately focused; information is generally relevant and accurate.	Report topic is tightly focused; text contains relevant information with no fact errors.			
B. Appropriateness¹ Tone, style and word selection are targeted to audience	Text does not follow report style; poor phrasing or word selection.	Text does not follow report style throughout; phrasing or word selection could be improved.	Most text is presented in appropriate tone and style; adequate word selection and phrasing throughout.	Text is written in appropriate tone and style; proper word selection and phrasing throughout.			
C. Organization/Clarity Logical ordering of ideas, transitions between paragraphs, coherent, concise	Ideas are not presented in proper order; text lacks transitions between major ideas; text is wordy or unclear.	Some ideas not presented in proper order; paragraph transitions needed in places; some text is wordy or unclear.	Most ideas are in logical order with adequate transitions between most paragraphs; text is generally clear and readable.	Ideas are presented in logical order with effective transitions between paragraphs; text is clear and concise.			
D. Completeness Level of detail, depth, development of ideas, appropriate length	Text does not provide adequate depth; important details or ideas are omitted; unclear or undeveloped; report is too short.	Additional depth needed in places; important details or ideas sometimes omitted or not fully developed; report may be short.	Text provides adequate depth; few needed details or ideas are omitted; major ideas adequately developed; report is proper length.	Text provides good depth and detail; ideas well developed; facts have adequate backgrounding; report is within specified length.			
E. Grammar/Mechanics Correct usage, spelling, proper sentence/paragraph structure, follows accepted format conventions	Text contains several spelling, grammar or punctuation errors; sentences are incomplete; report does not contain required sections.	Text may contain some spelling, grammar, punctuation or sentence errors; report contains most required sections.	Text has no serious spelling, grammar or punctuation errors; sentences are mostly complete; report contains required sections.	Text contains no spelling, grammar or punctuation errors; sentences are readable and complete; report contains required sections.			
F. Documentation Proper use of citations, support for major ideas, use of visual aids	Little or no support provided for major ideas; citations and/or visual aids are missing, old or inadequate.	Some major ideas need additional support; visual aids and/or some citations contain errors or need work.	Most major ideas are supported by citations and adequate visual aids; most citations are current and used properly.	Major ideas are supported by citations and effective visual aids; citations are current and used properly.			
G. Creativity Original topic, unique or original presentation of ideas	Report provides no new or original ideas; approach lacks creativity.	Report contains some original ideas or attempts to use an original or innovative approach.	Report may address a unique or original topic; creative effort is evident and could be successful with minimal editing.	Report addresses a unique or original topic; innovative approach is used in introduction or other sections.			
Totals							

¹ Evaluation standards may be based on disciplinary frameworks and defined at program level.

Oral Presentation Rubric ♦ College of Agriculture ♦ Purdue University

Student name: _____

Course/Context: _____

Evaluator: _____

Date: _____

Criteria ¹	Level				Raw Pts. (1-4)	Weight Factor	Row Value
	Beginning 1	Developing 2	Proficient 3	Mastery 4			
A. Content Importance of topic, relevance, accuracy of facts, overall treatment of topic	Topic lacks relevance or focus; presentation contains multiple fact errors or omissions.	Topic would benefit from more focus; presentation contains some fact errors or omissions.	Topic is adequately focused and relevant; major facts are accurate and generally complete.	Topic is tightly focused and relevant; presentation contains accurate information with no fact errors.			
B. Organization/Clarity Appropriate introduction, body, conclusions; logical ordering of ideas; transitions between major points	Ideas are not presented in proper order; transitions are lacking between major ideas; several parts of presentation are wordy or unclear.	Some ideas not presented in proper order; transitions are needed between some ideas; some parts of presentation may be wordy or unclear.	Most ideas are in logical order with adequate transitions between most major ideas; presentation is generally clear and understandable.	Ideas are presented in logical order with effective transitions between major ideas; presentation is clear and concise.			
C. Completeness Level of detail, depth, appropriate length, adequate backgrounding of information	Presentation does not provide adequate depth; key details are omitted or undeveloped; presentation is too short or long.	Additional depth needed in places; important information or details sometimes omitted or not fully developed; presentation may be short or long.	Presentation provides adequate depth; few needed details are omitted; major ideas adequately developed; presentation is within specified length.	Presentation provides good depth and detail; ideas well developed; facts have adequate backgrounding; presentation is within specified length.			
D. Grammar/Vocabulary Correct grammar and usage that is appropriate for audience(s)	Presentation contains several major grammar or usage errors; sentences are long, incomplete or contain excessive jargon.	Presentation may contain some grammar or sentence errors; sentences may contain jargon or are too long or hard to follow.	Presentation has no serious grammar errors; sentences are mostly jargon-free, complete and understandable.	Presentation contains no grammar errors; sentences are free of jargon, complete and easy to understand.			
E. Documentation Proper support and sourcing for major ideas, inclusion of visual aids that support message	Little or no message support provided for major ideas; visual aids are missing or inadequate; little or no sourcing provided.	Some message support provided by facts and visual aids; sourcing may be outdated or thin; visual aids need work.	Adequate message support provided for key concepts by facts and visual aids; sourcing is generally adequate and current.	Effective message support provided in the form of facts and visual aids; sourcing is current and supports major ideas.			
F. Delivery Adequate volume, appropriate pace, diction, personal appearance, enthusiasm/energy, posture, unprofessional appearance; effective use of visual aids	Low volume or energy; pace too slow or fast; poor diction; distracting gestures or posture; unprofessional appearance; visual aids poorly used.	More volume/energy needed at times; pace too slow or fast; some distracting gestures or posture; adequate appearance; visual aids could be improved.	Adequate volume and energy; generally good pace and diction; few or no distracting gestures; professional appearance; visual aids used adequately.	Good volume and energy; proper pace and diction; avoidance of distracting gestures; professional appearance; visual aids used effectively.			
G. Interaction Adequate eye contact with audience, ability to listen and/or answer questions	Little or no eye contact with audience; poor listening skills; uneasiness or inability to answer audience questions.	Additional eye contact needed at times; better listening skills needed; some difficulty answering audience questions.	Fairly good eye contact with audience; displays ability to listen; provides adequate answers to audience questions.	Good eye contact with audience; excellent listening skills; answers audience questions with authority and accuracy.			

¹ Evaluation standards may be based on disciplinary frameworks and defined at program level.

Totals

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Internship Presentation Rubric

Agricultural Leadership, Education and Communication

Category	Pts.	Comments
Introduction — 5 pts.		
Company, agency or organization — 15 pts. <ul style="list-style-type: none"> • Describe and/or explain what your organization does, its structure, etc. • Your assigned duties and responsibilities • The training and supervision you received • An overview of your experience 		
Leadership activities — 30 pts. <ul style="list-style-type: none"> • Discussion of achievement of internship objectives • Demonstrated use of leadership skills in interpersonal, group and team, and the organization • Diagnosis, development and delivery of training programs • Ethical decision making of which you were a part 		
Growth in Employability — 20 pts. <ul style="list-style-type: none"> • Professional work habits demonstrated • Professional networks established • Development of technical expertise in agricultural and/or natural resource sciences • Identification of ongoing professional and personal development needs • Assessment of your career objectives 		
Summary — 10 pts. <ul style="list-style-type: none"> • A reflection on the entire experience • Application of academic instruction to real-world situations • Facilitation of the transition from college student to full-time employment 		
Use of Technology — 10 pts. <ul style="list-style-type: none"> • Demonstrated command of technology to deliver message • Well developed slides 		
Delivery — 15 pts. <ul style="list-style-type: none"> • Poised • Straightforward responses to questions • Demonstrated respect for the audience opinions, time, etc. 		
Total points		

/casREV:11-06-02

Rubric Examples

http://www.enge.vt.edu/paretti/MSE2884/Assignments/ProfSkills_Reflection.htm

Ethics

	Novice ☒ Be aware of professional and ethical responsibilities in relation to actual scenarios.	Intermediate ☒ Interpret and apply professional and ethical codes.	Advanced ☒ Evaluate and select responses to professional and ethical dilemmas.
Professional Responsibility <i>Learn professional codes of ethics and workplace responsibility.</i>	-Interpret professional code of ethics for your discipline. -Describe situations in which engineering professional codes were not followed.	-Distinguish between professional and personal codes of ethics. -Explain professional codes of ethics in relation to engineering activities.	-Evaluate alternatives to professional issues and prioritize them according to your discipline's code of ethics.
Ethical Responsibility <i>Appreciate the potential impact that engineering decisions can have on society.</i>	-Describe situations in which engineers acted unethically. -Describe your own code of ethics in relation to actual scenarios.	-Apply ethical reasoning to an actual scenario.	-Evaluate alternatives to ethical issues and prioritize them according to a personal code of ethics.

EVALUATION RUBRIC: THESIS (M.S.) DEFENSE EXAM
(Draft)

Candidate Name: _____

Date: _____

Title of Thesis: _____

Evaluation/Guidance	Does not meet Expectations	Meets Expectations	Exemplary Performance
1. Problem Definition: Has stated the research problem clearly, providing motivation for undertaking the research			
2. Literature and Previous Work: Demonstrated sound knowledge of literature in the area, and of prior work on the specific research problem			
3. Impact of Proposed Research: Demonstrated the potential value of solution to the research problem in advancing knowledge within the area of study			
4. Solution Approach: Has applied sound state-of-the-field research methods/tools to solve the defined problem and has described the methods/tools effectively			
5. Results: Analyzed and interpreted research results/data effectively			
6. Quality of Written and Oral Communication: (a) Communicates research results clearly and professionally in both (a) written and (b) oral form (b)			
7. Critical Thinking: Has demonstrated capability for independent research in the area of study and expertise in the area			
8. Broader Impact: Demonstrated awareness of broader implications of the concluded research. Broader implications may include social, economic, technical, ethical, business, etc. aspects.			
9. Publications: Journal or conference publications have resulted (or are anticipated) from this research			

Overall Assessment: The assessment of the overall performance of the candidate based on the evidence provided in items 1 – 9 above.

CRITERIA	PERFORMANCE RATINGS		
	Does NOT PASS THESIS DEFENSE Exam	Passes THESIS Defense Exam	
OVERALL, My Rating of the Thesis:	Does not meet Expectations	Meets Expectations	Exemplary Performance

Name of the Examining Committee Member: _____

Signature of the Examining Committee Member: _____

Rubric Examples

EVALUATION RUBRIC: DISSERTATION (Ph.D.) DEFENSE EXAM
(Draft)

Candidate Name: _____

Date: _____

Title of Dissertation: _____

Evaluation/Guidance	Does not meet Expectations	Meets Expectations	Exemplary Performance
1. Problem Definition: Stated the research problem clearly, providing motivation for undertaking the research			
2. Literature and Previous Work: Demonstrated sound knowledge of literature in the area, and of prior work on the specific research problem			
3. Impact of Proposed Research: Demonstrated the potential value of solution to the research problem in advancing knowledge within the area of study			
4. Solution Approach: Has applied sound state-of-the-field research methods/tools to solve the defined problem and has described the methods/tools effectively			
5. Results: Analyzed and interpreted research results/data effectively			
6. Quality of Written and Oral Communication: (a) Communicates research proposal clearly and professionally in both (a) written and (b) oral form (b)			
7. Critical Thinking: Has demonstrated capability for independent research in the area of study, significant expertise in the area, and ability to make original contributions to the field			
8. Broader Impact: Demonstrates awareness of broader implications of the concluded research. Broader implications may include social, economic, technical, ethical, business, etc. aspects.			
9. Publications: Journal or conference publications have resulted (or are anticipated) from this research			

Overall Assessment: The assessment of the overall performance of the candidate based on the evidence provided in items 1 – 9 above.

CRITERIA	PERFORMANCE RATINGS		
	Does NOT PASS DISSERTATION DEFENSE Exam	Passes DISSERTATION Defense Exam	
OVERALL, My Rating of the Dissertation:	Does not meet Expectations	Meets Expectations	Exemplary Performance

Name of the Examining Committee Member: _____

Signature of the Examining Committee Member: _____

EVALUATION RUBRIC: PRELIMINARY EXAM - PROPOSAL PRESENTATION
(Draft)

Candidate Name: _____

Date: _____

Title of Dissertation: _____

Evaluation/Guidance	Does not meet Expectations	Meets Expectations	Exemplary Performance
1. Problem Definition: States the research problem clearly, providing motivation for undertaking the research			
2. Literature and Previous Work: Demonstrates sound knowledge of literature in the area, and of prior work on the specific research problem			
3. Impact of Proposed Research: Demonstrates the potential value of solution to the research problem in advancing knowledge within the area of study			
4. Solution Plan: Provides a sound plan for applying state-of-the-field research methods/tools to solving the defined problem and shows a good understanding of how to use methods/tools effectively			
5. Expected Results: Provides a sound plan for analyzing and interpreting research results/data			
6. Quality of Written and Oral Communication: (a) Communicates research proposal clearly and professionally in both (a) written and (b) oral form (b)			
7. Critical Thinking: Demonstrates capability for independent research in the area of study, preparedness in core disciplines relevant to research, and ability to complete the proposed research			
8. Broader Impact: Demonstrates awareness of broader implications of the proposed research. Broader implications may include social, economic, technical, ethical, business, etc. aspects.			

Overall Assessment: The assessment of the overall performance of the candidate based on the evidence provided in items 1 – 8 above.

CRITERIA	PERFORMANCE RATINGS		
	Does NOT PASS PRELIMINARY Exam	Passes PRELIMINARY Exam	
OVERALL, my rating of the PERFORMANCE	Does not meet Expectations	Meets Expectations	Exemplary Performance

Name of the Examining Committee Member: _____

Signature of the Examining Committee Member: _____

Rubric Examples

Engineering Notebook Rubric

Phase ☐0 ☐1 ☐2 ☐3 ☐4

Name: _____ Date: _____ Grade: _____

Category	Points	Grade
<i>Organization</i> <ul style="list-style-type: none">♦ All entries in permanent ink♦ All pages are numbered♦ All new entries are dated♦ All new entries have a title♦ Signatures are provided for all design concept-related entries (Your signature and at least one witness)	35	
<i>Content</i> <ul style="list-style-type: none">♦ Notebook is kept up-to-date to the time of each Phase Review♦ Writing is clear enough for someone else to replicate project♦ Notebook contains all information related to project (contact info, prices, etc.)♦ Names of all members present at a group meeting are recorded♦ If only one member has taken notes in a group meeting, all others should reference their notebook (name and page #'s)	50	
<i>Extras</i> <ul style="list-style-type: none">♦ Draw a <u>single line</u> through incorrect data and initial and date (Do Not erase, scratch out, or use correction fluid)♦ Staple/tape relevant loose paper(s) onto a clean page; initial and date edges (initials should cross from loose paper to notebook)♦ "X" out or crosshatch all white space and initial and date	15	

Notes:

- Notebooks will be taken by the instructor and/or TA at the end of each phase review and returned at the next possible class
- Notebooks will be retained by the instructor at the end of Phase 4 and will be kept with the Design History File



Quality Review Rubric for engineering content



Reviewer: _____ Date: _____

Unit/Lesson/Activity: _____ Grade Level: _____

Author: _____ ☐ Approved ☐ Rejected

Category Assigned: ☐ 1. Relating Science to Engineering ☐ 2. Relating Math to Engineering
☐ 3. Engineering Analysis/Partial Design ☐ 4. Engineering Design

Section A: Engineering Motivation	Yes	Yes with Modification (please explain)	No (please explain)
a. Does this activity require students to relate the science concept to an authentic problem in everyday life in the <i>procedure</i> or <i>assessment</i> sections? (<i>Relate</i> might include asking for examples of real-world applications or requiring that students solve a real-world problem using the concept)			
b. Does the author clearly convey in the <i>engineering connection</i> ways in which students might relate the science or math concept to a real world problem in the procedure or assessment sections?			

Section B: Engineering Concepts	Yes	Yes with Modification (please explain)	No (please explain)
a. Does the activity <i>include a systematic and detailed examination</i> that incorporates math skills to define problems, predict performance, determine economic feasibility, evaluate alternatives, analyze mathematical models, and/or investigate failures?			
b. Does the activity require students to identify appropriate <i>materials and tools</i> for their design based on specific properties and characteristics?			
c. Does the activity require students to determine the best possible solution to a technical problem while <i>balancing competing or conflicting factors</i> (specifications and constraints) and trade-offs?			
d. Does the activity require students to examine the more <i>abstract impacts</i> of engineering products or processes on individuals, society and the environment? (May also include environmental, ethical, economical, social, and political realities and impacts.)			

Section C: Engineering Design Process	Yes	Yes with Modification (please explain)	No (please explain)
a. Does the activity require students to <i>define the problem</i> and describe the performance standards by which a design is evaluated? (May include quantitative and qualitative requirements such as size, weight, time, cost, life cycle, function, vs. safety, color, etc.)			

b. Does the activity require students to <i>gather and research information</i> to solve the problem? (May include web/library research, conducting experiments, examining scientific or math concepts to understand how to apply them, etc.)			
c. Does the activity require students to evaluate each proposed solution to <i>determine which solution best meets the needs</i> and satisfies the criteria?			
d. Does the activity require students to <i>build and test a prototype</i> of all or part of the design? (May include a graphical, physical, or mathematical representation of the essential features of the design.)			
e. Does the activity enable students to <i>revise and improve their design</i> based on the results of testing and analysis?			
f. Does the activity require students to <i>report (oral or written) the process and results</i> of their engineering design activity?			

MCSBT Rubric CJ105	Exemplary Level 4 Points	Accomplished Level 3 Points	Developing Level 2 Points	Beginning Level 1 Point	Total Points
Focus/Topic/Thesis	Students exhibit a defined and clear understanding of the assignment. Thesis is clearly defined and well constructed to help guide the reader throughout the assignment. Student builds upon the thesis of the assignment with well documented and exceptional supporting facts, figures, and/or statements.	Establishes a good comprehension of topic and in the building of the thesis. Student demonstrates an effective presentation of thesis, with most support statements helping to support the key focus of assignment.	Student exhibits a basic understanding of the intended assignment, but the thesis is not fully supported throughout the assignment. While thesis helps guide the development of the assignment, the reader may have some difficulty in seeing linkages between thoughts. While student has included a few supporting facts and statements, this has limited the quality of the assignment.	Exhibits a limited understanding of the assignment. Reader is unable to follow the logic used for the thesis and development of key themes. Introduction of thesis is not clearly evident, and reader must look deeper to discover the focus of the writer. Student's writing is weak in the inclusion of supporting facts or statements.	
Content/Subject Knowledge	Student demonstrates proficient command of the subject matter in the assignment. Assignment shows an impressive level of depth of student's ability to relate course content to practical examples and applications. Student provides comprehensive analysis of details, facts, and concepts in logical sequence.	Student exhibits above average usage of subject matter in assignment. Student provides above average ability in relating course content in examples given. Details and facts presented provide an adequate presentation of student's current level of subject matter knowledge.	The assignment reveals that the student has a general, fundamental understanding of the course material. Whereas, there are areas of some concerning in the linkages provided between facts and supporting statements. Student generally explains concepts, but only meets the minimum requirements in this area.	Student tries to explain some concepts, but overlooks critical details. Assignment appears vague and incomplete in various segments. Student presents concepts in isolation, and does not perceive to have a logical sequencing of ideas.	
Critical Thinking Skills	Student demonstrates a higher-level of critical thinking necessary for the level work. Learner provides a strategic approach in presenting examples of problem solving or critical thinking, while drawing logical conclusions which are not immediately obvious. Student provides well-supported ideas and reflection with a variety of current and/or world views in the assignment. Student presents a genuine intellectual development of ideas throughout assignment.	Student exhibits a good command of critical thinking skills in the presentation of material and supporting statements. Assignment demonstrates the student's above average use of relating concepts by using a variety of factors. Overall, student provides adequate conclusions, with 2 or fewer errors.	Student takes a common conventional approach in guiding the reader through various linkages and connections presented in assignment. However, student presents a limited perspective on key concepts throughout assignment. Student appears to have problems applying information in a problem-solving manner.	Student demonstrates beginning understanding of key concepts, but overlooks critical details. Learner is unable to apply information in a problem-solving fashion. Student presents confusing statements and facts in assignment. No evidence or little semblance of critical thinking skills.	

Organization of Ideas/Format	Student thoroughly understands and excels in explaining all major points. An original, unique, and/or imaginative approach to overall ideas, concepts, and findings is presented. Overall format of assignment includes an appropriate introduction (or abstract), well-developed paragraphs, and conclusion. Finished assignment demonstrates student's ability to plan and organize research in a logical sequence. Student uses 3 or more references in assignment (minimum of 1 internet references).	Student explains the majority of points and concepts in the assignment. Learner demonstrates a good skill level in formatting and organizing material in assignment. Student presents an above average level of preparedness, with a few formatting errors. Assignment contains less than 3 resources (less than 1 internet sources).	Learner applies some points and concepts incorrectly. Student uses a variety of formatting styles, with some inconsistencies throughout the paper. Assignment does not have a continuous pattern of logical sequencing. Student uses less than 2 sources or references.	Assignment reveals formatting errors and a lack of organization. Student presents an incomplete attempt to provide linkages or explanation of key terms. The lack of appropriate references or source materials demonstrates the student's need for additional help or training in this area.	
Writing Conventions (Grammar & Mechanics)	Student demonstrates an excellent command of grammar, as well as presents research in a clear and concise writing style. Presents a thorough, extensive understanding of word usage. Student excels in the selection and development of a well-planned research assignment. Assignment is error-free and reflects students' ability to prepare a high-quality academic assignment.	Student provides an effective display of good writing and grammar. Assignment reflects student's ability to select appropriate word usage and presents an above average presentation of a given topic or issue. Assignment appears to be well written with no more than 3-5 errors. Student provides a final written product that covers the above-minimal requirements.	Assignment reflects basic writing and grammar, but more than 5 errors. Key terms and concepts are somewhat vague and not completely explained by student. Student uses a basic vocabulary in assignment. Student's writing ability is average but demonstrates a basic understanding of the subject matter.	Topics, concepts, and ideas are not coherently discussed or expressed in assignments. Student's writing style is weak and needs improvement, along with numerous proofreading errors. Assignment lacks clarity, consistency, and correctness.	
Creation of basic security plan	Plan was very detailed and included all necessary elements of a security plan.	Plan was detailed but was missing a few security elements.	Plan was not very detailed but contained some elements of a security plan.	Plan was of very poor quality and did not provide a clear picture of the security for the facility.	
Use of Computer Technology/Applications	Student provides a high caliber, formatted assignment. Learner exhibits excellent use of computer technology in the development of assignment. Quality and appropriateness of stated references demonstrate the student's ability to use technology to conduct applicable research. Given assignment includes appropriate word processing, spreadsheet, and or use of graphs and other computer applications as part of the final product.	Assignment presents an above-average use of formatting skills, with less than 3 errors. Student has a good command of computer applications to format information and figures or graphs in the appropriate format. Student uses at least two types of computer applications to produce a high quality assignment.	Student demonstrates a basic knowledge of computer applications. Appearance of final assignment demonstrates the student's limited ability to format and present data.	Student needs to develop better formatting skills. The student may need to take additional training or help when preparing an assignment. Student needs to become familiar with the use of more computer related technology for the presentation of material. The number of lack of use in proper formatting is not acceptable.	

