

<http://people.rit.edu/pmsgsla/rubric.html>

Paulette Swartzfager – RIT Writing Project Grading and Feedback Rubric

I realize rubrics are not perfect ways to communicate with you, but I use this one so you can see what I look for in your writing when I am grading your work, and so you can see how you can improve your draft during revision. In this rubric, I have listed all the aspects of excellent writing, so you