Presentation	Student presented material in a clear and concise manner. Student made excellent use of computer technology and was creative in the use of aids for presentation of the material. Student presented material in a well-organized and comprehensive manner. It is clear the student has a good knowledge of the material presented. Student used excellent verbal and eye communication during presentation. Student presented all of the material contained in the research paper.	Student presented material in a clear and concise manner. Student made use of computer technology but lacked creativity in the use of visual aids. Student used some eye communication but could have relied less on notes during the presentation. Student presented most of the material contained in the research paper.	Student demonstrated a basic knowledge of the use of visual aids and had very minimal use of eye contact. Student presented some of the material contained in research paper.	Student had no visual aids and failed to use proper eye communication. Student failed to properly present material contained in research paper.	
Total Points					

Rubric Examples

Department of Criminology & Criminal Justice
Assessment Rubric

1	Student demonstrates inaccurate or no understanding of material. <i>Total Points on assessment: TBD</i>
2	Student demonstrates basic understanding of material/character virtue, including basic concepts and minimal detail. <i>Total Points on assessment: TBD</i>
3	Student demonstrates thorough understanding of material, including basic concepts and sufficient detail. <i>Total Points on assessment: TBD</i>
4	Student demonstrates in depth understanding of material, including concepts and detail. <i>Total Points on assessment: TBD</i>

Rubric Examples

UNDERGRADUATE PROGRAM ASSESSMENT

SOC 353 Assessment Rubric – Version A

Rubric for qualitative research project

	Exemplary	Acceptable	Unacceptable
RESEARCH DESIGN	clearly defines the research question; provides rich social context and fully discusses the sociological significance of the topic; chooses method(s) highly appropriate to the research question; develops highly appropriate plan for data collection	clearly defines the research question; provides some social context and some discussion of the sociological significance of the topic; chooses method(s) appropriate to the research question; develops appropriate plan for data collection	fails to define the research question; provides little or no discussion of the topic; chooses method(s) inappropriate to the research question; fails to develop appropriate plan for data collection
GATHERS APPROPRIATE/ADEQUATE DATA	conducts adequate number of high-quality observations and interviews; focuses later observations and interviews on highly appropriate themes and concepts; takes very rich, detailed, accurate field and interview notes	conducts adequate number of good quality observations and interviews; focuses later observations and interviews on appropriate themes and concepts; takes rich, detailed, accurate field and interview notes	conducts observations and interviews that are inadequate; fails to focus later observations and interviews on appropriate themes and concepts; takes brief, sketchy field and interview notes
DATA ANALYSIS	codes data extremely well (quantity and quality), in successive stages; develops a good number of concepts highly appropriate to the research question; develops concepts by analysis and synthesis; creates good typologies or other analytic schema; develops highly plausible answers to the research question; develops testable hypothesis and/or new research questions	codes data well (quantity and quality), in successive stages; develops adequate number of concepts appropriate to the research question; develops concepts by analysis and synthesis; may create good typologies or other analytic schema; develops plausible answers to the research question; develops testable hypothesis and/or new research questions	codes data poorly (quantity and/or quality); develops few concepts appropriate to the research question; fails to develop concepts by analysis and synthesis; does not create a schema; fails to develop plausible answers to the research question; fails to develop testable hypothesis and/or new research questions

UNDERGRADUATE PROGRAM ASSESSMENT
SOC 353 Assessment Rubric – Version B

Objective:	Exemplary	Acceptable	Unacceptable
1. RESEARCH DESIGN	clearly defines the research question; provides rich social context and fully discusses the sociological significance of the topic; clearly states testable hypotheses, which are adequately developed through logical reasoning and relevant literature review	clearly defines the research question; provides some social context and some discussion of sociological significance of the topic; clearly states testable hypotheses, which are not adequately developed;	fails to define the research question; does not know how to develop testable hypotheses;
2. APPROPRIATE/ADEQUATE DATA	sources/data allow complete assessment of the hypotheses; specifically states how variables are defined; reports the original attributes of each variable, and states clearly how variables are recoded, if any	sources/data allow complete assessment of the hypotheses; states how variables are defined; reports the attributes of each variable; but the overall description is incomplete	data source is not suitable to address hypotheses; variables are not clearly defined;
3. DATA ANALYSIS	able to correctly generate univariate and bivariate tables; able to interpret the results correctly; able to link empirical results with developed hypotheses; draws accurate conclusions; discusses the social significance of the findings and limitations of the study	able to correctly generate univariate and bivariate tables; able to interpret the results correctly; able to draw generally accurate conclusions; fails to adequately discuss the social significance of the findings	unable to correctly generate univariate and bivariate tables; or to interpret the results correctly; conclusions are not based on empirical analysis

Criminology Project Grading Rubric

Excellent Project: All components for every project option must be completed thoroughly as directed in project outline. **Special attention should be made to following:**

- In terms of the two research options (Option one and two), the MLA method must be used and the paper must be 5-7 pages in length. Additionally, four resources must be used including one book. All resources must be documented in the paper.
- In terms of the structured interview, the interview must be in MLA form and presented verbatim.
- In terms of the book report, in addition to summarizing the book, questions specific to either a non-fiction or fiction must be completed thoroughly.
- In terms of the internship, a journal must be kept according to the outline and a minimum of 20 hours must be logged and signed off by a supervisor.

Additionally the project must be typed and the writing should be clear, grammatically correct, devoid of spelling and punctuation errors, and is easy to read. **(87-100)**

Above Average Project: As with **Excellent** project, all components for every project option should be completed thoroughly as directed in project outline. There may be minor omissions in terms of the specifics of each project option and/or the MLA format. Additionally, the project may not be typed or it may have some issues in terms of clarity punctuation, spelling, grammar, and/or readability. **(77-86)**

Average Project: As with **Excellent** project, all components for every project option should be completed thoroughly as directed in project outline. There may be significant omissions in terms of the specifics of each project option and/or the MLA format. Additionally, the project may not be typed or it may have significant issues in terms of clarity, punctuation, spelling, grammar, and/or readability. **(70-76)**

Below Average Project: As with **Excellent** project, all components for every project option should be completed thoroughly as directed in project outline. There may be major omissions in terms of the specifics of each project option and/or the MLA format. Additionally, the project may not be typed or it may have major issues in terms of clarity punctuation, spelling, grammar, and/or readability. **(40-69)**

Incomplete Portfolio: Zeros (0) will be given to those who do not complete a project.

Grade _____

Comments _____

Research Project- Criminology

Each student is required to complete one of the following project options per quarter. Dates are set aside to discuss questions that you may have about your project twice a quarter and any additional questions will be dealt with after school. I must approve all topics before you can continue. Five points a day will be deducted for late projects.

Option One: Straight Research- Research a topic relevant to Criminology (Ex. Fingerprinting, search and seizure, death penalty) and write a 5-7-page paper. You must follow the MLA method for quoting, citing, and referencing sources. At least one book must be used as a reference with a total of four.

Option Two: Famous Crime/Court case- Research a famous crime and court case (OJ, Ted Bundy, Lindbergh Baby, Miranda, Gideon, etc) and write a 5-7-page paper. You must include a description of the crime (s), pre-trial events, trial, and sentence. Please also discuss the ramifications that the trial had on the US as well as your impressions. You must follow the MLA method for quoting, citing, and referencing sources. At least one book must be used as a reference with a total of four.

Option Three: Interview- Conduct a structured interview with someone involved in the criminal justice field (investigator, medical examiner, probation officer, etc). It cannot be a close relative or someone who has spoken in our classroom. Once the interview has been set up and taken place, you will need to type it up verbatim. You must also include your impressions about the person/field that you interviewed as well as some research relevant to the job itself. You must follow the MLA method for quoting, citing, and referencing sources.

Option Four: Fiction/Nonfiction Book- Read a book (one that you haven't already read) relevant to Criminology (There are tons and I've read most of them) and summarize it. In your summary, in addition to an overview of the book, you must make connections with the class. What things could have happened or not (fiction)? What facts tie directly to information learned in class (nonfiction)? You must include five direct quotes from the book to illustrate your point (s). Finally, give your overall impression of the book as well as why or why not you would recommend it to another?

Option Five: Internship- Prior approval is necessary. Establish an internship with someone in the criminal justice field. (I have plenty of options/ideas if you need them.) Keep a journal detailing your experiences, personal interpretations, and future outlooks in terms of the profession. You need to log at least 20 hours per semester and have that signed off by the supervising professional. This can be carried over from one semester to the next. Juniors may want to consider this since it may be dovetailed with a more extensive internship in your senior year for credit and/or an option for a senior project.

Standards-Based Probability and Statistics Rubric

This discipline is an introduction to the study of probability, interpretation of data, and fundamental statistical problem solving. Mastery of this academic content will provide students with a solid foundation in probability and facility in processing statistical information.

_____ 1.0 Students know the definition of the notion of *independent events* and can use the rules for addition, multiplication, and complementation to solve for probabilities of particular events in finite sample spaces.

_____ 2.0 Students know the definition of *conditional probability* and use it to solve for probabilities in finite sample spaces.

_____ 3.0 Students demonstrate an understanding of the notion of *discrete random variables* by using them to solve for the probabilities of outcomes, such as the probability of the occurrence of five heads in 14 coin tosses.

_____ 4.0 Students are familiar with the standard distributions (normal, binomial, and exponential) and can use them to solve for events in problems in which the distribution belongs to those families.

_____ 5.0 Students determine the mean and the standard deviation of a normally distributed random variable.

_____ 6.0 Students know the definitions of the *mean*, *median*, and *mode* of a distribution of data and can compute each in particular situations.

_____ 7.0 Students compute the variance and the standard deviation of a distribution of data.

_____ 8.0 Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.

Rubric for Statistics Journal

Math 119 (Fall, 2007)

Name: _____

Please print out a copy of this rubric and use it as the cover page of your assignment.

Your score for the statistics journal will be calculated using this rubric. You will be evaluated on a scale of 1 to 5 on the criteria below. The following table indicates the meaning of each of these scores:

1	2	3	4	5
Poor	Fair	Good	Very good	Excellent
Minimal or no effort.	Needs improvement.	OK, but with problems.	Only minor problems.	No problems.

1. The project is comprehensive.

Are there 10–15 entries? Do they represent a wide variety of subjects and sources? Do the entries include substantiating materials? Is each explained in sufficient detail?

1	2	3	4	5
---	---	---	---	---

2. The entries are well-written.

Is the grammar correct? Is the analysis cogent? Are all entries properly sourced?

1	2	3	4	5
---	---	---	---	---

3. The analysis is correct and insightful.

Is the content mathematically correct? Are technical terms used properly? Is the analysis consistent with principles discussed in the textbook and in class? Do you bring insight to each entry?

1	2	3	4	5
---	---	---	---	---

Final Grade: /15

Rubric Examples

MATH 2 – STATISTICS

PROJECT RUBRIC SCORING SHEET

SPRING 2009 – SMITHERS, SECTION Y8208

NAME: _____

TOTAL POINTS: _____/40

PERCENT: _____

1. MLA Formatting (2 pts)
 - a. 8 ½ X 11 Paper, 1X1 Inch margins (1pt)
 - b. Double Spaced Lines & Page Numbering (1pt)
2. Scientific Paper, Sections Clearly Marked (3 pts)
 - a. Abstract & Introduction (1 pt)
 - b. Materials & Methods (1 pt)
 - c. Conclusion (1 pt)
3. Project Guidelines (30 pts)
 - a. Question of interest clearly stated (5 pts)
 - b. Precise Hypothesis in terms of correct population parameter (5 pts)
 - c. Data Collection & Sampling Process clearly discussed (5 pts)
 - d. Correct Test Statistics for hypothesis (5 pts)
 - e. Accurate data analysis (5 pts)
 - f. Correct Conclusion (5 pts)
4. On Time (5 pts)

PROBABILITY AND STATISTICS INTERVIEW RUBRIC

					Points
Category	4	3	2	1	
Personal Bio	Age, education, and past employment, are all included.	Two out of three are included.	One out of three are included.	None of the three are included.	
Present Job Description	Name of employer and number of years employed are included.		One out of two are included.	Neither of the two is included.	
Description of Job Responsibilities, Duties, and Functions	Description is detailed and clear.	Description is clear.	Description is a little difficult to understand.	Description is difficult to understand and is missing several components OR none is written.	
Examples of the Use of Statistics	There are more than three specific examples of how statistics is used.	There are three specific examples of how statistics is used.	There are two specific examples of how statistics is used.	There is one specific example of how statistics is used OR none is written.	
Usage of Statistical Measures, Charts, and Tables.	Explanation shows complete understanding of how statistical measures, charts, and tables are used.	Explanation shows substantial understanding of how statistical measures, charts, and tables are used.	Explanation shows some understanding of how statistical measures, charts, and tables are used.	Explanation shows very limited understanding of how statistical measures, charts and tables are used OR is not written.	
Grammar and Spelling	Paper has no,, misspellings or grammatical errors.	Paper has no more than two misspellings and/or grammatical errors.	Paper has three misspellings and/or grammatical errors.	Paper has four or more spelling errors and/or grammatical errors.	
Neatness and Organization	The paper has two double-spaced typed pages and is presented in a neat, clear, organized fashion.	The paper has two double-spaced typed pages and is presented in a neat and organized fashion that is sometimes unclear.	The paper has two double-spaced pages and is often unclear OR has one typed page and is presented in a neat, clear, organized fashion.	The paper is not typed and unorganized. It is hard to know what information goes together OR it has one typed page and is unorganized and unclear.	

Rubric for Statistics Projects	Points Possible	Points Earned
Introduction/Title:	8	
Title is clear and in the form of a question	2	
Introduction clearly describes the question that is being investigated	3	
Introduction clearly states the hypotheses for the question of interest	3	
Data Collection:	15	
The method of data collection is clearly described	4	
The method of data collection includes appropriate randomization	4	
The method of data collection includes measures to reduce bias/confounding/variability	4	
The quantity of data collected is appropriate	3	
Graphs and Summary Statistics:	15	
Appropriate graphs are used (help answer the overall question of interest)	3	
Graphs are accurate and neat	3	
Graphs are easy to compare (same scale, colors, etc.)	3	
Appropriate summary statistics are calculated (help answer the overall question of interest)	3	
Summary statistics are calculated correctly (raw data is included)	3	
Discussion and Conclusions:	16	
Conclusion clearly and correctly addresses the question of interest	4	
Conclusion is supported by the appropriate inferential procedure	4	
Appropriate generalizations are made with supporting evidence	4	
Shortcomings and/or suggestions for improvement are discussed	4	
Overall Impression:	16	
Includes live action pictures of data collection	3	
Poster is organized to answer the question of interest	3	
Poster is visually appealing and shows effort	5	
Question of interest is non-trivial and well-formed	5	
Oral Presentation:	10	
Presentation is well organized	4	
Presentation is thorough	4	
Questions are handled appropriately	2	

Statistics 770: Rubric for a Seminar Report

	Score:	2	3	4	5
Weights	Categories	Level 1	Level 2	Level 3	Level 4
	Reasoning	The student:			
6	- understanding of the main ideas	- shows limited understanding of the main ideas	- shows some understanding of the main ideas	- shows general understanding of the main ideas	- shows thorough understanding of the main ideas
4	- number and relevance of supporting facts and details	- retells few of the main ideas	- retells some of the main ideas accurately and includes supporting details	- summarizes most of the main ideas accurately and includes supporting details	- summarizes and interprets all the main ideas accurately and includes supporting details
2	- critical evaluation of the main ideas (e.g. elegance, ingenuity; relation to the student's background and experience; possible applications, extensions, or future directions)	- gives no discussion of the main ideas	- gives some discussion of the main ideas	- gives a good discussion of the main ideas	- gives an insightful discussion of the main ideas, clearly showing their relevance and importance in a broader context
	Communication	The student's report:			
1	- purpose: to summarize and evaluate a seminar	- shows limited evidence of the purpose in the introduction	- communicates the purpose somewhat clearly in the introduction	- communicates the purpose clearly in the introduction	- communicates the purpose clearly in an effective and interesting introduction
1	- voice (use of the author's own words)	- contains words taken directly from the seminar notes	- contains some words from the seminar notes as well as the student's own words	- contains appropriate words from the seminar notes as well as the student's own words	- contains ideas expressed concisely in the student's own words, which expand on the concepts
2	- writing style	- expresses ideas poorly and includes many ineffective words	- expresses some ideas poorly and includes some ineffective words	- expresses most ideas concisely and contains a good variety of vocabulary	- expresses all ideas concisely and contains an extensive vocabulary used correctly and effectively
	Organization	The student's report:			
1	- overall structure (introduction, body, conclusion)	- is presented in a disorganized way	- shows some organization, including an introduction, body and	- contains an introduction, a body, and a conclusion, with the conclusion	- contains an introduction, a body, and a conclusion that are effectively

Rubric Examples

			conclusion	linked to the introduction	linked to each other
	Conventions	In the student's report:			
1	- grammar, spelling, punctuation	- there are several major errors or omissions	- there are several minor errors or omissions	- there are only a few minor errors or omissions	- there are practically no errors or omissions
2	- visual presentation (e.g. indentations, spacing, margins, title, formulas)	- few aspects of the expected visual presentation are evident	- some aspects of the expected visual presentation are evident	- most aspects of the expected visual presentation are evident	- all aspects of the expected visual presentation are evident

[Statistics 770](#)

Last modified 2001-09-20

Rubric Examples

Statistics Essay Grading Rubric

Score	Essential Question	Math Content	Narrative	Paper Length
4	The student gives several relevant examples of how statistics could help somebody make a decision about their professional and/or personal lives.	There are at least two mathematical examples with correct solutions relevant to the essential question examples. Specific numbers are used.	The math is connected to the essential question in a logical manner. There are few spelling and grammar errors.	The paper is at least two full pages in length, double spaced, 12 point font, 1 inch margins.
3	The student gives several moderately relevant examples of how statistics can help people make decisions, or only one relevant example.	There is one well thought out mathematical example and solution, and at least one other example with a mistake or misconception. Specific numbers are used.	There is one logical error in connecting the math to the essential question. There are a few spelling and grammar errors.	The paper is slightly less than two pages or the margins are bigger than 1 inch or the font is bigger than 12.
2	The student gives a couple mildly relevant examples or one moderately relevant example of how statistics can help people make decisions.	There are a couple examples with faulty math or only moderately relevant to the given examples. Specific numbers are used very little.	There are a couple logical errors connecting the math to the essential question, or there is no connection made. There are more than a few grammatical errors.	The paper is less than one and a half page, or the font, margins and spacing are much too large.
1	The student gives one mildly relevant example of how statistics can help people make decisions about their lives.	Mathematical terms are only referred to and not explored or solved in a specific problem.	There is no connection between the math examples and the essential question. There are many spellings and grammatical errors.	The paper is less than 1 page in length.
0	There is no reference to the essential question whatsoever.	There is no reference to mathematics.	The paper is very poorly written with no connections.	There is no paper or only a paragraph.

Research/Internship Poster Rubric **Environmental Science**

Name _____

Date _____

Topic _____

Evaluator name _____

SKILL	EXCELLENT (3)	ACCEPTABLE (2)	NEEDS IMPROVEMENT (1)	SCORE
1. ORGANIZATION	Information presented on the poster is in logical sequence that an evaluator can easily follow and understand. All information is relevant to the stated topic.	Information presented on the poster is in generally logical sequence, with a little jumping around, searching for place or going off on a tangent or two.	Little or no evidence of logical sequence of information on the poster. The evaluator easily becomes lost trying to follow the information.	
2. ENGAGEMENT	Presenter maintains eye contact with the evaluator when asked questions. Presenter appears very interested in the research topic.	Presenter often maintains eye contact with the evaluator. Presenter appears somewhat interested in the research topic.	Presenter does not make eye contact with the evaluator. Presenter shows little interest in the research topic.	
3. VISUAL APPEAL	Poster explains and reinforces research topic well. Misspellings, grammar or terminology errors are absent or rare. Poster is pleasing to the eye.	Poster is related to the research topic. There are a few misspellings, grammar or terminology errors but they are not a major distraction. Poster is generally neat.	Poster is poorly related to the research topic. Many misspellings, grammar errors or errors in terminology provide a significant distraction. Poster may be quite sloppy, disorganized or cluttered. Poster holds no attractiveness except, perhaps, in the way of a train wreck.	

Rubric Examples

4. UNDERSTANDING OF MODERN SCIENTIFIC CONCEPTS AND ISSUES	Presenter's understanding of modern scientific concepts and issues related to environmental science is evident throughout the poster presentation of the research study.	Some understanding of modern scientific concepts and issues related to environmental science is evident throughout the poster presentation of the research study.	Presenter seems to have little or no understanding of modern scientific concepts and issues related to environmental science in the poster presentation of the research study.	—
5. ANALYSIS AND INTERPRETATION OF DATA	Presenter has demonstrated all the skills necessary for the analysis and interpretation of environmental science data obtained in this research study. All information is clear, appropriate, and correct.	Presenter has demonstrated some skills necessary for the analysis and interpretation of environmental science data obtained in this research study. Some information is confusing, incorrect or incomplete.	Presenter seems to have little or no skills necessary for the analysis and interpretation of environmental science data obtained in this research study.	
6. DEPTH OF KNOWLEDGE	Presenter answers questions about the research study correctly, in depth and with elaboration.	Presenter answers most questions about the research study correctly, though may be unable to answer a few questions. Elaboration is limited or absent.	Presenter is unable to answer questions or is obviously making it up. The evaluator is unable to learn anything of significant value from the research study.	

AVERAGE SCORE

Comments

ENVIRONMENTAL SCIENCE TEAM:_____ PERIOD:_____
ECOCOLUMN LAB GRADING RUBRIC

LAB REPORT SECTIONAL DESCRIPTIONS	POINTS AVAILABLE	POINTS EARNED
OVERALL FORMAT; TITLE AND CONTRIBUTION PAGES	5	
ABSTRACT: Was the abstract a clear and accurate synopsis of the entire lab report?	5	
PURPOSE: Was the overall purpose of the laboratory investigation effectively communicated?	5	
BACKGROUND INFORMATION: Was there a wide variety of background information from several different sources? Did the background information lay a solid foundation for further research and investigation?	10	
HYPOTHESIS: Were legitimate hypotheses presented for each of the ecocolumn's three environments?	5	
MATERIALS: Was a complete and accurate list of materials used during the lab presented?	5	
PROCEDURE: Was there a clear description of what was done so that other investigators could repeat and verify your work?	5	
DATA COLLECTION: Was there a thorough presentation of the data that was collected during the investigation? Were there drawings, charts, and graphs that helped with the understanding and interpretation of the data and the overall investigation?	15	
ANALYSIS: Was the team able to identify biogeochemical cycles, food chains, food webs, ecosystem roles, and limiting factors? Was the team able to make cause and effect, and correlational connections between abiotic factors such as dissolved oxygen levels, temperature, and pH, and the living organisms in the ecocolumn? (See Analysis List for detailed Analysis section grading)	25	
CONCLUSION: Was the team able to make meaningful overall conclusions based on their analysis? Did their data and analysis support their hypotheses?	15	
SOURCES OF ERROR: Did the lab report include a comprehensive discussion of possible errors?	5	
SUBTOTAL OF POINTS EARNED	100	
TIMES NUMBER OF PEOPLE ON THE TEAM		X
TOTAL TEAM POINTS EARNED		
POINTS EARNED BY:		
POINTS EARNED BY:		
POINTS EARNED BY:		
POINTS EARNED BY:		

Rubric Examples

Rubric #1**Environmental Concerns Interview Rubric**

Name: _____ Date: _____

Class: _____

Interview Criteria	Possible Points	Earned Points
Identified issues discussed in class	10	
Written interview questions from class	20	
Interview from three community members	30	
Categorize answers from small groups	10	
Summary of group findings	30	
Total Possible Points	100	

Grade Scale:

100 – 98 A+

97 – 93 A

92 – 90 A-

89 – 88 B+

87 – 83 B

82 – 80 B-

79 – 78 C+

77 – 73 C

72 – 70 C-

69 – 68 D+

67 – 63 D

62 – 60 D-

59 – 50 E

< 50 F

Teacher Comments:

Rubric Examples

Rubric #2

Group Activity

“What Will the Land Support” (Carrying Capacity)

Name: _____ Date: _____

Class: _____

- | | |
|----------|---|
| 5 | Read and follow game rules
Fulfilled team role
Summary Questions answered in complete sentences and at least 8
answered correctly.
Data sheet completed |
| 4 | Read and follow game rules
Fulfilled team role
Summary questions answered in complete sentences and at least 6 answered
correctly
Data sheet completed |
| 3 | Read and follow game rules
Fulfilled team role
Summary questions in complete sentences and at least 5 answered correctly.
Data sheet completed |
| 2 | Read and follow game rules
Did not fulfill team role
Summary questions not in complete sentences and at least 4 answered
correctly
Data sheet completed |
| 1 | Did not read and follow game rules
Did not fulfill team role
Summary questions not in complete sentences and less than 4 answered
correctly
Did not complete data sheet |

Grade Scale:

A = 5

B = 4

C = 3

D = 2

F = 1

Teacher Comments:

Rubric #3**Poster of Natural Resources Rubrics**

Name: _____ Date: _____

Class: _____

POSTER CRITERIA	POSSIBLE POINTS	EARNED POINTS
Attractiveness, neatness and organization	20	
Natural Resource identified and categorized	20	
Human benefit/use stated	20	
Quality of Poster	20	
Imagination and creativity of work	20	
TOTAL POINTS	100	

Grade Scale:

100 – 98 A+

97 – 93 A

92 – 90 A-

89 – 88 B+

87 – 83 B

82 – 80 B-

79 – 78 C+

77 – 73 C

72 – 70 C-

69 – 68 D+

67 – 63 D

62 – 60 D-

59 – 50 E

< 50 F

Teacher Comments:

Rubric Examples

Rubric #4**Article Review Rubric**

Name: _____ Date: _____

Class: _____

THE STUDENT HAS...	EXCELLENT 4	GOOD 3	NEEDS IMPROVEMENT 2	UNACCEPTABLE 1
Described five important points/events of the article				
Summarize in proper outline form				
Identified the person/article as a conservationist or preservationist?				
Provided supporting statements for id of conservationist or preservationist				
Participated in group discussion				

Graded according to the following scale:

18 – 20 = Excellent

11 – 14 = Needs Improvement

14 – 16 = Good

10 – 0 = Unacceptable

Teacher Comments:

Rubric Examples

Rubric #5**Journal**

Name: _____ Date: _____

Class: _____

- | | |
|----------|--|
| 5 | Journal up-to-date (every week has an entry)
Entries relevant and realistic
Journal neat and organized
Pictures/news articles/sketches/maps (or other “extras”) included |
| 4 | Journal up-to-date (every week has an entry)
Entries relevant and realistic
Journal neat and organized
No pictures/news articles/sketches/maps (or other “extras”) included |
| 3 | Journal up-to-date (every week has an entry)
Entries relevant and realistic
Journal not neat and organized
No pictures/new articles/sketches/map (or other “extras”) included |
| 2 | Journal up-to-date (every week has an entry)
Entries not relevant and realistic
Journal not neat and organized
No pictures/new articles/sketches/map (or other “extras”) included |
| 1 | Journal not up-to-date (every week has an entry)
Entries not relevant and realistic
Journal not neat and organized
No pictures/new articles/sketches/map (or other “extras”) included |

Grade Scale:

A = 5

B = 4

C = 3

D = 2

F = 1

Teacher Comments:

California State University, Sacramento
Department of Physical Therapy
PORTFOLIO RUBRIC (Attachment "B")

Goal I: Demonstrate Professional Competence		DEMONSTRATED	NOT DEMONSTRATED
a. Evaluation of an individual with a musculoskeletal disorder from a case study or an actual patient contact.			
1.2. Determine the physical therapy needs of an individual with a musculoskeletal disorder seeking services			
1.2.3. Evaluate and interpret the results of examinations to arrive at a physical therapy diagnosis			
1.3. Develop a plan of care that considers the person's individual needs and goals, the pathophysiology involved, the biological mechanisms of human function, the environment where care is being rendered, accurate interpretation of the results of examinations, careful analysis of all gathered data, and resource constraints.			
1.3.1. Prioritize patient/client problems taking into consideration the patient/client's needs and goals, pathophysiology, and biological mechanisms within the constraints of the environment and resources.			
1.3.2. Determine the patient/client's prognosis or the expected level of optimal improvement with implementation of the care plan.			
1.3.3. Select appropriate physical therapy interventions that consider pt/client's needs and goals.			

		DEMONSTRATED	NOT DEMONSTRATED
1.3.4. Determine the amount of time required to achieve optimal function with the implementation of the care plan.			
1.5. Demonstrate effective verbal and written communication skills with patients, families, other health professionals, and the public, to facilitate therapeutic interventions and interdisciplinary interactions and cooperation.			
1.5.1. Determine the appropriate documentation for the recording of patient/client information consistent with the fiscal intermediary and the treatment setting.			
1.5.2. Demonstrate thorough, yet concise, documentation that meets the requirements of professional documentation.			
1.7. Provide rationales (evidence base) for all decisions made in patient/client care.			
b. Evaluation of an individual with a neurological disorder from a case study or actual patient contact.			
1.2. Determine the physical therapy needs of an individual with a neurological disorder seeking services			
1.2.3. Evaluate and interpret the results of examinations to arrive at a physical therapy diagnosis			

		DEMONSTRATED	NOT DEMONSTRATED
1.3. Develop a plan of care that considers the person's individual needs and goals, the pathophysiology involved, the biological mechanisms of human function, the environment where care is being rendered, accurate interpretation of the results of examinations, careful analysis of all gathered data, and resource constraints.			
1.3.1. Prioritize patient/client problems taking into consideration the patient/client's needs and goals, pathophysiology, and biological mechanisms within the constraints of the environment and resources.			
1.3.2. Determine the patient/client's prognosis or the expected level of optimal improvement with implementation of the care plan.			
1.3.3. Select appropriate physical therapy interventions that consider the patient/client's needs and goals.			
1.3.4. Determine the amount of time required to achieve optimal function with the implementation of the care plan.			
1.5. Demonstrate effective verbal and written communication skills with patients, families, other health professionals, and the public, to facilitate therapeutic interventions and interdisciplinary interactions and cooperation.			

		DEMONSTRATED	NOT DEMONSTRATED
1.5.1. Determine the appropriate documentation for the recording of patient/client information consistent with the fiscal intermediary and the treatment setting.			
1.5.2. Demonstrate thorough, yet concise, documentation that meets the requirements of professional documentation.			
1.7. Provide rationales (evidence base) for all decisions made in patient/client care.			
c. Two completed Clinical Performance Instruments at the end of the student's final clinical education experience—one by the Clinical Instructor and one a self-assessment by the student.		Completed CPI from CI	Completed CPI from student
d. Reflection piece on portfolio process—why did student select certain items for inclusion	Demonstrates insight into value of portfolio and future application	Demonstrates some insight into own work and value of portfolio	Demonstrates no insight or reflection of own work or portfolio.

Goal 2: Demonstrate Professional Behaviors	DEMONSTRATED	NOT DEMONSTRATED
a. Teaching presentation using PowerPoint		
2.2. Communicate effectively for varied audiences and purposes.		
2.2.4. Utilize communication technology efficiently and effectively, when appropriate.		
b. Values clarification exercise		
2.4. Recognize the need for personal and professional growth through self-assessment, self-correction, and self-direction, and exhibit a commitment to lifelong learning.		
2.4.4. Recognize own biases and suspend judgments based on biases.		

Rubric Examples

Goal 4: Demonstrate Scholarship	DEMONSTRATED	NOT DEMONSTRATED
a. Written report of collaborative research with faculty per prescribed format from PT 222 (Abstract and Reflection).		
4.2. Contribute to the body of knowledge of physical therapy		
4.2.1. Participate in, plan, and/or conduct clinical, basic, or applied research.		
b. An example of a critical review of the literature of any required article critique.		
4.1. Apply basic principles of statistics and research methodologies within the practice of physical therapy.		
4.1.4. Read, critique, and interpret professional literature.		

Rubric Examples

Goal 3: Practice in an Ethical and Legal Manner	DEMONSTRATED	NOT DEMONSTRATED
a. Written response to a case study utilizing ethical decision-making in physical therapy per prescribed format.		
3.2. Abide by the APTA Code of Ethics		
3.2.1. Demonstrate knowledge of and apply ethical decision-making		
b. National Institute of Health (NIH) certificate from tutorial on human subjects safety.		
3.2. Abide by the APTA Code of Ethics		
3.2.1. Demonstrate knowledge of and apply ethical decision-making		

Rubric Examples

Writing Rubric

(adapted from: Barbara Walvoord, Winthrop Univ., Virginia Community College System, Univ. of Washington)

Quality Criteria	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency	(Rating)
1. Thesis/Focus: (a) Originality	Thesis is missing	Thesis may be obvious or unimaginative	Thesis is somewhat original	Develops fresh insight that challenges the reader's thinking;	
2. Thesis/Focus: (b) Clarity	Reader cannot determine thesis & purpose OR thesis has no relation to the writing task	Thesis and purpose are somewhat vague OR only loosely related to the writing task	Thesis and purpose are fairly clear and match the writing task	Thesis and purpose are clear to the reader; closely match the writing task	
3. Organization	Unclear organization OR organizational plan is inappropriate to thesis. No transitions	Some signs of logical organization. May have abrupt or illogical shifts & ineffective flow of ideas	Organization supports thesis and purpose. Transitions are mostly appropriate. Sequence of ideas could be improved	Fully & imaginatively supports thesis & purpose. Sequence of ideas is effective. Transitions are effective	
4. Support/ Reasoning (a) Ideas (b) Details	Offers simplistic, undeveloped, or cryptic support for the ideas. Inappropriate or off-topic generalizations, faulty assumptions, errors of fact	Offers somewhat obvious support that may be too broad. Details are too general, not interpreted, irrelevant to thesis, or inappropriately repetitive	Offers solid but less original reasoning. Assumptions are not always recognized or made explicit. Contains some appropriate details or examples	Substantial, logical, & concrete development of ideas. Assumptions are made explicit. Details are germane, original, and convincingly interpreted	
5. Use of sources/ Documentation	Neglects important sources. Overuse of quotations or paraphrase to substitute writer's own ideas. (Possibly uses source material without acknowledgement.)	Uses relevant sources but lacks in variety of sources and/or the skillful combination of sources. Quotations & paraphrases may be too long and/or inconsistently referenced	Uses sources to support, extend, and inform, but not substitute writer's own development of idea. Doesn't overuse quotes, but may not always conform to required style manual	Uses sources to support, extend, and inform, but not substitute writer's own development of idea. Combines material from a variety of sources, incl. pers. observation, scientific data, authoritative testimony. Doesn't overuse quotes.	

6. Audience awareness	Little or no awareness of audience or form's requirements. Egocentric. A written form of speech for one's self.	Stance is that of a novice attempting to please an expert.	Stance is somewhat tentative and meets reader's needs with some skill, but is not as consistently successful.	Stance is that of an expert who consistently and skillfully anticipates reader's needs. Rhetorically sophisticated.	
7. Style (a) Sentences (b) Diction/Syntax (c) Tone/Voice	Superficial and stereotypical language. Oral rather than written language patterns predominate	Sentences show little variety, simplistic. Diction is somewhat immature; relies on clichés. Tone may have some inconsistencies in tense and person	Sentences show some variety & complexity. Uneven control. Diction is accurate, generally appropriate, less advanced. Tone is usually appropriate	Sentences are varied, complex, & employed for effect. Diction is precise, appropriate, using advanced vocabulary. Tone is mature, consistent, suitable for topic and audience	
8. Writing Conventions: Grammar/Spelling/Usage/Punctuation	Mechanical & usage errors so severe that writer's ideas are hidden	Repeated weaknesses in mechanics and usage. Pattern of flaws	Mechanical and usage errors that do not interfere with meaning	Essentially error free. Evidence of superior control of diction	
9. Presentation	Essay looks untidy and does not follow basic formatting rules (e.g., margins, headers & subheaders)	Essay looks fairly neat but violates some formatting rules	Essay looks neat but violates one or two formatting rules	Essay looks neat, crisp, and professional	
(Total Points)					

Example of a Grading Rubric For a Term Paper in Any Discipline

Modeled after rubric used in the UC Davis English Department Composition Program

	The A paper	The B paper	The C paper	The D paper	The F paper
Ideas	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis is clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms.	A solid paper, responding appropriately to assignment. Clearly states a thesis/central idea, but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully.	Adequate but weaker and less effective, possibly responding less well to assignment. Presents central idea in general terms, often depending on platitudes or cliches. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.	Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use sources where necessary.
Organization & coherence	Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea.	May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence.	May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis.	No appreciable organization; lacks transitions and coherence.
Support	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.	Depends on cliches or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.	Uses irrelevant details or lacks supporting evidence entirely. May be unduly general.
Style	Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.	Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective.	Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.	May be too vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous.	Usually contains many awkward sentences, misuses words, employs inappropriate language.
Mechanics	Almost entirely free of spelling, punctuation, and grammatical errors.	May contain a few errors, which may annoy the reader but not impede understanding.	Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding.	Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.	Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence.

Rubric Examples

Grading Rubric for Writing

Letter Grades	Conceptual	Rhetorical	Thesis	Development and Support	Structuring	Language
A	has cogent analysis, shows command of interpretive and conceptual tasks required by assignment and course materials: ideas original, often insightful, going beyond ideas discussed in lecture and class	commands attention with a convincing argument with a compelling purpose; highly responsive to the demands of a specific writing situation; sophisticated use of conventions of academic discipline and genre; anticipates the reader's needs for information, explanation, and context	essay controlled by clear, precise, well-defined thesis; is sophisticated in both statement and insight	well-chosen examples; uses persuasive reasoning to develop and support thesis consistently; uses specific quotations, statistics, aesthetic details, or citations of scholarly sources effectively; logical connections between ideas are evident	well-constructed paragraphs; appropriate, clear, and smooth transitions; arrangement of organizational elements seems particularly apt	uses sophisticated sentences effectively; usually chooses words aptly; observes professional conventions of written English and manuscript format; makes few minor or technical errors
B	shows a good understanding of the texts, ideas and methods of the assignment; goes beyond the obvious; may have one minor factual or conceptual inconsistency	addresses audience with a thoughtful argument with a clear purpose; responds directly to the demands of a specific writing situation; competent use of the conventions of academic discipline and genre; addresses the reader's needs for information, explanation, context	clear, specific, arguable thesis central to the essay; may have left minor terms undefined	pursues explanation and proof of thesis consistently; develops a main argument with explicit major points with appropriate textual evidence and supporting detail	distinct units of thought in paragraphs controlled by specific, detailed, and arguable topic sentences; clear transitions between developed, cohering, and logically arranged paragraphs	a few mechanical difficulties or stylistic problems (split infinitives, dangling modifiers, etc.); may make occasional problematic word choices or syntax errors; a few spelling or punctuation errors or a cliché; usually presents quotations effectively, using appropriate format
C	shows an understanding of the basic ideas and information involved in the assignment; may have some factual, interpretive, or conceptual errors	presents an adequate response to the essay prompt; pays attention to the basic elements of the writing situation; shows sufficient competence in the conventions of academic discipline and genre; signals the importance of the reader's needs for information, explanation, and context	general thesis or controlling idea; may not define several central terms	only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately; warrants missing	some awkward transitions; some brief, weakly unified or undeveloped paragraphs; arrangement may not appear entirely natural; contains extraneous information	more frequent wordiness; unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; some distracting grammatical errors (wrong verb tense, pronoun agreement, apostrophe errors, singular/plural errors, article use, preposition use, comma splice, etc.); makes effort to present quotations accurately

Grading Rubric for Writing

Letter Grades	Conceptual	Rhetorical	Thesis	Development and Support	Structuring	Language
D	shows inadequate command of course materials or has significant factual and conceptual errors; confuses some significant ideas	shows serious weaknesses in addressing an audience; unresponsive to the specific writing situation; poor articulation of purpose in academic writing; often states the obvious or the inappropriate	thesis vague or not central to argument; central terms not defined	frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence; relies on too few or the wrong type of sources.	simplistic, tends to narrate or merely summarize; wanders from one topic to another; illogical arrangement of ideas	some major grammatical or proofreading errors (subject-verb agreement, sentence fragments, word form errors, etc.); language frequently weakened by clichés, colloquialisms, repeated inexact word choices; incorrect quotation or citation format
F	writer lacks critical understanding of lectures, readings, discussions, or assignments	shows severe difficulties communicating through academic writing	no discernible thesis	little or no development; may list disjointed facts or misinformation; uses no quotations or fails to cite sources or plagiarizes	no transitions; incoherent paragraphs; suggests poor planning or no serious revision	numerous grammatical errors and stylistic problems seriously detract from the argument; does not meet Standard Written English requirement

Rubric for Scoring Rhetorically-Effective Writing*

Writing Conventions	1—Developing Outcome	2—Competent Outcome	3—Proficient Outcome	Score (1, 2, or 3)
<i>Rhetorical Negotiation of</i> PURPOSE AND AUDIENCE Given the purpose and audience...	The written text vaguely expresses the student's purpose <i>and/or</i> gives little attention to audience. Readers are confused and/or insulted and are not persuaded to consider the text's ideas.	The written text expresses the student's purpose <i>and</i> addresses some audience concerns. Readers are probably persuaded to consider the text's ideas.	The written text effectively expresses the student's purpose <i>and</i> effectively addresses audience concerns. Readers are definitely persuaded to consider the text's ideas.	
ORGANIZATION/LOGIC Given the purpose and audience...	The written text demonstrates a confusing arrangement of paragraphs, a formulaic use of (or lack of) transitions between paragraphs, or a confusing arrangement of ideas within paragraphs. The disorganization makes it difficult for a reader to understand the text's ideas.	The written text demonstrates a generally clear arrangement of paragraphs, a generally clear use of transitions between paragraphs, and a generally clear organization of ideas within paragraphs. The organizational logic assists a reader's understanding of the text's ideas.	The written text demonstrates a logical arrangement of paragraphs, a logical use of transitions between paragraphs, and a logical organization of ideas within paragraphs. The organizational logic enhances a reader's understanding of the text's ideas.	
DEVELOPMENT Given the purpose and audience...	The written text employs some faulty reasons or inappropriate supporting evidence—i.e., most reasons do not support the text's purpose, and/or specific evidence is not provided for most reasons.	The written text adequately employs reasons and evidence—i.e., most reasons support the text's purpose, and specific evidence supports most reasons.	The written text effectively employs reasons and evidence—i.e., all reasons support the text's purpose, and specific evidence supports all reasons.	
WRITER'S AUTHORITY Given the purpose and audience...	The writer's voice in the text demonstrates neither understanding of the content nor personal engagement with the content. Readers perceive this textual voice as untrustworthy.	The writer's voice in the text demonstrates a general understanding of the content <i>and</i> some personal engagement with the content. Readers perceive this textual voice as mostly trustworthy.	The writer's voice in the text demonstrates a comprehensive understanding of the content <i>and</i> a personal engagement with the content (via the writer's ideas, values, beliefs). Readers perceive this textual voice as trustworthy.	
READABILITY Given the purpose and audience...	The written text contains numerous errors in spelling, grammar, punctuation, or sentence structure that interfere with comprehension. Style is inappropriate. Documentation is incomplete, ineffective, or incompetent.	The written text contains some errors in spelling, grammar, punctuation, or sentence structure, but these errors do not interfere with comprehension. Style is appropriate. Documentation is thorough and competent.	The written text contains few or no errors in spelling, grammar, punctuation or sentence structure. Style is effective. Documentation is thorough and effective.	
OTHER				

*Because good writing is context-specific, this rubric should be adapted to disciplinary conventions in the following ways: (1) conventions in the left-hand column may need to be added or substituted, and (2) different definitions of the conventions may need to be written (for example, strategies of organization will differ for chemistry lab reports, English essays, and business proposals). July 2005 www.marquette.edu

Rubric for Term Papers

Term papers and related written projects are evaluated based on the following criteria:

- **MGT 6207 Crisis Management**
- **MGT 6450 Marketing**
- **MGT 6430 Organization Development: Your paper should include the following components:**
 - **Introduction** (e.g., the purpose of this paper is to...) & concise problem statement
 - **Brief description of the scenario using mundane terms**
 - **Detailed technical/theoretical explanation of the situation. Include consideration of feasibility to change and potential intervention points**
 - **Recommendations and action plans**
 - **References**

Components	Unacceptable 0 Points	Acceptable 1 Point	Good 2 Points	Excellent 3 Points
Content & vocabulary	<ul style="list-style-type: none"> little or no use of terms or incorrect use; cliché's, idiom's and colloquialisms 	<ul style="list-style-type: none"> minimal use of terms but in isolation or use of jargon; name dropping of authors or terms but insufficient context or explanation 	<ul style="list-style-type: none"> good use and linking of terms but still lacking fluency 	<ul style="list-style-type: none"> fluency, sequencing & appropriateness of terms, concepts, practices, & authors
Conceptualization	<ul style="list-style-type: none"> little or no use of concepts or practices; may show previous knowledge from career, but does not demonstrate learning related to course 	<ul style="list-style-type: none"> clear presentation of sequenced concepts or practices 	<ul style="list-style-type: none"> integrated concepts or practices 	<ul style="list-style-type: none"> integrating or synthesizing concepts in original and innovative way
Organization	<ul style="list-style-type: none"> unclear or no purpose statement or overview, few organizational cues, disorganized presentation 	<ul style="list-style-type: none"> clear statement or concise overview, well organized, but with few cues (e.g., headers, bullets, indentation); unclear transitions and sequencing 	<ul style="list-style-type: none"> clear statement, well organized, thesis sentences, good cues; good transitions and sequencing 	<ul style="list-style-type: none"> previous criteria plus attractive layout and design; publishable format in APA style
Argument	<ul style="list-style-type: none"> presentation of opinion or statement without evidentiary or logical 	<ul style="list-style-type: none"> support by argument and evidence but with weak sources 	<ul style="list-style-type: none"> clearly sequenced steps leading to clear conclusion, logical 	<ul style="list-style-type: none"> clear statement, examples, sequencing, logical and multiple

	support; illogical argument		argument with authoritative sources (not necessarily current)	authorities, evidentiary support, current journal sources
Resources	<ul style="list-style-type: none"> no resources referenced 	<ul style="list-style-type: none"> personal communication or popular sources predominate; variable citation permanence 	<ul style="list-style-type: none"> Use of secondary sources, accessible references, 3-5 sources 	<ul style="list-style-type: none"> predominance of sound primary authorities, recent journals, in-text citations match references, good citations, accessible references, 5+ sources
Graphics	<ul style="list-style-type: none"> no graphics (may be appropriate in some cases) 	<ul style="list-style-type: none"> graphics available but poor quality and content (e.g., faint, mized font, unimportant content, etc.) 	<ul style="list-style-type: none"> figures, tables and text match and are explained in text; titles & numbering of graphics 	<ul style="list-style-type: none"> graphics add value to text by summarizing or simplifying key ideas; original graphics
Mechanics	<ul style="list-style-type: none"> several errors in spelling, punctuation, capitalization, and/or sentence structure showing carelessness 	<ul style="list-style-type: none"> a few overlooked errors 	<ul style="list-style-type: none"> few or no errors, but sentence structure could improve 	<ul style="list-style-type: none"> no errors and excellent sentence structure and fluency
APA Style	<ul style="list-style-type: none"> not in APA style 	<ul style="list-style-type: none"> APA style but several errors in cover page content, page enumeration, format (margins & indentation), headers, citation & reference format 	<ul style="list-style-type: none"> APA style with a few errors 	<ul style="list-style-type: none"> publishable in style

Rubric Examples

GENERAL EVALUATION RUBRIC FOR PAPERS

Students sometimes do not understand how a paper is graded. The explanation of grading here derives from standards for *Advanced Placement* exams, and is called a "grading rubric". Note that this is the standard expected of good pre-college students. It outlines basic elements of a good paper, and attaches grades to them. The basic grade of a paper derives from its content. The difference between the higher and lower grades here may depend on issues such as presentation.

The Superior Paper (A/A-)

Thesis: Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

Structure: Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

Use of evidence: Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

Analysis: Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.

Logic and argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

Mechanics: Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

The Good Paper (B+/B)

Thesis: Promising, but may be slightly unclear, or lacking in insight or originality.

Structure: Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

Use of evidence: Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.

Analysis: Evidence often related to mini-thesis, though links perhaps not very clear.

Logic and argumentation: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

Mechanics: Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

The Borderline Paper (B-/C+)

Thesis: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

Structure: Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

Use of evidence: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.

Analysis: Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

Logic and argumentation: Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.

Mechanics: Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.

The "Needs Help" Paper (C/C-)

Thesis: Difficult to identify at all, may be bland restatement of obvious point.

Structure: Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

Use of evidence: Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner.

Analysis: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.

Logic and argumentation: Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.

Mechanics: Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.

The Failing Paper

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.

Source: Adapted from a internet post by Patrick Rael <prael@polar.Bowdoin.EDU>, " Re: what to say to students", [H-Teach@msu.net], 2 April 1996

Rubric Examples

Rubric Examples

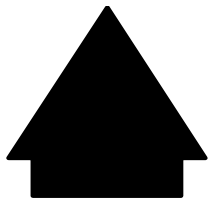
Rubric Examples

Rubric Examples

Rubric Examples

6+1 Trait[®] Writing

Scoring Continuum



WOW!

Exceeds expectations

- IDEAS
- ORGANIZATION
- VOICE
- WORD CHOICE
- SENTENCE FLUENCY
- CONVENTIONS
- PRESENTATION

5 STRONG:

shows control and skill in this trait;
many strengths present

4 EFFECTIVE:

on balance, the strengths outweigh the
weaknesses; a small amount of revision
is needed

3 DEVELOPING:

strengths and need for revision are
about equal; about half-way home

2 EMERGING:

need for revision outweighs strengths;
isolated moments hint at what the
writer has in mind

1 NOT YET:

a bare beginning; writer not yet
showing any control

Rubric Examples



IDEAS

- 5** *This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.*
- A. The topic is **narrow** and **manageable**.
 - B. **Relevant, telling, quality details** give the reader important information that goes **beyond the obvious** or predictable.
 - C. Reasonably **accurate details** are present to support the main ideas.
 - D. The writer seems to be writing from **knowledge** or **experience**; the ideas are **fresh** and **original**.
 - E. The reader's questions are **anticipated and answered**.
 - F. **Insight**—an understanding of life and a knack for picking out what is significant—is an indicator of high level performance, though not required.
- 3** *The writer is beginning to define the topic, even though development is still basic or general.*
- A. The topic is fairly broad; however, you can see where the writer is headed.
 - B. Support is attempted, but doesn't go far enough yet in fleshing out the key issues or story line.
 - C. Ideas are reasonably clear, though they may not be detailed, personalized, accurate, or expanded enough to show in-depth understanding or a strong sense of purpose.
 - D. The writer seems to be drawing on knowledge or experience, but has difficulty going from general observations to specifics.
 - E. The reader is left with questions. More information is needed to "fill in the blanks."
 - F. The writer generally stays on the topic but does not develop a clear theme. The writer has not yet focused the topic past the obvious.
- 1** *As yet, the paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details. The writing reflects more than one of these problems:*
- A. The writer is **still in search of a topic**, brainstorming, or has not yet decided what the main idea of the piece will be.
 - B. Information is **limited** or **unclear** or the **length is not adequate** for development.
 - C. The idea is a **simple restatement** of the topic or an **answer** to the question with little or no attention to detail.
 - D. The writer has **not begun to define the topic** in a meaningful, personal way.
 - E. **Everything seems as important as everything else**; the reader has a hard time sifting out what is important.
 - F. The text may be **repetitious**, or may read like a collection of **disconnected, random thoughts** with no discernable point.



ORGANIZATION

5 *The organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text.*

- A. An **inviting introduction** draws the reader in; a **satisfying conclusion** leaves the reader with a sense of closure and resolution.
- B. **Thoughtful transitions** clearly show how ideas connect.
- C. Details seem to fit where they're placed; **sequencing is logical and effective**.
- D. **Pacing is well controlled**; the writer knows when to slow down and elaborate, and when to pick up the pace and move on.
- E. The **title**, if desired, is **original** and captures the central theme of the piece.
- F. The choice of structure matches the **purpose** and **audience**, with effective paragraph breaks.

3 *The organizational structure is strong enough to move the reader through the text without too much confusion.*

- A. The paper has a **recognizable introduction and conclusion**. The introduction may not create a strong sense of anticipation; the conclusion may not tie-up all loose ends.
- B. **Transitions sometimes work**; at other times, connections between ideas are unclear.
- C. **Sequencing** shows **some logic**, but not under control enough that it consistently supports the development of ideas. The structure may be predictable and **taking attention away from the content**.
- D. **Pacing is fairly well controlled**, though the writer sometimes lunges ahead too quickly or spends too much time on details that do not matter.
- E. A **title (if desired) is present**, although it may be uninspired or an obvious restatement of the prompt or topic.
- F. The **organization sometimes supports the main point or story line**, with an attempt at paragraphing.

1 *The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure. The writing reflects more than one of these problems:*

- A. There is **no real lead** to set-up what follows, **no real conclusion** to wrap things up.
- B. Connections between ideas are **confusing** or absent.
- C. **Sequencing is random** and needs lots of **work**.
- D. **Pacing feels awkward**; the writer slows to a crawl when the reader wants to move on, and vice versa.
- E. **No title is present** (if requested) or, if present, does not reflect the content.
- F. Problems with organization make it **hard for the reader to understand** the main point or story line, with little or no attempt at paragraph breaks.



VOICE

5 *The writer speaks directly to the reader in a way that is individual, compelling, and engaging. The writer crafts the writing with an awareness and respect for the audience and the purpose for writing.*

- A. The writer connects strongly with the **audience** through the intriguing focus of the topic, selection of relevant details, and the use of natural, engaging language.
- B. The **purpose** of the writing is accurately reflected in the writer's choice of individual and compelling content, and the arrangement of ideas.
- C. The writer takes a **risk** by the inclusion of personal details that reveal the person behind the words.
- D. **Expository or persuasive** writing reflects a strong commitment to the topic by the careful selection of ideas that show why the reader needs to know this.
- E. **Narrative** writing is personal and engaging, and makes you think about the author's ideas or point of view.

3 *The writer seems sincere, but not fully engaged or involved. The writing has discernable purpose, but is not compelling.*

- A. The writing attempts to connect with the **audience** in an earnest, pleasing, but impersonal manner.
- B. The writer seems aware of a **purpose**, and attempts to select content and structures that reflect it.
- C. The writer occasionally reveals personal details, but primarily avoids **risk**.
- D. **Expository or persuasive** writing lacks consistent engagement with the topic, and fails to use ideas to build credibility.
- E. **Narrative** writing is sincere, but does not reflect a unique or individual perspective on the topic.

1 *The writer seems indifferent to the topic and the content. The writing lacks purpose and audience engagement.*

- A. The writer's ideas and language fail to connect with the **audience**.
- B. The writer has no clear **purpose**, and the chosen style does not match the content or ideas.
- C. The writing is **risk** free, and reveals nothing about the author.
- D. **Expository or persuasive** writing is lifeless and mechanical, or lacks accurate information.
- E. **Narrative**: The development of the topic is so limited that no point of view is discernable.



WORD CHOICE

5 *Words convey the intended message in a precise, interesting, and natural way. The words are powerful and engaging.*

- A. Words are **specific** and **accurate**. It is easy to understand just what the writer means.
- B. **Striking words and phrases** often catch the reader's eye and linger in the reader's mind.
- C. Language and phrasing are **natural, effective**, and **appropriate** for the audience.
- D. **Lively verbs** add energy while **specific nouns** and **modifiers** add depth.
- E. Choices in language **enhance** the **meaning** and **clarify** understanding.
- F. **Precision** is obvious. The writer has taken care to put just the right word or phrase in just the right spot.

3 *The language is functional, even if it lacks much energy. It is easy to figure out the writer's meaning on a general level.*

- A. Words are **adequate and correct in a general sense**, and they support the meaning by not getting in the way.
- B. Familiar **words and phrases communicate** but rarely capture the reader's imagination.
- C. **Attempts at colorful language** show a willingness to stretch and grow but sometimes reach beyond the audience (thesaurus overload!).
- D. Despite a **few successes**, the writing is marked by **passive verbs, everyday nouns**, and **mundane modifiers**.
- E. The words and phrases are **functional** with only **one or two fine moments**.
- F. The words may be **refined in a couple of places**, but the language looks more like **the first thing that popped into the writer's mind**.

1 *The writer demonstrates a limited vocabulary or has not searched for words to convey specific meaning.*

- A. Words are so **nonspecific and distracting** that only a **very limited meaning** comes through.
- B. Problems with language **leave the reader wondering**. Many of the **words just don't work** in this piece.
- C. Audience has not been considered. **Language is used incorrectly** making the message secondary to the misfires with the words.
- D. **Limited vocabulary** and/or **misused parts of speech** seriously impair understanding.
- E. Words and phrases are so **unimaginative** and **lifeless** that they detract from the meaning.
- F. **Jargon or clichés** distract or mislead. **Redundancy** may distract the reader.



SENTENCE FLUENCY

5 *The writing has an easy flow, rhythm, and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.*

- A. Sentences are constructed in a way that underscores and enhances the **meaning**.
- B. Sentences **vary in length as well as structure**. Fragments, if used, add style. Dialogue, if present, sounds natural.
- C. **Purposeful** and **varied sentence beginnings** add variety and energy.
- D. The use of **creative and appropriate connectives** between sentences and thoughts shows how each relates to, and builds upon, the one before it.
- E. The writing has **cadence**; the writer has thought about the sound of the words as well as the meaning. The first time you read it aloud is a breeze.

3 *The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid.*

- A. Although sentences may not seem artfully crafted or musical, **they get the job done in a routine fashion**.
- B. Sentences are **usually constructed correctly**; they **hang together**; they are **sound**.
- C. **Sentence beginnings** are not ALL alike; **some variety is attempted**.
- D. The reader sometimes has to **hunt for clues** (e.g., connecting words and phrases like *however, therefore, naturally, after a while, on the other hand, to be specific, for example, next, first of all, later, but as it turned out, although*, etc.) that show how sentences interrelate.
- E. **Parts of the text invite expressive oral reading**; others may be stiff, awkward, choppy, or gangly.

1 *The reader has to practice quite a bit in order to give this paper a fair interpretive reading. The writing reflects more than one of the following problems:*

- A. Sentences are **choppy, incomplete, rambling or awkward**; they need work. **Phrasing does not sound natural**. The patterns may create a sing-song rhythm, or a chop-chop cadence that lulls the reader to sleep.
- B. There is little to **no “sentence sense”** present. Even if this piece was flawlessly edited, the sentences would not hang together.
- C. Many **sentences begin the same way**—and may follow the same patterns (e.g., *subject-verb-object*) in a monotonous pattern.
- D. **Endless connectives** (*and, and so, but then, because, and then*, etc.) or a **complete lack of connectives** create a massive jumble of language.
- E. The text **does not invite expressive oral reading**.



CONVENTIONS

5 *The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to enhance readability. Errors tend to be so few that just minor touch-ups would get this piece ready to publish.*

- A. Spelling is generally correct, even on more difficult words.
- B. The punctuation is accurate, even creative, and guides the reader through the text.
- C. A thorough understanding and consistent application of **capitalization** skills are present.
- D. Grammar and usage are correct and contribute to clarity and style.
- E. Paragraphing tends to be sound and reinforces the organizational structure.
- F. The writer may manipulate conventions for stylistic effect—and it works! The piece is very close to being ready to publish.

GRADES 7 AND UP ONLY: *The writing is sufficiently complex to allow the writer to show skill in using a wide range of conventions. For writers at younger ages, the writing shows control over those conventions that are grade/age appropriate.*

3 *The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.*

- A. Spelling is usually correct or reasonably phonetic on common words, but more difficult words are problematic.
- B. End punctuation is usually correct; internal punctuation (commas, apostrophes, semicolons, dashes, colons, parentheses) is sometimes missing/wrong.
- C. Most words are capitalized correctly; control over more sophisticated capitalization skills may be spotty.
- D. Problems with grammar or usage are not serious enough to distort meaning but may not be correct or accurately applied all of the time.
- E. Paragraphing is attempted but may run together or begin in the wrong places.
- F. Moderate editing (a little of this, a little of that) would be required to polish the text for publication.

1 *Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read. The writing reflects more than one of these problems:*

- A. Spelling errors are frequent, even on common words.
- B. Punctuation (including terminal punctuation) is often missing or incorrect.
- C. Capitalization is random and only the easiest rules show awareness of correct use.
- D. Errors in grammar or usage are very noticeable, frequent, and affect meaning.
- E. Paragraphing is missing, irregular, or so frequent (every sentence) that it has no relationship to the organizational structure of the text.
- F. The reader must read once to decode, then again for meaning. Extensive editing (virtually every line) would be required to polish the text for publication.



PRESENTATION

(optional)

- 5** *The form and presentation of the text enhances the ability for the reader to understand and connect with the message. It is pleasing to the eye.*
- A. If handwritten (either cursive or printed), the **slant is consistent**, letters are clearly formed, **spacing is uniform** between words, and the text is easy to read.
 - B. If word-processed, there is **appropriate use of fonts and font sizes** which invites the reader into the text.
 - C. The use of **white space** on the page (spacing, margins, etc.) allows the intended audience to easily focus on the text and message without distractions. There is just the right amount of balance of white space and text on the page. The formatting suits the purpose for writing.
 - D. The use of a **title, side heads, page numbering, bullets**, and evidence of correct use of a style sheet (when appropriate) makes it easy for the reader to access the desired information and text. These markers allow the hierarchy of information to be clear to the reader.
 - E. When appropriate to the purpose and audience, there is **effective integration of text and illustrations, charts, graphs, maps, tables, etc.** There is clear alignment between the text and visuals. The visuals support and clarify important information or key points made in the text.
- 3** *The writer's message is understandable in this format.*
- A. **Handwriting is readable**, although there may be **discrepancies in letter shape and form, slant, and spacing** that may make some words or passages easier to read than others.
 - B. **Experimentation with fonts and font sizes** is successful in some places, but begins to get fussy and cluttered in others. The **effect is not consistent** throughout the text.
 - C. While margins may be present, **some text may crowd the edges**. Consistent spacing is applied, although a different choice may make text more accessible (e.g., single, double, or triple spacing).
 - D. Although some markers are present (titles, numbering, bullets, side heads, etc.), they are not used to their fullest potential as a guide for the reader to access the greatest meaning from the text.
 - E. An **attempt is made to integrate visuals** and the text although the connections may be limited.
- 1** *The reader receives a garbled message due to problems relating to the presentation of the text.*
- A. Because the letters are irregularly slanted, formed inconsistently, or incorrectly, and the spacing is unbalanced or not even present, it is **very difficult to read and understand the text**.
 - B. The writer has gone **wild with multiple fonts and font sizes**. It is a major distraction to the reader.
 - C. The **spacing is random and confusing** to the reader. There may be little or no white space on the page.
 - D. **Lack of markers** (title, page numbering, bullets, side heads, etc.) leave the reader wondering how one section connects to another and why the text is organized in this manner on the page.
 - E. The visuals do not support or further illustrate key ideas presented in the text. They may be **misleading, indecipherable, or too complex** to be understood.





Holistic Critical Thinking Scoring Rubric

Dr. Peter A. Facione
Santa Clara University

Dr. Noreen C. Facione, R.N., FNP
University of California, San Francisco

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(PAF49:R4.2:062694)

Rubric Examples

Holistic Critical Thinking Scoring Rubric

Facione and Facione

4

Consistently does all or almost all of the following:

Accurately interprets evidence, statements, graphics, questions, etc.
Identifies the salient arguments (reasons and claims) pro and con.
Thoughtfully analyzes and evaluates major alternative points of view.
Draws warranted, judicious, non-fallacious conclusions.
Justifies key results and procedures, explains assumptions and reasons.
Fair-mindedly follows where evidence and reasons lead.

3

Does most or many of the following:

Accurately interprets evidence, statements, graphics, questions, etc.
Identifies relevant arguments (reasons and claims) pro and con.
Offers analyses and evaluations of obvious alternative points of view.
Draws warranted, non-fallacious conclusions.
Justifies some results or procedures, explains reasons.
Fair-mindedly follows where evidence and reasons lead.

2

Does most or many of the following:

Misinterprets evidence, statements, graphics, questions, etc.
Fails to identify strong, relevant counter-arguments.
Ignores or superficially evaluates obvious alternative points of view.
Draws unwarranted or fallacious conclusions.
Justifies few results or procedures, seldom explains reasons.
Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

1

Consistently does all or almost all of the following:

Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others.
Fails to identify or hastily dismisses strong, relevant counter-arguments.
Ignores or superficially evaluates obvious alternative points of view.
Argues using fallacious or irrelevant reasons, and unwarranted claims.
Does not justify results or procedures, nor explain reasons.
Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.
Exhibits close-mindedness or hostility to reason.

Holistic Critical Thinking Rating Form

Rater's Name: _____

Date: _____

Project/Assignment/Activity Evaluated: _____

ID or Name	Score	ID or Name	Score

Rubric Examples

Instructions for Using the Holistic Critical Thinking Scoring Rubric

1. Understand the construct.

This four level rubric treats critical thinking as a set of cognitive skills supported by certain personal dispositions. To reach a judicious, purposive judgment a good critical thinker engages in analysis, interpretation, evaluation, inference, explanation, and meta-cognitive self-regulation. The disposition to pursue fair-mindedly and open-mindedly the reasons and evidence wherever they lead is crucial to reaching sound, objective decisions and resolutions to complex, ill-structured problems. So are the other critical thinking dispositions, such as systematicity, reasoning self-confidence, cognitive maturity, analyticity, and inquisitiveness. [For details on the articulation of this concept refer to Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction. ERIC Document Number: ED 315 423.]

2. Differentiate and Focus

Holistic scoring requires focus. In any essay, presentation, or clinical practice setting many elements must come together for overall success: critical thinking, content knowledge, and technical skill (craftsmanship). Deficits or strengths in any of these can draw the attention of the rater. However, in scoring for any one of the three, one must attempt to focus the evaluation on that element to the exclusion of the other two.

3. Practice, Coordinate and Reconcile.

Ideally, in a training session with other raters one will examine sample essays (videotaped presentations, etc.) which are paradigmatic of each of the four levels. Without prior knowledge of their level, raters will be asked to evaluate and assign ratings to these samples. After comparing these preliminary ratings, collaborative analysis with the other raters and the trainer is used to achieve consistency of expectations among those who will be involved in rating the actual cases. Training, practice, and inter-rater reliability are the keys to a high quality assessment.

Usually, two raters will evaluate each essay/assignment/project/performance. If they disagree there are three possible ways that resolution can be achieved: (a) by mutual conversation between the two raters, (b) by using an independent third rater, or (c) by taking the average of the two initial ratings. The averaging strategy is strongly discouraged. Discrepancies between raters of more than one level suggest that detailed conversations about the CT construct and about project expectations are in order. This rubric is a **four** level scale, half point scoring is inconsistent with its intent and conceptual structure. Further, at this point in its history, the art and science of holistic critical thinking evaluation cannot justify asserting half-level differentiations.

If working alone, or without paradigm samples, one can achieve a greater level of internal consistency by not assigning final ratings until a number of essays/projects/performances/assignments have been viewed and given preliminary ratings. Frequently natural clusters or groupings of similar quality soon come to be discernible. At that point one can be more confident in assigning a firmer critical thinking score using this four level rubric. After assigning preliminary ratings, a review of the entire set assures greater internal consistency and fairness in the final ratings.

General Education Critical Thinking Rubric
Northeastern Illinois University

Quality Macro Criteria	No/Limited Proficiency (D&E)	Some Proficiency (C)	Proficiency (B)	High Proficiency (A)	Rating (a,b,c,d)
1. Identifies & Explains Issues	Fails to identify, summarize, or explain the main problem or question. Represents the issues inaccurately or inappropriately.	Identifies main issues but does not summarize or explain them clearly or sufficiently	Successfully identifies and summarizes the main issues, but does not explain why/how they are problems or create questions	Clearly identifies and summarizes main issues and successfully explains why/how they are problems or questions; and identifies embedded or implicit issues, addressing their relationships to each other.	
2. Distinguishes Types of Claims	Fails to label correctly any of the factual, conceptual and value dimensions of the problems and proposed solutions.	Successfully identifies some, but not all of the factual, conceptual, and value aspects of the questions and answers.	Successfully separates and labels all the factual, conceptual, and value claims	Clearly and accurately labels not only all the factual, conceptual, and value, but also those implicit in the assumptions and the implications of positions and arguments.	
3. Recognizes Stakeholders and Contexts	Fails accurately to identify and explain any empirical or theoretical contexts for the issues. Presents problems as having no connections to other conditions or contexts.	Shows some general understanding of the influences of empirical and theoretical contexts on stakeholders, but does not identify many specific ones relevant to situation at hand.	Correctly identifies all the empirical and most of theoretical contexts relevant to all the main stakeholders in the situation.	Not only correctly identifies all the empirical and theoretical contexts relevant to all the main stakeholders, but also finds minor stakeholders and contexts and shows the tension or conflicts of interests among them	
4. Considers Methodology	Fails to explain how/why/which specific methods of research are relevant to the kind of issue at hand.	Identifies some but not all methods required for dealing with the issue; does not explain why they are relevant or effective.	Successfully explains how/why/which methods are most relevant to the problem.	In addition to explaining how/why/which methods are typically used, also describes embedded methods and possible alternative methods of working on the problem.	
5. Frames Personal Responses and Acknowledges Other Perspectives	Fails to formulate and clearly express own point of view, (or) fails to anticipate objections to his/her point of view, (or) fails to consider other perspectives and position.	Formulates a vague and indecisive point of view, or anticipates minor but not major objections to his/her point of view, or considers weak but not strong alternative positions.	Formulates a clear and precise personal point of view concerning the issue, and seriously discusses its weaknesses as well as its strengths.	Not only formulates a clear and precise personal point of view, but also acknowledges objections and rival positions and provides convincing replies to these.	

General Education Critical Thinking Rubric
Northeastern Illinois University

Quality Micro Criteria	No/Limited Proficiency (D&E)	Some Proficiency (C)	Proficiency (B)	High Proficiency (A)	Rating (a,b,c,d)
6. Reconstructs Arguments	Fails to identify the major components of the main arguments at stake and to show their logical relations.	Identifies a few of the premises but confuses the conclusion of the main argument in support of the position under consideration (his or her own, or that of others)	Correctly analyzes the arguments and theories; restates its component propositions and reconstructs their relationships correctly.	Not only correctly reconstructs the main argument but does the same for subsidiary arguments and theories, and correctly identifies the kind or status of each of them.	
7. Interprets Content	Fails to identify and choose between the possible meanings of the key terms and propositions included in the arguments and theories in use.	Clarifies the meaning of a few but far from all of the key terms and propositions involved.	Convincingly explains the meaning of all the key terms and main propositions involved in the arguments and theories involved.	Offers fined-grained and original interpretations of a crucial term or proposition involved in the issue.	
8. Evaluates Assumptions	Fails to identify and evaluate any of the important assumptions behind the claims and recommendations made.	Identifies some of the most important assumptions, but does not evaluate them for plausibility or clarity.	Identifies and evaluates all the important assumptions, but not the ones deeper in the background – the more abstract ones.	Not only identifies and evaluates all the important assumptions, but also some of the more hidden, more abstract ones.	
9. Evaluates Evidence	Fails to identify data and information that counts as evidence for truth-claims and fails to evaluate its credibility.	Successfully identifies data and information that counts as evidence but fails to thoroughly evaluate its credibility.	Identified all important evidence and rigorously evaluates it.	Not only identifies and rigorously evaluates all important evidence offered, but also provides new data or information for consideration.	
10. Evaluates Inferences	Fails to identify and explain mistakes in the reasoning of others and fails to avoid them in his or her own reasoning.	Successfully identifies and avoids some common mistakes of reasoning but misses less common ones, and does not explain why or how they are mistakes.	Identifies and avoids all mistakes of reasoning and explains some of them.	Not only identifies and avoids all mistakes of reasoning but gives clear explanations of why they are mistakes.	

ECCS Department – Realistic Constraints Rubric

Course: _____

Date: _____

Student(s): _____

	3 - Expert	2 - Practitioner	1 - Apprentice	0 - Novice
For All Realistic Constraints:	<ul style="list-style-type: none"> Analysis correctly reasons how the design is constrained and provides sufficient, in-depth discussion in a clear and easy to follow manner. 	<ul style="list-style-type: none"> Analysis correctly reasons how the design is constrained but provides only a cursory discussion. 	<ul style="list-style-type: none"> Analysis contains a mixture of correct and incorrect reasoning as to how the design is constrained. 	<ul style="list-style-type: none"> Analysis incorrectly reasons how the design is constrained.

Constraint	Pertinent Questions	Applicable?	Score
Economic	<ul style="list-style-type: none"> What are the development costs? What are the production costs? What are the operational costs? 	Yes No	3 2 1 0
Environmental	<ul style="list-style-type: none"> What valuable resources are being used? Is pollution being produced as a result of production and/or use of the product? 	Yes No	3 2 1 0
Sustainability	<ul style="list-style-type: none"> To what degree over time will the product be useful and viable? Can the resources associated with the product be used effectively in a sustainable economy? 	Yes No	3 2 1 0
Manufacturability	<ul style="list-style-type: none"> Can the product be built? How can the product be designed to eliminate manufacturing errors? How can the product be designed to minimize manufacturing costs? 	Yes No	3 2 1 0
Ethical	<ul style="list-style-type: none"> Are there any foreseen potential conflicts with a profession's Code of Ethics arising from the development or use of the product? 	Yes No	3 2 1 0
Health and Safety	<ul style="list-style-type: none"> Are there any laws that determine how safe this product has to be? Are there related ethical issues? Are there relevant health effects that are affected by this product? 	Yes No	3 2 1 0
Social	<ul style="list-style-type: none"> What anticipated impacts will the product have within a community? 	Yes No	3 2 1 0
Political	<ul style="list-style-type: none"> Is the project being conducted for a governmental entity? Is the project being regulated, or being proposed for regulation, by a governmental entity? 	Yes No	3 2 1 0

Comments:

Evaluator Signature: _____

Rubric for Research Paper

1

Criteria	Exemplary	Good	Acceptable	Unacceptable
Purpose	The writer's central purpose or argument is readily apparent to the reader.	The writing has a clear purpose or argument, but may sometimes digress from it.	The central purpose or argument is not consistently clear throughout the paper.	The purpose or argument is generally unclear.
Content	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.	Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights.	Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains few insights.	Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.
Organization	The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.	The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends.	The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.
Feel	The writing is compelling. It hooks the reader and sustains interest throughout.	The writing is generally engaging, but has some dry spots. In general, it is focused and keeps the reader's attention.	The writing is dull and unengaging. Though the paper has some interesting parts, the reader finds it difficult to maintain interest.	The writing has little personality. The reader quickly loses interest and stops reading.

Criteria	Exemplary	Good	Acceptable	Unacceptable 2
Tone	The tone is consistently professional and appropriate for an academic research paper.	The tone is generally professional. For the most part, it is appropriate for an academic research paper.	The tone is not consistent-ly professional or appropriate for an academic research paper.	The tone is unprofessional. It is not appropriate for an academic research paper.
Sentence Structure	Sentences are well-phrased and varied in length and structure. They flow smoothly from one to another.	Sentences are well-phrased and there is some variety in length and structure. The flow from sentence to sentence is generally smooth.	Some sentences are awkwardly constructed so that the reader is occasionally distracted.	Errors in sentence structure are frequent enough to be a major distraction to the reader.
Word Choice	Word choice is consistently precise and accurate.	Word choice is generally good. The writer often goes beyond the generic word to find one more precise and effective.	Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately.	Many words are used inappropriately, confusing the reader.
Grammar, Spelling, Writing Mechanics (punctua-tion, italics, capitali-zation,etc.	The writing is free or almost free of errors.	There are occasional errors, but they don't represent a major distraction or obscure meaning.	The writing has many errors, and the reader is distracted by them.	There are so many errors that meaning is obscured. The reader is confused and stops reading.
Length	Paper is the number of pages specified in the assignment.			Paper has more or fewer pages than specified in the assignment.

Criteria	Exemplary	Good	Acceptable	Unacceptable 3
Use of References	Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented.	Professionally legitimate sources that support claims are generally present and attribution is, for the most part, clear and fairly represented.	Although attributions are occasionally given, many statements seem unsubstantiated. The reader is confused about the source of information and ideas.	References are seldom cited to support statements.
Quality of References	References are primarily peer-reviewed professional journals or other approved sources (e.g., government documents, agency manuals, ...). The reader is confident that the information and ideas can be trusted.	Although most of the references are professionally legitimate, a few are questionable (e.g., trade books, internet sources, popular magazines, ...). The reader is uncertain of the reliability of some of the sources.	Most of the references are from sources that are not peer-reviewed and have uncertain reliability. The reader doubts the accuracy of much of the material presented.	There are virtually no sources that are professionally reliable. The reader seriously doubts the value of the material and stops reading.
Use of Most Recent Edition of the Publication Manual of the American Psychological Association (APA)	APA format is used accurately and consistently in the paper and on the "References" page.	APA format is used with minor errors.	There are frequent errors in APA format.	Format of the document is not recognizable as APA.

Rubric for PowerPoint Presentation- Time Travels

CATEGORY	4	3	2	1
Background	Background does not detract from text or other graphics. Choice of background is appropriate for this project.	Background does not detract from text or other graphics. Choice of background could have been better suited for the project.	Background does not detract from text or other graphics. Choice of background does not fit project.	Background makes it difficult to see text or competes with other graphics on the page.
Text - Font Choice & Formatting	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error. It is difficult to understand the time period that was chosen.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Effectiveness	Project includes all material needed to gain a comfortable understanding of the time period chosen.	Project includes most material needed to gain a comfortable understanding of the time period chosen.	Project is missing more than two key elements.	Project is lacking several key elements and has inaccuracies
Presentation	Student presented the material with confidence.	Student presented material but could have been more confident.	Student had many difficulties presenting materials.	Student was unable to complete presentation before the class.

Rubric Examples

MBA 1.1 Communication Skills (MBA 230):

Communicate with different levels of personnel effectively using oral and written formats for different purposes ranging from one-to-one communication to addressing to a large audience.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 1.1 MBA 230	4: Exceeds Expectation	3: Meets Expectation	2: Approaching Expectation	1: Below Expectation	Points
Writing: Executive Summary	Topic, organizational issue, and recommendations are included; short and concise.	The majority of competency level 4.	About half of competency level 4.	None to only a few items of competency level 4.	
Writing: Introduction	Catches readers' attention all the time.	Catches readers' attention most of the time.	Catches readers' attention about half of the time.	Catch none to very little of readers' attention.	
Writing: Background	Provides adequate overview and background information of relevant literature.	Provides most required background information.	Provides about half of the required background information.	Provides none to very limited required background information.	
Writing: Organizational Issue	Description of the chosen issue is specific, real, narrow, and related to topic.	Three of the four required qualities (specific, real, narrow, and related to topic).	Two of the four required qualities (specific, real, narrow, and related to topic).	None to one of the four required qualities (specific, real, narrow, and related to topic).	
Writing: Analysis of Issue	Thorough analysis of the chosen issue using appropriate OB concepts/theories.	Provides most required OB concepts/theories.	Provides about half of the required OB concepts/theories.	Provides none to very limited required OB concept/theories.	
Writing: Recommendations	Recommendations are relevant, feasible, and of high quality; alternatives are provided; use course concepts to support them.	Four of the five required qualities (relevant, feasible, and of high quality; alternatives are provided; use course concepts to support them).	Three of the five required qualities (relevant, feasible, and of high quality; alternatives are provided; use course concepts to support them).	None to two of the five required qualities (relevant, feasible, and of high quality; alternatives are provided; use course concepts to support them).	
Writing: Measuring Outcomes	Detailed, well-thought, and realistic plan.	Two of the three required qualities (detailed, well-thought, and realistic plan).	One of the three required qualities (detailed, well-thought, and realistic plan).	None of the three required qualities (detailed, well-thought, and realistic plan).	
Writing: Conclusion	The conclusion shows the value added by the recommendations, and sells the recommendations convincingly to readers.	The conclusion shows the value added by the recommendations but the selling of recommendations can be improved.	The conclusion shows only the value added by the recommendations but no selling.	None.	
Writing: References	Complete and accurate.	Complete with some minor errors.	Incomplete with some errors.	Incomplete with many errors.	
Writing: Presentation	Structure is easy to follow and sentence formation supports intended meaning; no spelling, typographical, and grammatical errors.	Structure is easy to follow and sentence formation supports intended meaning; there are some spelling, typographical,	Structure is difficult to follow and sentence formation does not support intended meaning in many situations; and there are	Structure is difficult to follow and sentence formation does not support intended meaning in many situations; there are many spelling,	

		and grammatical errors.	some spelling, typographical, and grammatical errors.	typographical, and grammatical errors.	
Oral: Interactive activity	All activities effectively encourage student involvement and interaction.	Most activities effectively encourage student involvement and interaction.	About half of the activities effectively encourage student involvement and interaction.	None to a few activities effectively encourage student involvement and interaction.	
Oral: Session Leader	The leader is well prepared, effectively uses time, and effectively facilitates the post-activity discussion.	In most situations, the leader is well prepared, effectively uses time, and effectively facilitates the post-activity discussion.	In about half of the situations, the leader is well prepared, effectively uses time, and effectively facilitates the post-activity discussion.	In none to a few situations, the leader is well prepared, effectively uses time, and effectively facilitates the post-activity discussion.	
Oral: Summary	The summary of key concepts and issues are useful and related to the topic.	Most of the key concepts and issues in the summary are useful and related to the topic.	About half of the key concepts and issues in the summary are useful and related to the topic.	None to only a few key concepts and issues in the summary are useful and related to the topic.	
Oral: Delivery	The session is engaging and creative that keeps people interested in the session from start to finish.	In most situations, the session is engaging and creative.	In about half of the situations, the session is engaging and creative.	The session is not or rarely engaging and creative.	
Oral: Participants	Participants are enthusiastic and easy to understand.	Most of the time, participants are enthusiastic and easy to understand.	About half of the time, participants are enthusiastic and easy to understand.	Participants are not or rarely enthusiastic and easy to understand.	
Oral: Information	The session increases people's understanding of the topic, related issues, and concepts from the readings.	Most of the session increases people's understanding of the topic, related issues, and concepts from the readings.	About half of the session increases people's understanding of the topic, related issues, and concepts from the readings.	The session contributes none to very little to people's understanding of the topic, related issues, and concepts from the readings.	
Oral: Overall Impression	The session is successful.	The session is mostly successful.	About half of the session is successful.	None to a few portions of the session are successful.	
Student's Score = Sum of Points / Number of Dimensions					

MBA 1.2 Goal Setting (MBA 230):

Establish, validate, and secure support for organizational goals that satisfy and balance different stakeholders' requirements and interests.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 1.2 MBA 230	4: Exceeds Expectation	3: Meets Expectation	2: Approaching Expectation	1: Below Expectation	Points
Organizational Issues	Provides specific, real, narrow, and relevant description of the chosen issues.	Satisfies three of the required qualities of the description (specific, real, narrow, and relevant).	Satisfies two of the required qualities of the description (specific, real, narrow, and relevant).	Satisfies none to one of the required qualities of the description (specific, real, narrow, and relevant).	
Recommendations & Goals	Provides relevant, feasible, and high quality recommendations and goals; alternatives are provided; use course concepts to support alternatives, goals, and recommendations.	Provides relevant, feasible, and high quality recommendations and goals; use course concepts to support alternatives, goals, and recommendations.	Provides relevant, feasible, and high quality recommendations and goals.	None to irrelevant, infeasible, or bad quality recommendations and goals.	
Measuring Outcomes	The plans for measuring outcomes for the best recommendation are detailed, well-thought, and realistic.	Satisfies two of the required qualities of the plans (detailed, well-thought, and realistic).	Satisfies one of the required qualities of the plans (detailed, well-thought, and realistic).	Satisfies none of the required qualities of the plans (detailed, well-thought, and realistic).	
Conclusion	Describes the value added to the organization and how goals balance and satisfy different stakeholders' interests.	Describes the majority of the value added to the organization and how goals balance and satisfy different stakeholders' interests.	Describes about half of the value added to the organization and how goals balance and satisfy different stakeholders' interests.	Describes none to little of the value added to the organization and how goals balance and satisfy different stakeholders' interests.	
Presentation	Structure is easy to follow and there are no errors.	Structure is mostly easy to follow and there are a few errors.	Structure is easy to follow in about half of the paper and there are some errors.	Structure is difficult to follow and there are many errors.	
Student's Score = Sum of Points / Number of Dimensions					

MBA 1.3 Strategy Formulation (MBA 290):

Formulate strategies that are feasible, effective, and understandable to achieve organizational goals and social responsibilities.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 1.3 MBA 290	4: Exceeds Expectation	3: Meets Expectation	2: Approaching Expectation	1: Below Expectation	Points
Theoretical Framework	Use the most suitable theoretical framework	Use a suitable theoretical framework	Use a theoretical framework that is relevant, but not very suitable	Do not use a theoretical framework	
Critical Elements	Incorporate all critical elements for strategy formulation	Incorporate most critical elements for strategy formulation	Incorporate some critical elements for strategy formulation	Incorporate no critical elements for strategy formulation	
Feasibility	Consider all major aspects of implementation	Consider most major aspects of implementation	Consider some major aspects of implementation	Consider no aspects of implementation	
Student's Score = Sum of Points / Number of Dimensions					

MBA 2.1 Integrative Models (MBA 290):

Integrate quantitative and qualitative techniques from business functional areas such as accounting, finance, marketing, human resources, operations, and/or statistics for leading, planning, decision making, and problem solving purposes.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 2.1 MBA 290	4: Exceeds Expectation	3: Meets Expectation	2: Approaching Expectation	1: Below Expectation	Points
Appropriateness	Use the most appropriate models and techniques	Use appropriate models and techniques	Use models and techniques that are relevant, but not very appropriate	Use inappropriate or irrelevant models and techniques	
Comprehensiveness	Incorporate all applicable models and functional perspectives	Incorporate most applicable models and functional perspectives	Incorporate some applicable models and functional perspectives	Incorporate no applicable models or functional perspectives	
Interpretation	Correctly interpret all managerial issues	Correctly interpret most managerial issues	Correctly interpret some managerial issues	Incorrectly interpret managerial issues	
Student's Score = Sum of Points / Number of Dimensions					

MBA 2.2 Technology Utilization (MBA 260):

Utilize social, information, and/or management technologies to achieve organizational goals such as cost reduction, productivity improvement, process reengineering, marketing positioning, and organizational restructuring.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 2.2 MBA 260	4: Exceeds Expectation	3: Meets Expectation	2: Approaching Expectation	1: Below Expectation	Points
Conduct a SWOT analysis for a given business.	The SWOT analysis is complete and correct.	The SWOT analysis is mostly complete and included discussions are correct.	The SWOT analysis is incomplete and included discussions are correct.	The SWOT analysis is incomplete and included discussions are incorrect.	
Assess the applicable technology to utilize to solve the specific business needs of a company.	The appropriate technology is determined and solves the specific business needs.	A relevant technology is determined and solves most of the specific business needs.	A relevant technology is determined but is not applied to solve the business needs.	An inappropriate technology is determined and it does not solve the specific business needs.	
Assess the technological strengths and weaknesses of the proposed technology.	All technological strengths and weaknesses are assessed.	Most technological strengths and weaknesses are assessed.	Some technological strengths and weaknesses are assessed.	No technological strengths and weaknesses are assessed.	
Analyze the expected impact of the (above) suggested technology on the business.	The expected impact on the business is correctly and fully analyzed.	The expected impact on the business is correctly analyzed and mostly complete.	The expected impact on the business is correctly analyzed but incomplete.	The expected impact on the business is incorrectly analyzed and incomplete.	
Student's Score = Sum of Points / Number of Dimensions					

MBA 3.1 Ethical Decision (MBA 260):

Consider ethical issues when making decision to achieve individual and organizational responsibilities in business context.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 3.1 MBA 260	4: Exceeds Expectation	3: Meets Expectation	2: Approaching Expectation	1: Below Expectation	Points
Assess the ethical position of a given company.	The ethical standpoint is correctly determined and supported (from: Stockholder, Stakeholder, Social Welfare)	The ethical standpoint is correctly determined and mostly supported	The ethical standpoint is correctly determined but not supported	The ethical standpoint is not determined	
Assess the ethical and social issues associated with a given technology.	The ethical and social issues of a technology are correctly determined.	The ethical and social issues of a technology are mostly determined.	The ethical and social issues of a technology are somewhat determined.	The ethical and social issues of a technology are not determined.	
Assess the appropriateness of the use of a technology by a company given the ethical viewpoint of the company and the ethical and social issues with the specific technology	The appropriateness of the technology is determined and fully supported.	The appropriateness of the technology is determined and somewhat supported.	The appropriateness of the technology is determined and but not supported.	The appropriateness of the technology is not determined.	
Student's Score = Sum of Points / Number of Dimensions					

MBA 3.2 Diversity (MBA 270):

Analyze the implications of ethnic and cultural diversity for effective decision making and problem solving.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 3.2 MBA 270	4: Exceeds Expectation	3: Meets Expectation	2: Approaching Expectation	1: Below Expectation	Points
Cultural diversity awareness	Student demonstrates understanding of multiple perspectives with explanations and elaboration.	Student is at ease with content. S/he elaborates most of issues or problems.	Student is at ease with content, but s/he elaborates only a half of issues or problems.	Student is uncomfortable with information and is able to answer rudimentary issues or problems.	
Culture and ethics	Student demonstrates understanding how culture and ethics are related with explanations and elaboration.	Student is at ease with content. S/he elaborates most of issues or problems.	Student is at ease with content, but s/he elaborates only a half of issues or problems.	Student is uncomfortable with information and is able to answer rudimentary issues or problems.	
Managerial implications	Student demonstrates full knowledge of managerial implications with explanations and elaboration.	Student is at ease with content. S/he elaborates most of issues or problems.	Student is at ease with content, but s/he elaborates only a half of issues or problems.	Student is uncomfortable with information and is able to answer rudimentary issues or problems.	
Student's Score = Sum of Points / Number of Dimensions					

MBA 3.3 Legal and Professional Regulation (MBA 260):

Analyze the implications of legal and professional regulation for effective decision making and problem solving.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 3.3 MBA 260	4: Exceeds Expectation	3: Meets Expectation	2: Approaching Expectation	1: Below Expectation	Points
Assess the legal and professional regulations for a specific industry (such as finance or health).	The legal and professional regulations are correctly determined.	The legal and professional regulations are mostly determined.	The legal and professional regulations are somewhat determined.	The legal and professional regulations are not determined.	
Assess the security capability of a given technology.	The security capabilities of a technology are correctly determined.	The security capabilities of a technology are mostly determined.	The security capabilities of a technology are somewhat determined.	The security capabilities of a technology are not determined.	
Assess the appropriateness of the use of a technology by a company given the professional and legal regulations of the industry and the security capabilities of the specific technology	The appropriateness of the technology is determined and fully supported.	The appropriateness of the technology is determined and somewhat supported.	The appropriateness of the technology is determined and but not supported.	The appropriateness of the technology is not determined.	
Student's Score = Sum of Points / Number of Dimensions					

MBA 3.4 Global and Domestic Economy (MBA 270):

Analyze the implications of global and domestic economic systems for effective decision making and problem solving.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 3.4 MBA 270	4: Exceeds Expectation	3: Meets Expectation	2: Approaching Expectation	1: Below Expectation	Points
International Trade Theory	Student demonstrates understanding of international trade theories with explanations and elaboration.	Student is at ease with content. S/he elaborates most of issues or problems.	Student is at ease with content, but s/he elaborates only a half of issues or problems.	Student is uncomfortable with information and is able to answer rudimentary issues or problems.	
The Political Economy of International Trade	Student demonstrates understanding of policy instruments that governments use to restrict imports and promote exports with explanations and elaboration.	Student is at ease with content. S/he elaborates most of issues or problems.	Student is at ease with content, but s/he elaborates only a half of issues or problems.	Student is uncomfortable with information and is able to answer rudimentary issues or problems.	
Foreign Direct Investment	Student demonstrates understanding of costs and benefits of FDI with explanations and elaboration.	Student is at ease with content. S/he elaborates most of issues or problems.	Student is at ease with content, but s/he elaborates only a half of issues or problems.	Student is uncomfortable with information and is able to answer rudimentary issues or problems.	
Regional Economic Integration	Student demonstrates understanding of the different levels of economic integration and implications of economic integration for business with explanations and elaboration.	Student is at ease with content. S/he elaborates most of issues or problems.	Student is at ease with content, but s/he elaborates only a half of issues or problems.	Student is uncomfortable with information and is able to answer rudimentary issues or problems.	
Foreign Exchange Market	Student performs foreign exchange rate problems with all correct output interpretations.	Student performs foreign exchange rate problems with mostly correct output interpretations.	Student performs foreign exchange rate problems with about half correct output interpretations.	Student performs foreign exchange rate problems poorly with less than half correct output interpretations.	
Student's Score = Sum of Points / Number of Dimensions					

MBA 3.5 Interactive Factors (MBA 240):

Identify the relative significance of ethical, social, and economic factors; and incorporate the interactive impacts of these factors into analytical process for decision making and problem solving.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 3.5 MBA 240	4: Exceeds Expectations	3: Meets Expectations	2: Approaches Expectations	1: Below Expectations	Points
Identifies, describes and prioritizes the ethical, social and economic issues discussed in the case.	Student clearly identifies and describes the ethical, social and economic issues discussed in the case and identifies which of these issues are most important. Reasons for priority decisions are clearly stated.	Student identifies and describes the ethical, social, and economic issues discussed in the case. A list of prioritized issues is presented.	Student does not correctly identify and describe the ethical, social and economic issues discussed in the case. One or two important issues are mentioned.	Student does not describe or identify the ethical, social and economic issues or leaves out one or more of these issues. Important issues are not presented.	
Determines action issues and identifies decision makers	Student identifies and describes action issues in the case and identifies specific decision maker(s). Answer is clearly written, reasoning is logical and interesting.	Student identifies and describes action issues and identifies decision maker(s). No reasoning is given and answer is adequately presented.	Student has difficulty identifying and describing action issues. Decision maker is identified.	Student is able to identify some action issues but does not describe them or the decision maker(s).	
Integrates ethical, social and economic issues into specific analysis questions to help determine actions to be taken.	Student specifically identifies the relevant ethical, social and economic issues that will influence analysis questions and clearly and logically develops at least 3 relevant analysis questions.	Student specifically identifies ethical, social and economic issues that will influence analysis questions. One or two relevant analysis questions are presented.	Student identifies some ethical, social and economic issues that are important. One or two relevant questions are presented.	Student does not address ethical, social and economic issues in the development of analysis questions. Two or three questions are presented.	
Relevant ethical, social and economic issues are used as a foundation to answer analysis questions.	Student specifically identifies the relevant ethical, social and economic issues that will influence the answers to the analysis questions. Answers are given in a clear and logical sequence.	Student specifically identifies ethical, social and economic issues that will influence answers to analysis questions. Answers are vague and not based on relevant issues.	Student identifies some ethical, social and economic issues that are important. Answers are not relevant to the questions asked.	Student does not address ethical, social and economic issues in the development of answers. Answers are not relevant to questions asked.	
Student's Score = Sum of Points / Number of Dimensions					

MBA 4.1 Environment Shaping (MBA 290):

Recognize opportunities that allow the redirection of organizational resource to shape the internal and/or external environment for the long-term benefits of organizations.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 4.1 (MBA 290)	4: Exceeds Expectation	3: Meets Expectation	2: Approaching Expectation	1: Below Expectation	Points
Characteristics of internal environment	Describes all organizational internal characteristics including formal leadership structure, informal leadership structure, work group dynamics, information dissemination, formal work unit structure, etc.	Describes the majority in the characteristic list.	Describes about half in the characteristic list.	Describes none to very few in the characteristic list.	
Characteristics of external environment	Describes all external environment characteristics including industry (fragmented, transitional, emerging, declining), competitors (strategies, capacities, resources, schedules), regulation (pros, cons, trends), business partners (resource, influence, constraints), economy, consumer, technologies, etc.	Describes the majority in the characteristic list.	Describes about half in the characteristic list.	Describes none to very few in the characteristic list.	
Long-term welfare for the organization	Describes all the organization's long-term welfare including enhancing its abilities to accomplish missions, stakeholders' approval and satisfaction, minimizing forces that threaten the survival and advancement of the organization.	Describes the majority in the characteristic list.	Describes about half in the characteristic list.	Describes none to very few in the characteristic list.	
Asset lists for human and material resources	The asset lists are completely and accurately described. For human asset, the list classifies personnel into different functions, organizational levels, impacts, and difficulty to replace. For material resources, the list has categories by liquidity, time terms, functions, and financial values.	Both human and material asset lists are described but there are a few missing items in the lists.	Both human and material asset lists are described but there are about half missing items in the lists.	Only one list, human or material asset is described; or no list at all.	
Recognize opportunities to shape environments	Addresses both internal and external environmental shaping completely and accurately.	Addresses both internal and external environmental shaping but without sufficient elaboration.	Addresses only internal or external environmental shaping without sufficient elaboration.	Cannot recognize any opportunities.	
Student's Score = Sum of Points / Number of Dimensions					

MBA 4.2 Change Planning (MBA 280):

Plan for changes to position organizations for long-term sustainability and competitive advantage.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 4.2 MBA 280	4: Exceeds Expectation	3: Meets Expectation	2: Approaching Expectation	1: Below Expectation	Points
Analyze an operation and suggest improvements	Assignment includes all of the following: accurate description of operation, diagnosis of problem or need, selection of appropriate analysis tools, understanding of tool application, feasible and creative solutions.	Assignment includes most of the following: accurate description of operation, diagnosis of problem or need, selection of appropriate analysis tools, understanding of tool application, feasible and creative solutions.	Assignment includes about half of the following: accurate description of operation, diagnosis of problem or need, selection of appropriate analysis tools, understanding of tool application, feasible and creative solutions.	Assignment includes few of the following: accurate description of operation, diagnosis of problem or need, selection of appropriate analysis tools, understanding of tool application, feasible and creative solutions.	
Describe and critique the internet strategy of a firm	All of the following: select interesting firm, identify strengths and weaknesses of its internet strategy, discuss the competitive environment, suggest appropriate modifications, and describe expected outcomes.	Most of the following: select interesting firm, identify strengths and weaknesses of its internet strategy, discuss the competitive environment, suggest appropriate modifications, and describe expected outcomes.	About half of the following: select interesting firm, identify strengths and weaknesses of its internet strategy, discuss the competitive environment, suggest appropriate modifications, and describe expected outcomes.	Few of the following: select interesting firm, identify strengths and weaknesses of its internet strategy, discuss the competitive environment, suggest appropriate modifications, and describe expected outcomes.	
Identify relevant current event and suggest appropriate organizational responses	All of the following: Good selection of relevant article, thorough summary of critical issues, feasible and creative responses suggested.	Two of the following: Good selection of relevant article, thorough summary of critical issues, feasible and creative responses suggested.	One of the following: Good selection of relevant article, thorough summary of critical issues, feasible and creative responses suggested.	None of the following: Good selection of relevant article, thorough summary of critical issues, feasible and creative responses suggested.	
Apply and interpret results of quantitative models for improving operations	All correct	Most correct	About half correct	Few correct	
Student's Score = Sum of Points / Number of Dimensions					

MBA 5.1 Individual Success (MBA 230):

Understand how life-long learning strategies can enhance professional growth in changing job environment.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 5.1 MBA 230	4: Exceeds Expectation	3: Meets Expectation	2: Approaching Expectation	1: Below Expectation	Points
Work-Life Timeline	Describes completely both personal and professional points from past to the future.	Describes the majority of the topics of both personal and professional points from past to the future.	Describes about half of the topics of both personal and professional points from past to the future.	None to little in both areas.	
Explanation how Learning has Enhanced Growth	Describes both personal and professional arenas.	Describes the majority of the topics in both personal and professional arenas.	Describes about half of the topics in both personal and professional arenas.	None to little in both areas.	
Explanation of how Life-Long Learning Strategies Enhance Future Growth	Describes both personal and professional arenas.	Describes the majority of the topics in both personal and professional arenas.	Describes about half of the topics in both personal and professional arenas.	None to little in both areas.	
Explanation of the Importance of Learning Strategies in Changing Work Environment	Describes both personal and professional arenas.	Describes the majority topics in both personal and professional arenas.	Describes about half of the topics in both personal and professional arenas.	None to little in both areas.	
Student's Score = Sum of Points / Number of Dimensions					

MBA 5.2 Organizational Success (MBA 290):

Develop strategies to improve organizational practices and processes for long-term sustainability and competitive advantage.

Student's Identifier: _____

(From the Excel File Template for Measure Result Reporting Purposes)

MBA 5.2 (MBA 290)	4: Exceeds Expectation	3: Meets Expectation	2: Approaching Expectation	1: Below Expectation	Points
Problem Description	Identifies all issues impacting on the organization's issues and problems, including formal structure, organization culture, reporting relationships, employee diversity, employee needs, motivation, and morale.	Describes the majority in the characteristic list.	Describes about half in the characteristic list.	Describes none to very few in the characteristic list.	
Application of principles and theories for organizational change	Is able to apply relevant theories and strategies for organizational change. Demonstrates awareness of the behavioral, structural, and technological approaches to change and is able to discuss implications and choose what best fits this organization and its problems. Recognizes that problems are multi-faceted and that solutions may be drawn from several approaches.	Is aware of and able to apply some strategies and approaches to change. Shows awareness that different types of problems require different solutions drawn from a different approach, but does not have the required knowledge to thoroughly consider all options.	Is able to recognize that different elements of the situation may require different approaches, but heavily favors only a behavioral approach or only a structural or only a technological approach for change.	Shows little awareness of the different approaches to organizational change. Discusses and applies one or none of the approaches to organizational change (behavioral, structural, technological).	
Strategy for solution	Recognizes forces for and against change and the realities of the situation and factors present. Is able to assess the feasibility of solutions, prioritize actions, and set a reasonable budget and timetable.	Describes the majority in the solution strategy list.	Describes about half of the solution strategy list.	Describes none to very few in the solution strategy list.	
Strategy for implementation	Aware of issues in implementation of change, such as time, cost, delegation of responsibility, ethical issues, communication, rumor control.	Aware of some issues in implementation of change but may ignore some.	Shows little awareness of the issues affected during implementation process.	Pays little attention to the implementation process and has no awareness of issues which can arise.	
Evaluates and institutionalizes changes	Recognizes a need to follow-up and determine if change efforts have resulted in positive outcomes in most of all the areas of concern. Institutes processes to solidify changes and tweak the process if needed.	Recognizes need to check on positive outcomes and solidify changes but reviews only a few areas of concern.	Notes need to check on positive outcomes, but does not include plan for doing so or for solidifying changes	No recognition of the need for evaluation and institutionalizing changes	
Student's Score = Sum of Points / Number of Dimensions					

Rubric for Oral Communication in a Graduate Program

Levels of Achievement

Criteria	3 Sophisticated	2 Competent	1 Not Yet Competent
<i>Organization</i>	Presentation is clear, logical, and organized. Listener can follow line of reasoning.	Presentation is generally clear and well organized. A few minor points may be confusing.	Listener can follow presentation only with effort. Some arguments are not clear. Organization seems haphazard.
<i>Style</i>	Level of presentation is appropriate for the audience. Presentation is a planned conversation, paced for audience understanding. It is not a reading of a paper. Speaker is clearly comfortable in front of the group and can be heard by all.	Level of presentation is generally appropriate. Pacing is sometimes too fast or too slow. The presenter seems slightly uncomfortable at times, and the audience occasionally has trouble hearing him/her.	Aspects of presentation are too elementary or too sophisticated for audience. Presenter seems uncomfortable and can be heard only if listener is very attentive. Much of the information is read.
<i>Use of communication Aids (e.g., Transparencies, Slides, Posters, Handouts, Computer-Generated Materials)</i>	Communication aids enhance the presentation. They are prepared in a professional manner: <ul style="list-style-type: none"> Font on visuals is large enough to be seen by all. Information is organized to maximize audience understanding. Details are minimized so that main points stand out. 	Communication aids contribute to the quality of the presentation. Font size is appropriate for reading. Appropriate information is included. Some material is not supported by visual aids.	Communication aids are poorly prepared or used inappropriately. Font is too small to be easily seen. Too much information is included. Unimportant material is highlighted. Listeners may be confused.
<i>Content</i>			
<i>Depth of Content</i>	Speaker provides accurate and complete explanation of key concepts and theories, drawing upon relevant literature. Applications of theory are included to illuminate issues. Listeners gain insight.	For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications are included.	Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice. Listeners gain little from presentation.
<i>Accuracy of Content</i>	Information (names, facts, etc.) included in the presentation is consistently accurate.	No significant errors are made. Listeners recognize any errors to be the result of nervousness or oversight.	Enough errors are made to distract a knowledgeable listener, but some information is accurate. The presentation is useful if the listener can determine what information is reliable.
<i>Use of Language</i>			
<i>Grammar and Word Choice</i>	Sentences are complete and grammatical, and they flow together easily. Words are chosen for their precise meaning.	For the most part, sentences are complete and grammatical, and they flow together easily. With a few exceptions, words are chosen for their precise meaning.	Listeners can follow the presentation, but they are distracted by some grammatical errors and use of slang. Some sentences are incomplete/halting, and/or vocabulary is somewhat limited or inappropriate.
<i>Freedom from Bias (e.g., Sexism, Racism, Ageism, Heterosexism, etc.)</i>	Both oral language and body language are free from bias.	Oral language and body language are free from bias with one or two minor exceptions.	Oral language and/or body language includes some identifiable bias. Some listeners will be offended.
<i>Personal Appearance</i>	Personal appearance is completely appropriate for the	Personal appearance is generally appropriate for the	Personal appearance is inappropriate for the occasion

	occasion and the audience.	occasion and audience. However, some aspects of appearance reflect lack of sensitivity to nuances of the occasion or expectations of the audience.	and audience.
<i>Responsiveness to Audience</i>			
Verbal Interaction	Consistently clarifies, restates, and responds to questions. Summarizes when needed.	Generally responsive to audience comments, questions, and needs. Misses some opportunities for interaction.	Responds to questions inadequately.
Body Language	Body language reflects comfort interacting with audience.	Body language reflects some discomfort interacting with the audience.	Body language reveals a reluctance to interact with audience.

Rubric for Teamwork

Levels of Achievement

Criteria	4 Exemplary	2 Satisfactory	0 Unacceptable
Group Functioning			
<i>Attending</i>	Most, if not all, members attend the meetings.	Most members are present at most meetings. When members have to be absent, they inform and/or seek the agreement of the team.	Many members frequently miss meetings and do not inform the team.
<i>Participating</i>	There is a clear definition of tasks to be accomplished, anticipating future needs. All members take an active role. Tasks are defined by the group and assigned to all members. The team engages in follow-up activities to monitor progress.	Tasks are defined informally, and most but not all members understand them. Most members contribute. Follow-up is sporadic.	Tasks are not defined, and few members participate actively. There is no follow-up.
<i>Defining Members' Roles</i>	Every member's role on the team is defined and understood by all. Each team member can explain the role of others.	Members' roles are defined informally and may not be completely understood by all. Some members may not be able to explain the role of others.	There is little understanding of who does what.
<i>Making Collective Decisions</i>	Clear procedures for making decisions are established and documented. Decisions, the process by which they were made, and the involvement of members are also documented.	Decision-making procedures are established informally, leading to inconsistency in implementation and a failure to involve all members in decision-making.	Because there is no decision-making process, decisions are made by individuals, and they do not reflect the thinking or the desires of the team.
<i>Team Member Support</i>	Every team member is treated with respect. All members listen to all ideas. The work of each person is acknowledged. Members feel free to seek assistance from others to ask questions.	There is a general atmosphere of respect for team members, but some members may not be heard as much as others. Acknowledging others' work is serendipitous rather than planned. Some members may not feel free to turn to others for help.	The team atmosphere is competitive and individualistic rather than cooperative and supportive.

Oral Presentation Rubric

Presenter's Name: _____ Date: _____

Total Score: _____

	Distinguished	Intermediate	Novice
Volume 10	Presenter is easy to hear. 10	Audience is able to hear as a whole, but there are times when volume is not quite adequate. 5	Presenter is difficult to hear. 0
Rates 10	Rates of speech are appropriate. 10	Speaker may at times seem like s/he is rushing or exaggerating pauses. 5	The rates of speaking are too slow or too fast. 0
Mannerisms 10	Speaker makes eye contact with everyone and has no nervous habits. Speaker has excellent posture. 10	Eye contact may focus on only one member of the audience or a select few members. Mildly distracting nervous habits are present but do not override the content. 5	Very little eye contact is made with the audience. It may sound like the speaker is reading the presentation. Nervous habits that distract the audience are present. 0
Engagement 10	Presentation involves audience, allowing time for audience to think and respond. 10	Audience is involved but inadequate processing or response time is provided. 5	Speaker does not involve audience. 0
Organization 20	Presentation is well organized with a beginning, middle, and end. There is a strong organizing theme, with clear main ideas and transitions. 20	Speaker loses train of thought, does not stay with the the proposed outline, or connections are attempted but not made clear for the audience. 10	Presentation shows little organization, unclear purpose, and/or unclear relationships or transitions. 0
Content 20	Information is complete and accurate. Clear evidence of research. 20	Research component is less evident than in distinguished category or resources are present but less than adequate for assignment. 10	Details and examples are lacking or not well chosen for the topic or audience. Lacks evidence of research. 0
Visual Aids/Handouts 10	Visual aids are well done and are used to make presentation more interesting and meaningful. 10	Visuals are adequate but do not inspire engagement with the material. 5	Very little or poor use of visual materials. No handouts provided. 0
Length 10	Appropriate length. Clear summary is provided. Audience is involved in synthesizing the information. 10	Time is appropriately used, but may run slightly over or under allotted time and/or information is not tied together or conclusion is inadequate. 5	Presentation lacks conclusion and/or time is not appropriately used. 0

Comments: _____

Rubric Examples

California State University, Chico

College of Business

Oral Presentation Rubric- Guidelines for Assessment

(Final version as of 4/13/05)

PRESENTATION TRAITS	UNACCEPTABLE	ACCEPTABLE	SUPERIOR
Body Language	Appears nervous or distracted. Paces, fidgets, or sways. Poor use of hands (e.g., jiggles, taps or plays with something). Body language distracts from presentation.	Appears slightly nervous, but it doesn't interfere with the presentation. Occasional use of meaningful hand gestures. Body language needs some improvement but it doesn't significantly distract from the presentation.	Appears confident, poised and comfortable. Is relaxed and in control. Body language (e.g., posture, facial expressions, gestures) enhances the presentation. Good use of appropriate hand gestures to emphasize points.
Eye Contact	Reads speech directly from notes or visual aids (e.g., PowerPoint). Little to no eye contact with the audience.	Occasionally refers to notes or visual aids. Sometimes fails to make eye contact with audience.	Never or rarely glances at notes or visual aids. Consistently makes eyes contact with audience.
Vocal Presentation and Tone	Speaks too fast or too slow. Halting, uneven pace. Volume inappropriate. Giggling or other inappropriate vocal behaviors interfere with the message. Extremely monotone, ineffective tone. Tone is unprofessional and disrespectful of the audience. Complete lack of enthusiasm.	Articulation, volume, pace, and pronunciation are acceptable. Slightly monotone. Tone is acceptable, but somewhat casual for a professional business presentation. Somewhat lacking in enthusiasm and assertiveness.	Articulation, volume, pace, and pronunciation are excellent. Fluid, natural delivery. Excellent vocal tone. Tone is professional. Enthusiastic and assertive.
Attire	Attire is inappropriate for type of presentation. Attire distracts from the quality of the presentation.	Attire is appropriate for type of presentation.	(N/A)
Word Choice	Uses clichés, slang, jargon, racist, or sexist language. Word choice is inappropriate and exhibits bias.	No inappropriate language. No apparent bias.	Word choice illustrates grasp of content and enhances presentation.
Use of Visual Aids	Visual aids missing, inappropriate, or poorly designed and executed. Visual aids have errors, are difficult to read, and don't enhance the presentation. Visual aids not properly integrated into presentation.	Visual aids are adequate but could be improved. Easy to read and informative, but not outstanding. No significant errors. Adequate integration of visual aids.	Visual aids are easy to read, attractive, informative and error free. Visual aids greatly enhance the presentation. Excellent integration of visual aids.
Organization	Information presented in a disorganized manner. Abrupt transitions from one topic to another with no clear transition or logic. Does not appear prepared or practiced. <u>If appropriate</u> : Lacks a clear introduction and conclusion.	Information organized and presented adequately. Minor problems with topic transitions or logical flow. <u>If appropriate</u> : Introduction and conclusion are clear, but not used effectively.	Information presented in an organized, logical fashion. Obviously prepared and practiced. <u>If appropriate</u> : Has an effective introduction and conclusion.
Support/evidence	Much too general or anecdotal. Insufficient use of evidence to support key points. Lacks appropriate source citations.	Adequate use of specifics and evidence. Sources cited appropriately.	Excellent details. Uses multiple forms of evidence to support key points. Sources cited appropriately.

California State University, Chico
College of Business
Oral Presentation Rubric: Assessment Checklist and Comments

Course Instructor: _____

Date of Evaluation: _____

Course Time: _____

Evaluator: _____

Group # _____ (For ease of tracking purposes, it will be helpful if we number each group according to their order of appearance, e.g. Group #1, then Group #2.)

Presenter: _____ (Please put in presenter's name and/or use a number to indicate the person's order of appearance within the group.)

Using the guidelines from the oral presentation rubric, please rate each of the following. In addition, please make comments that identify strengths and weakness of the presenter.

Traits	Ratings		
	Unacceptable (1)	Acceptable (2)	Superior (3)
Body Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eye Contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocal Presentation and Tone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attire	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Word Choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of Visual Aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support/evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rubric Examples

Diversity Rubric
Advisor Guide : Learning Outcome and Rubric
Student Leader Learning Outcomes

DEFINITION OF DIVERSITY:

The inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community. The characteristics can include, but is not limited to: age, background, citizenship, disability, education, ethnicity, family obligations, gender, geographical location, language, marital status, military experience, political views, race, religion, sexual orientation, socio-economic status, and work experience.

OUTCOMES:

- Student will differentiate between individual differences, cultural differences, and universal similarities
- Student will empathize and connect with individuals different from themselves.
- Student will use knowledge of similarities and differences between people to make sensitive and appropriate decisions

RUBRIC COMPONENTS WERE ADAPTED AND/OR TAKEN FROM:

1. Chavez, A. F., Guido-DiBrito, F., & Mallory, S. L. (2003). Learning to value the “other”: A framework of individual diversity development. *Journal of College Student Development*, 44(4), 453-469.
2. King, P. M., & Baxter Magolda, M. B. (2005). A developmental model of intercultural maturity. *Journal of College Student Development*, 46(6), 571-592.
3. Pope, R. L., & Reynolds, A. L. (1997). Student affairs core competencies: Integrating multicultural awareness, knowledge, and skills. *Journal of College Student Development*, 38(3), 266-277.

EXAMPLES:

Internal Diversity Issues - topics/events/interactions dealing with diversity issues that occur internal to the organization such as discussions, interactions involving leaders/committee members/advisors, etc.; can be conflicts or just subjects that are addressed at some point.

Possible Scenario with Internal Diversity: A student leader encounters a member of the organization who is gay. The student leader does not agree with homosexuality. The following are some of the things you, as the advisor, may observe from this student leader:

Level 1—The student leader hears a rumor than the member in question is gay and asks other members of the organization if the rumor is true.

Level 2—The student leader confirms the rumor and begins to avoid the gay member, ignores communication from the member, and/or deliberately excludes the member from activities or information sharing.

Level 3—The student leader begins to talk about the situation with other members of the organization and/or the advisor to gather opinions on the matter. The student leader may express the awareness that homosexuality goes against what s/he was taught or believes.

Level 4—The student leader approaches the gay member and begins to ask questions about sexual orientation.

Level 5—The student leader resumes regular interaction with the gay member. The interaction exhibits increasing acceptance of the individual (but not necessarily the sexual orientation issue).

External Diversity Issues - topics/events/interactions dealing with diversity issues that occur external to the organization such as programs directed to specific audiences, service projects working with different populations, interactions between organizations, etc.; can be conflicts or just subjects that are addressed at some point.

Possible Scenario with External Diversity: A student organization President is told that the organization needs to recruit more students from different racial and ethnic backgrounds. The following are some of the things you, as the advisor, may observe from the President:

Level 1—The President does not understand why having diverse members is important.

Level 2—The President questions why there should be distinctions between races. May express the belief that “We are all Aggies”.

Level 3—The President acknowledges that there is some merit in recruiting diverse members and willingly drops off membership applications to specific students and groups.

Level 4—The President seeks initial interactions with diverse students to promote the organization. This may involve speaking to specific individuals or groups to encourage their applications.

Level 5—The President seeks deeper feedback to understand why diverse students may not be attracted to the organization. This may involve meeting with individuals or groups to have that particular dialogue or conducting focus groups.

This rubric assumes that “others” are individuals with characteristics different from the person being evaluated.

Diversity Rubric
Advisor Guide : Learning Outcome and Rubric
Student Leader Learning Outcomes

ACHIEVING INTEGRATION RUBRIC	Level I : Unawareness (1)	Level II : Dualistic Awareness (1)	Level III : Questioning/Self-Exploration (1)	Level IV : Risk Taking (1)	Level V : Integration (1)
Cognitive and Interactive Components of Achieving Integration in Diversity Issues	<ul style="list-style-type: none">• Does not express an awareness of others (1)• Assumes knowledge is certain (2)• Interacts mainly with individuals with similar identities to self (2)• Individual may not consciously recognize or react to particular types of differences, even when experiencing them (1)	<ul style="list-style-type: none">• Expresses superiority to others (1)• Categorizes knowledge claims as right or wrong (2)• Is naïve about different cultural practices and values (2)• Resists challenges to one’s own beliefs (2)• Views differences as a threat to self-identity (2)• Expresses awareness of how social systems affect group norms (2)• Aware that the other exists but does not validate, affirm, or choose to become involved with the other (1)• Unlikely to question own beliefs or characteristics (1)• If contact with the other is chosen, it may be to point out wrong behavior, correct behavior, or remove others from the environment (1)	<ul style="list-style-type: none">• Questions own experience in relation to others’ experience (1)• Acknowledges multiple perspectives (2)• May express tension between previously held beliefs and contradictory beliefs from others (2)• Recognizes that personal experiences and beliefs is a starting place for understanding others (3)• Expresses awareness of their own background and how it affects their world view, values, and assumptions (3)• Expresses willingness to learn about diverse cultures (i.e., history, traditions, values, customs, resources, issues) (3)• Ability to accurately assess their own multicultural skills, comfort level, growth, and development• Engages in interactions where multiple perspectives exist (2)• Expresses awareness of intergroup differences and similarities in terms of social identities (2)• Has some conflict or meaningful encounter with the other (3)• May use observation, conversations, or media to gain more insight into others (1)	<ul style="list-style-type: none">• Exhibits a willingness to critically explore claims of knowledge concerning differences (2)• Recognizes legitimacy of similarities and differences within and between cultures and groups (2)• Considers social identities in a broader context (2)• Recognizes that learning about others is necessary (3)• Exhibits a willingness to challenge own beliefs, assumptions, and biases (3)• Acknowledges that they, as individuals, do not have all the answers regarding differences (3)• Exhibits an ability to assess the impact of cultural differences on interactions (3)• Exhibits a willingness to reach out to others (1)• Begins to implement strategies for positively impacting group norms and intergroup relations (2)• Effectively communicates across individual differences (3)• Individuals face both their own discomfort and the very real possibility of rejection by those closest to them (1)• Face the dilemma of understanding others without compounding societal stereotypes (1)• May “try on” someone else’s differences (1)• May begin to advocate for others (1)• Willingly interacts with diverse others (2)	<ul style="list-style-type: none">• Commitment and interest in self and others (1)• Validates others’ experiences and/or beliefs (1)• Exhibits understanding of the way cultural differences affect communication (3)• Engages in interactions that are based on understanding and appreciation for differences (2)• Willingness to advocate and provide for others (2)• Ability to openly discuss cultural differences and issues (3)• Ability to gain the trust and respect of individuals who are different from themselves (3)• Develops positive congruency between thought and behavior (1)• Increasingly able to interact confidently with others (1)• Ability to affirm choices and beliefs different from their own (1)
Possible Interventions	Students in this level may benefit from activities that facilitate reflection on more familiar differences such as religion, body type, personality, and personal habits (1)	Students in this level may benefit from facilitated analysis of multiple perspectives (i.e., identifying benefits and limitations of an issue) (1)	Students in this level may benefit from journaling, small group discussions, or exploring new sources of information (1)	Students in this level may benefit from encouragement to explore differences such as study abroad, learning communities, diversity courses, training, and service projects (1)	

Diversity Rubric

	4	3	2	1
<p>6. Demonstrate knowledge of both global and American cultural diversity, including races, religions, subcultures, and ethnicities.</p> <ul style="list-style-type: none"> Understand that all individuals and cultures are not alike. 	<p>Demonstrates extensive knowledge and awareness of cultural elements and influences of several different groups of people, including his or her own. Can acknowledge even subtle similarities and differences in cultures.</p>	<p>Demonstrates substantial knowledge and awareness of cultural elements and influences of several different groups of people, including his or her own.</p> <p>Acknowledges some similarities and differences in cultures.</p>	<p>Demonstrates basic knowledge and awareness of cultural elements and influences of several different groups of people, including his or her own.</p> <p>Acknowledges the most obvious similarities and differences in cultures.</p>	<p>Is unaware of or refuses to acknowledge differences among individuals or groups of people.</p> <p>Refuses to acknowledge similarities and differences in cultures.</p>
<ul style="list-style-type: none"> Display tolerance for the ideas and perspective of others 	<p>Consistently recognizes stereotyping and bias as an oversimplified view of others.</p> <p>Can articulate in a reasonable manner similarities and/or differences between his or her own culture and/or the culture of others.</p> <p>Exhibits a strong ability to articulate contradictory ideas or perspectives.</p>	<p>Sometimes recognizes stereotyping and bias as an oversimplified view of others.</p> <p>Articulates basic similarities and/or differences between his or her own culture and/or the culture of others.</p> <p>Can articulate contradictory ideas or perspectives.</p>	<p>Fails to recognize or often resorts to stereotyping and bias when dealing with others.</p> <p>Articulates only obvious similarities and/or differences between his or her own culture and the culture of others.</p> <p>Makes an attempt to articulate contradictory ideas or perspectives.</p>	<p>Judges people and ideas based on stereotyping and bias.</p> <p>Dismisses as incorrect or even perspectives other than his or her own.</p> <p>Is incapable of articulating ideas or perspectives other than his or her own.</p>
<ul style="list-style-type: none"> Use the knowledge, attitudes, and skills gained through their understanding of individual and cultural diversity to communicate, work, and make decisions with people of other backgrounds. 	<p>Identifies all stakeholders in a situation.</p> <p>Consistently considers other points of view and incorporates relevant viewpoints when communicating with others.</p> <p>Works successfully with people whose background or viewpoints differ from his or her own.</p> <p>Consistently makes decisions that consider and allow for the perspective and concerns of those involved.</p>	<p>Identifies most stakeholders in a situation.</p> <p>Sometimes considers other points of view and incorporates relevant viewpoints when communicating with others.</p> <p>Sometimes makes decisions that consider and allow for the perspective and concerns of those involved.</p>	<p>Identifies most obvious stakeholders in a situation.</p> <p>Rarely considers other points of view and incorporates relevant viewpoints when communicating with others.</p> <p>Rarely makes decisions that consider and allow for the perspective and concerns of those involved.</p>	<p>Fails to communicate or work cooperatively with people whose background or viewpoints differ from his or her own.</p> <p>Makes decisions based on self-interest and a narrow understanding of the world.</p> <p>Seldom makes decisions that consider and allow for the perspective and concerns of those involved.</p>

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Test Image Map

Working
Definitions of
Major and
General

Diversity Rubric

Awareness of Diverse Individuals and Cultures Competency (General Education)

Student Name:

Definition: Students will develop an appreciation of human and cultural differences through a deeper understanding of the world they inhabit.

Performance Factor	4	3	2	1
Knowledge and comprehension	<p>●</p> <p>Incorporates a broad perception of cultural diversity including age, race, gender, ethnicity, nationality, etc.; communicates insight and ownership of a personal meaning of diversity</p>	<p>●</p> <p>Discusses two or three perceptions of diversity in a mixture of personal ideas and some clichés</p>	<p>●</p> <p>Singular perception of diversity that seems to be influenced solely by clichéd ideas</p>	<p>●</p> <p>No perception of cultural diversity or of its meaning</p>
Application and demonstration of individual understanding	<p>●</p> <p>Demonstrates personal growth and a commitment to the positive practice of diversity in personal and/ or professional life</p>	<p>●</p> <p>Demonstrates personal growth and a positive practice, but not a commitment to diversity in personal and/ or professional life</p>	<p>●</p> <p>Superficial demonstration of diversity in personal and/ or professional life</p>	<p>●</p> <p>No acknowledgement, demonstration or application of diversity in personal and/or professional life</p>



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Analysis and
synthesis



Examines diversity issues, using college experience as a basis and has created significant changes in attitudes toward diversity in personal and/ or professional life



Examines diversity issues using college experience as a basis, and has created some changes in attitude toward diversity in personal and/ or professional life



Examines diversity issues using college experience as a basis, but has not created changes in attitudes toward diversity in personal and/ or professional life



Does not examine diversity issues using college experience as a basis, nor created changes in attitudes toward diversity in personal and/or professional life

Evaluation



Evaluates, assesses, and rates the impact of college experience regarding diversity and its influence on personal and/or professional life



Evaluates and assesses the impact of college experience regarding diversity and its influence on personal and/or professional life



Evaluates the impact of college experience regarding diversity and its influence on personal and/or professional life



Does not evaluate the impact of college experience regarding diversity and its influence on personal and/or professional life

Comments:

Submit

Reset

<http://www.cnm.edu>

Cultural Diversity & Global Perspective Competencies
Draft 2 Revision – 9 October 2006

	Cultural Diversity	Global Perspective¹
Definition	Education for a basic understanding of the experiences and worldviews of people from diverse backgrounds in our communities. Understanding how differences affect people working together in school, work, and their community. Diversity includes: race, ethnicity, gender, sexual orientation, nationality, disability, religion or spiritual beliefs and any other traits that set an individual or group apart from others.	“Education for a global perspective is that learning which enhances the individual’s ability to understand his or her condition in the community and the world and improves the ability to make effective judgements.” This includes studying: nations, cultures, civilizations (including the US), interactions between civilizations. Focus should be placed on understanding how these groups are interconnected and change and how each person is involved in those processes. (Robert G. Hanvey)
Primary Traits basic	Identification of Diversity: Identify diversity of ideas and practices in society and how they affect biases and assumptions in human interactions.	State of the Planet: demonstrates an awareness of general world conditions and development. This includes but isn’t limited to: geography, population growth/change, migration, socio-economics, resource availability and usage, politics, health, inter-group conflicts, etc.
Intermediate	Causes of Diversity and Disparities: Explain major cultural, historical, and geographical issues that shape the diversity of perceptions and behaviors in one’s own society or communities.	Knowledge of Global Dynamics: “comprehension of key traits and mechanisms of the worldsystem, with emphasis on theories and concepts that may increase intelligent consciousness of global change.”
advanced	Application of Knowledge: Apply the knowledge of diversity issues to understand, adapt, and effectively interact with people from different backgrounds at work, school, and in their community.	Awareness of Human Choices: “awareness of the problems and choice confronting individuals, nations, and the human species as consciousness and knowledge of global system expands.”
Rubric Ideas	<ul style="list-style-type: none"> • 6 scenarios w/ short answers • Embedded assessment 	<ul style="list-style-type: none"> • Basic: multiple choice, matching ... • Int & Adv: 2 short answers each • Embedded assessment

¹ Definition of outline primary traits are adapted from Robert G. Hanvey, *An Attainable Global Perspective*. Note that there is a general overlap with the primary traits defined by the “TVI” faculty in the past, but that Hanvey’s definitions are more concise and try to eliminate overlap between primary traits.

Cultural Diversity Rubric – Draft 2

Definition: Education for a basic understanding of the experiences and worldviews of people from diverse backgrounds in our communities. Understanding how differences affect people working together in school, work, and their community. Diversity includes: race, ethnicity, gender, sexual orientation, nationality, disability, religion or spiritual beliefs and any other traits that set an individual or group apart from others.

	0 - Inadequate	7 - Adequate	14 - Proficient	21 - Exemplary
Identification of Diversity: Identify diversity of ideas and practices in society and how they <i>affect biases and assumptions</i> in human interactions.	Unaware and does not recognize differential treatment of people	Identifies biases, etc but does not discuss causes or results.	Analyzes potential reasons why biases exist and how this effects people and results in differential treatment.	Evaluates and applies their knowledge of biases to both their own life and the life of others.
Causes of Diversity and Disparities: Explain major cultural, historical, and geographical issues that <i>shape the diversity of perceptions</i> and behaviors in one's own society or communities.	Unaware of any cultural, historical or geographical issues affect human cultural diversity.	Recognizes that cultural, historical or geographical issues shape people's behavior & viewpoints. However, they do not analyze how or why these issues have an impact nor do they recognize that they have been personally impacted.	Analyze how these issues alter people's perceptions of the world and how their own cultural perceptions have been affected.	Evaluates, and applies their knowledge of how various causes of diversity and disparities affect their own and other's behaviors.
Application of Knowledge: Apply the knowledge of diversity issues to understand, adapt, and effectively <i>interact with people</i> from different backgrounds at work, school, and in their community.	Fails or denies to acknowledge that cultural differences affect personal interactions	Acknowledges that cultural differences affect personal interactions but doesn't understand why or how.	Limited recognition of how & why diversity issues affect interactions between people	Can utilize their knowledge of diversity issues to evaluate how these affect personal interactions and to create positive interactions between people with different backgrounds.

DIVERSITY AWARENESS RUBRIC

Essay # _____

1. In assessing the diversity essay, the writer identified the following dimensions of diversity:

Race	
Ethnicity	
Sex	
Gender	
Disability	
Age	
Sexual Orientation	
Religion	
Other (please specify):	
Total Checks	

2. Taken in its entirety, the essay on diversity:

		Yes	No
1	Recognizes the legitimacy of the concept of diversity (i.e., diversity is not “just being PC.”)	1	2
2	Recognize an immediate instrumental value of diversity (i.e., opens international markets)	1	2
3	Relates an enhancement in perspective that resulted from an understanding and appreciation of diversity	1	2
4	Exhibits an understanding and appreciation of diversity through their social interactions with people different from themselves	1	2
5	Identifies central themes was related to diversity	1	2
	Totals		

Rubric Examples

Multicultural/Diversity Lesson Plan Rubric

This rubric may be used for any lesson that a teacher candidate plans and implements *before or during their student teaching experience* that has a multicultural emphasis. The teacher candidate designates which lesson will be assessed using this rubric. Teacher candidates who receive an unsatisfactory rating on any of the indicators will be expected to redo or design a new lesson until they score a minimum of "developing" on all indicators.

Component #1 – MC/D objectives: The objective(s) is/are grounded in multiculturalism and diversity and is/are related to moral virtues 1, 4, and 6 of Teacher Education’s conceptual framework *Realizing the Democratic Ideal*.

Unsatisfactory	Developing	Proficient
Objective(s) is trivial or absent (e.g. food day, making African beads; no mention of culture, race, class, gender, sexual orientation, linguistic differences, ethnicity, religion, exceptionality)	Objective(s) involve(s) factual information about cultures but does not address human interaction and understanding	Objective(s) center(s) on human interaction and understanding.
Stereotypes and/or bias present in objectives	No stereotypes/bias evident in objectives	Conscious effort made to overcome/counteract stereotypes and bias
Objective(s) minimize or ignore differences related to diversity/multiculturalism.	Objective(s) reflect a ignore differences related to general acceptance of diversity/multiculturalism differences.	Objective(s) respect, affirm, and celebrate individual differences with regard to diversity/multiculturalism

Component #2 - Implementation: The teacher candidate effectively delivers the lesson.

Unsatisfactory	Developing	Proficient
Students show no evidence of understanding that the lesson includes multicultural/diversity concepts	Students understand the lesson includes multicultural issues	Students are able to articulate concepts related multiculturalism/diversity
Most students appear to be disinterested in the lesson	Some students show active involvement	Most students are actively participating in the lesson
Teacher candidate falls to use language that values and includes groups and individuals that are pertinent to the content of the lesson.	Teacher candidate uses language that values and includes most groups and individuals connected to the lesson.	Teacher candidate uses language that values and includes all groups and individuals connected to the lesson.
The content of the lesson and the multicultural/ diversity emphasis are disconnected.	Connections between the content of the lesson and the multicultural/diversity emphasis are apparent.	The multicultural emphasis is infused/embedded within the content of the lesson.

When English Language Learners are present in the classroom, the following indicator also applies:

Unsatisfactory	Developing	Proficient
Learning assistance* for non-English speaking students is inappropriate, unreasonable, or nonexistent.	More than one differing mode of assistance is applied	Learning assistance is available in different formats appropriate for classroom needs.

* Learning assistance techniques:

- Focus on functional language, vocabulary, and literacy
- Identifying English words through analogy
- Group response techniques
- Partner or small group work
- Multi-sensory presentation of key terms
- Incorporation of students' background knowledge Pre-reading techniques (e.g. SQ3R)
- Use of manipulatives, pictures, multi-media, and demonstration
- Use of adapted text, graphic organizers, outlines, highlighted texts, tape-recorded text

Component #3 - Rationale/Reflection: During the conference with the supervisor/professor who evaluates the lesson, the teacher candidate is able to articulate, either in writing or by conversation, how the content, activities, and assessment of the lesson relate to multiculturalism and diversity concerns.

In addition, the student's work is representative of ISU's conception of multicultural education:

**Multicultural education is a structured process designed to foster understanding, acceptance, and constructive relations among people of many different cultures. Ideally, it encourages people to see different cultures as a source of learning to respect diversity in the local, national, and international environment. It stresses cultural, ethnic, racial, and linguistic differences, and includes socio-economic differences (urban, rural, age/youth, worker/middle class), sex and religious differences, and awareness of one's own cultural heritage, and understanding that no one culture is intrinsically superior to another; secondly, to acquiring those skills in analysis and communication that help one function effectively in multicultural environments. Stress is placed on experiencing cultural differences in the classroom and in society, rather than simply studying about them. Multicultural education is not just a set of ethnic or other area study programs, but an effort to demonstrate the significance of similarities and differences among culture groups and between individuals within those groups (Pusch).

Unsatisfactory	Developing	Proficient
The connection between such topics as race, class, gender, and religion and the lesson content are forced, superficial, or absent.	The teacher candidate articulates how the content of the lesson relates to issues of multiculturalism/diversity.	The teacher candidate makes multiple connections between multicultural/ diversity issues and the content of the lesson.

****Note: this definition came out of the work of the College of Education Task Force on Multiculturalism - Fall of 1994.**

Teacher candidates will pass this assessment if they have a minimum evaluation of developing in each category.

(May 01, 2003)

GGC1000:Rubrics:Diversity Paper

From GGCWiki

Diversity Paper Rubric GGC 1000 Fall 2007				
	4pts.	3pts.	2pts.	1pt
Content	<p>Paper is reflective of personal cultural growth based on interview of a student, faculty or other member of a different cultural or lifestyle background.</p> <p>Student identifies areas of personal growth Reflection should include a discussion of the value of diversity and the benefit of living in a diverse learning community.</p>	<p>Paper includes interview information to support personal cultural diversity views.</p>	<p>Paper does not reflect personal growth of diversity perspective.</p> <p>Paper is well organized and generally reports information but lacks depth of personal comparison</p>	<p>Paper is reflective of previous personal perspectives and never refers to personal views and never presents personal information that supports this integrated approach.</p>
Research	<p>Interview of a student, faculty, or other member of a different cultural or lifestyle background.</p>	<p>Paper is well organized and generally reports information but lacks depth of personal</p>	<p>Information is limited to basic interview information without personal assessment.</p>	<p>Paper is lacking in depth of research or is based on inappropriate cultural questions.</p>

	Interview should reflect appropriate cross cultural interview questions.	comparison and perspective development		
Format	Paper should be well organized and demonstrate appropriate use of English and grammar. No major mistakes in either area.	Paper contains a variety of English and grammar errors but is able to articulate personal ideas.	Paper contains mistakes in topic development, data perspective, and English grammar.	Paper contains multiple mistakes in English, grammar, or personal expression.

Retrieved from "http://wiki.ggc.usg.edu/mediawiki/index.php/GGC1000:Rubrics:Diversity_Paper"

- This page was last modified 15:10, 13 September 2007.

Thinking Globally-Diversity Standard Scoring Rubrics

Class _____

Truly Global in perspective **Y / N**

	0	1	2	3	Rating
Global knowledge & skill	Not addressed	Describes differences between groups. Preferably, should extend beyond western differences.	Analyzes differences based on theoretical constructions and proposes possible reason for the differences.	Compares characteristics of the student's own circumstances and the circumstances of others.	
Skills of the heart	Not addressed	Recognizes and accepts differences between self and others without feeling that differences are automatically wrong.	Recognizes and appreciates the value and significance of other cultures and their people.	Empathizes with the people of another culture, seeing them from their own point of view without romanticizing.	
Contingency of "Knowledge"	Not addressed	Understands that people from other cultures have a different worldview and see things differently because of their cultural origins.	In addition, identifies his or her personal presuppositions and worldview.	In addition, re-examines personal categories used to analyze other cultures and adjusts them.	
Relationship to Christian Action	Not addressed	Recognizes global issues of distributive justice and/or the opportunities and challenges of inter-religious dialogue.	Understands the relationship between such global issues and the living out of a Christian life.	Demonstrates a commitment to specific actions or changes in life style on the basis of that understanding.	
Notes and observations					

Rubric Examples

Thinking Globally-Diversity Standard Expanded Rubric

General definition of scores

It is understood that the scores are intended to be cumulative. In particular, the personal engagement of level three is to be based on the intellectual competency/work entailed in the first two levels.

0. No (breadth or depth of) understanding/appreciation and/or commitment and/or examples.
1. Some (breadth or depth of) understanding/appreciation and/or commitment.
Weak examples
2. Much (breadth and depth of) understanding/appreciation and/or commitment.
Relevant examples.
3. (Relatively) complete (breadth and depth of) understanding and/or commitment.
Cogent examples clearly connected to the point.

Definitions of categories

Global knowledge and skills:

1. **Describes** differences between groups. Should include western vs. non-western differences. *For example*, subsistence farmers in the Amazon habitually burn jungle to plant crops and then move on.
2. **Analyzes** differences based on theoretical constructions and proposes possible reason for the differences. *For example*, the patterns of subsistence farmers in the Amazon may be the result of familial patterns of behavior, the lack of education and resources that would enable them to change familiar patterns, and the lack of infrastructure that could provide food at a reasonable cost from areas where it could be grown with less ecological impact.
3. **Compares** characteristics of the student's own circumstances and the circumstances of others. *For example*, because I do not have to deal with the issue of obtaining food on a daily basis, I am likely to give attention to more personal issues such as finding meaningful work; issues that are not even considerations for others.

Skills of the heart:

1. **Recognizes and accepts** differences between self and others without feeling that differences are automatically wrong. *For example*, even though showing the soles of my feet to another is not a problem for me, I would not want to offend others by doing so in a Southern Asia or Middle Eastern context.
2. **Recognizes and appreciates** the value and significance of other cultures and their people. *For example*, I appreciate the high value placed on family in Mexican culture.
3. **Empathizes** with the people of another culture, seeing them from their own point of view without romanticizing. *For example*, even though I would not make the choice, I understand why a child in another culture would accept the spouse chosen for them by their family.

Contingency of "Knowledge"

1. **Understands** that people from other cultures have a different worldview and see things differently because of their cultural origins. *For example*, Ibos emphasize family and clan as their core source of identity.
2. **In addition, identifies** personal presuppositions and worldview. *For example*, I come from a far more individualistic culture and so understand my identity as rooted in my personal beliefs, achievements, ...
3. **In addition, re-examines** personal categories used to analyze other cultures and **adjusts** them to them in the field of study. *For example*, my understanding of family and identity is largely shaped by my culture. The concept of family is far more extensive in Ibo culture and the word “identity” does not make much sense as “independent, self-sufficient individual.”

Relationship to Christian Action (justice, inter-religious dialogue):

1. **Recognizes** global issues of distributive justice and/or the opportunities and challenges of inter-religious dialogue. *For example*, the essay includes an example of disparate resource distribution and consumption.
2. **Understands** the relationship between such global issues and the living out of a Christian life. *For example*, the essay speaks to the relationship between the Biblical mandate to care for the poor and the existence of poverty in the presence of great wealth.
3. **Demonstrates a commitment** to specific actions or changes in life style on the basis of that understanding. *For example*, the paper articulates a commitment to taking specific, personal steps toward cultivating enhanced (more honest, informed, sympathetic, and civil) conversation with people from diverse religious traditions.

Fort Hays State University Graduate Diversity Case Study RUBRIC

Criteria	1 = Unacceptable	2 = Meets Expectations	3 = Above Expectations	4 = greatly Exceeds Expectations
Graduate Diversity Case Study				
1. Recognizes and Explains the nature of diversity in the community	Describes the population of the community. Articulates resources within the community to support the understanding of diversity and multicultural education including: presence of ethnic groups, languages spoken, evident global linkages, places of worship, ethnic restaurants, food stores, and community services to assist the poor, elderly or persons with disabilities.	Describes the population of the community. Articulates resources within the community to support the understanding of diversity and multicultural education including: presence of ethnic groups, languages spoken, evident global linkages, places of worship, ethnic restaurants, food stores, and community services to assist the poor, elderly or persons with disabilities. Identifies unique cultural experiences that are available as a result of growing up in the community.	Describes the population of the community. Articulates resources within the community to support the understanding of diversity and multicultural education including: presence of ethnic groups, languages spoken, evident global linkages, places of worship, ethnic restaurants, food stores, and community services to assist the poor, elderly or persons with disabilities. Identifies unique cultural experiences that are available as a result of growing up in the community. Describes community resources or industries that relate to school community linkages in multicultural education.	Describes the population of the community. Articulates resources within the community to support the understanding of diversity and multicultural education including: presence of ethnic groups, languages spoken, evident global linkages, places of worship, ethnic restaurants, food stores, and community services to assist the poor, elderly or persons with disabilities. Identifies unique cultural experiences that are available as a result of growing up in the community. Describes community resources or industries that relate to school community linkages in multicultural education. Articulates aspects of the community that hinder the schools ability to effectively address multicultural and/or diversity issues.

Rubric Examples

Fort Hays State University Graduate Diversity Case Study RUBRIC

<p>2. Understands and articulates characteristics and attributes of student populations which contribute to commonality and difference.</p>	<p>The candidate has knowledge of the school curriculum and how it relates to diversity in issues such as languages spoken, curricular emphasis, learner attributes, economic level of learners, options for special education, ESOL, Bilingual services, and learning standards (achievement).</p>	<p>The candidate has knowledge of the school curriculum and how it relates to diversity in issues such as languages spoken, curricular emphasis, learner attributes, economic level of learners, options for special education, ESOL, Bilingual services, and learning standards (achievement). The candidate will be able to use the knowledge in planning appropriate services for the learner. The candidate knows how students interact with each other on a repeated basis while in pursuit of some common goal.</p>	<p>The candidate has knowledge of the school curriculum and how it relates to diversity in issues such as languages spoken, curricular emphasis, learner attributes, economic level of learners, options for special education, ESOL, Bilingual services, and learning standards (achievement). The candidate will be able to use the knowledge in planning appropriate services for the learner. The candidate knows how students interact with each other on a repeated basis while in pursuit of some common goal. The candidate is aware of interaction patterns that provide for involving learners in interactions with a wide range of peers to dispel stereotypical attitudes.</p>	<p>The candidate has knowledge of the school curriculum and how it relates to diversity in issues such as languages spoken, curricular emphasis, learner attributes, economic level of learners, options for special education, ESOL, Bilingual services, and learning standards (achievement). The candidate will be able to use the knowledge in planning appropriate services for the learner. The candidate knows how students interact with each other on a repeated basis while in pursuit of some common goal. The candidate is aware of interaction patterns that provide for involving learners in interactions with a wide range of peers to dispel stereotypical attitudes. The candidate is aware of the formal and informal reward structure of the schools.</p>

Rubric Examples

Fort Hays State University Graduate Diversity Case Study RUBRIC

3. Recognizes and understands appropriate education options for learners from diverse backgrounds.	The candidate recognizes the array of educational options such as; regular education, special education, bilingual or English for speakers of other languages programs.	The candidate recognizes the array of educational options such as; regular education, special education, bilingual or English for speakers of other languages programs that may be appropriate for learners from diverse backgrounds.	The candidate recognizes the array of educational options such as; regular education, special education, bilingual or English for speakers of other languages programs that may be appropriate for learners from diverse backgrounds. The candidate understands the criteria for qualifying for the various options.	The candidate recognizes the array of educational options such as; regular education, special education, bilingual or English for speakers of other languages programs that may be appropriate for learners from diverse backgrounds. The candidate understands the criteria for qualifying for the various options as well as the implications of placing learners in one of the options and the impact of the placement on the learner and the parent.
4. Understands the use of assessment data for educational placement and accommodations	The candidate understands assessment data derived from instruments designed to elicit information in the cognitive, affective, psychomotor, and linguistic areas.	The candidate understands assessment data derived from instruments designed to elicit information in the cognitive, affective, psychomotor, and linguistic areas and the limitations and appropriateness of such measures.	The candidate understands assessment data derived from instruments designed to elicit information in the cognitive, affective, psychomotor, and linguistic areas and the limitations and appropriateness of such measures for addressing the issues of placement.	The candidate understands assessment data derived from instruments designed to elicit information in the cognitive, affective, psychomotor, and linguistic areas and the limitations and appropriateness of such measures for addressing the issues of placement and accommodations for learners from diverse backgrounds.

Rubric Examples

Fort Hays State University Graduate Diversity Case Study RUBRIC

5. Utilizes appropriate technology to gather and disseminate information.	The candidate uses web based resources, library resources, internet search engines, local electronic and paper resources interviews and other approaches to gather and disseminate pertinent information.	The candidate uses web based resources, library resources, internet search engines, local electronic and paper resources, interviews and other approaches to gather and disseminate pertinent information. The candidate is aware and uses guidelines related to the confidentiality and sensitivity.	The candidate uses web based resources, library resources, internet search engines, local electronic and paper resources, interviews and other approaches to gather and disseminate pertinent information. The candidate is aware and uses guidelines related to the confidentiality and sensitivity of the data he/she is working with and treats the data accordingly.	The candidate uses web based resources, library resources, internet search engines, local electronic and paper resources, interviews and other approaches to gather and disseminate pertinent information. The candidate is aware and uses guidelines related to the confidentiality and sensitivity of the data he/she is working with and treats the data accordingly. The candidate presents the diversity case study in a web based form.
6. Reflects on diversity experiences from a variety of perspectives (emotional, informational, and developmental) for diagnostic and self-growth purposes.	The candidate provides an analysis of what was learned as a result of conducting the case study including.	The candidate provides a critical analysis of what was learned as a result of conducting the case study including: the relationships between the school and community; assessment of students; and adaptations needed to meet the needs of diverse learners.	The candidate provides a critical analysis of what was learned as a result of conducting the case study including: the relationships between the school and community; assessment of students; and adaptations needed to meet the needs of diverse learners. The candidate reflects on professional growth and predispositions regarding members of diverse populations resulting from this endeavor.	The candidate provides a critical analysis of what was learned as a result of conducting the case study including: the relationships between the school and community; assessment of students; and adaptations needed to meet the needs of diverse learners. The candidate reflects on how they have sustained professional growth and what affirmation or changes resulted in their predispositions regarding members of diverse populations resulting from this endeavor.

Rubric Examples

ULV Capstone Global Assessment Rubrics

5/23/08 University of La Verne

4 Accomplished	3 Developed	2 Developing	1 Undeveloped
DIVERSITY AND COMMUNITY			
The capstone project explicitly explores or examines issues of socio-cultural diversity and/or sustainability of human or natural communities with much detail and complexity in narrative content, methodology/process, and includes references to more than one of the following: race, ethnicity, gender, sexual orientation, ability, age, SES, political perspectives, belief systems or the natural world	The capstone project explicitly explores or examines issues of socio-cultural diversity and/or sustainability of human or natural communities with few details and some complexity in narrative content or methodology/process, and includes references to one of the following: race, ethnicity, gender, sexual orientation, ability, age, SES, political perspectives, belief systems or the natural world	The capstone project tangentially refers to issues of socio-cultural diversity and/or sustainability of human or natural communities with few details but lacks complexity in narrative content or methodology/process, and includes references to one of the following: race, ethnicity, gender, sexual orientation, ability, age, SES, political perspectives, belief systems or the natural world	The capstone project lacks direct reference to issues of socio-cultural diversity and/or sustainability of human or natural communities in narrative content or methodology/process, and might refer to one of the following indirectly : race, ethnicity, gender, sexual orientation, ability, age, SES, political perspectives, belief systems or the natural world
VALUES ORIENTATION			
The capstone project explicitly explores or examines beliefs or principles of human conduct in various historical, social, economic and/or personal context and/or in the natural world and their ethical implications with much detail and complexity in narrative content, methodology/process with inferences and implications for the human condition	The capstone project explicitly explores or examines beliefs or principles of human conduct in various historical, social, economic and/or personal context and/or in the natural world and their ethical implications with few details and some complexity in narrative content, methodology/process with inferences and implications for the human condition	The capstone project tangentially refers to beliefs or principles of human conduct in various historical, social, economic and/or personal context and/or in the natural world and their ethical implications with few details but lacks complexity in narrative content, methodology/process with inferences and implications for the human condition	The capstone project lacks direct reference to beliefs or principles of human conduct in various historical, social, economic and/or personal context and/or in the natural world and their ethical implications and makes a passing remark in narrative content, methodology/process on the impact of the project on the human condition
LIFELONG LEARNING			
Through the capstone project, the students demonstrates an exceptional ability to think critically by obtaining, evaluating and integrating information effectively , using relevant and current technologies (e.g. databases, software, analytical tools), and in making inferences and drawing conclusions very effectively acknowledges shortcomings and avoids overgeneralization, personal bias, political agenda and/or unfair financial gain	Through the capstone project, the student demonstrates a strong ability to think critically by obtaining, evaluating and integrating information well with minor deficiencies , using relevant and current technologies (e.g. databases, software, analytical tools), and in making inferences and drawing conclusions acknowledges few shortcomings and demonstrates occasional overgeneralization, personal bias, political agenda and/or unfair financial gain	Through the capstone project, the student demonstrates a fair ability to think critically by obtaining, evaluating and integrating information with several minor and few major deficiencies , using somewhat relevant and current technologies (e.g. databases, software, analytical tools), and in making inferences and drawing conclusions superficially acknowledges shortcomings with several instances of overgeneralization, personal bias, political agenda and/or unfair financial gain	Through the capstone project, the student demonstrates a marginal ability to think critically by obtaining, evaluating and integrating information with numerous minor and few major deficiencies , using marginally relevant and current technologies (e.g. databases, software, analytical tools), and in making inferences and drawing conclusions fails to acknowledge shortcomings with several instances of overgeneralization, personal bias, political agenda and/or unfair financial gain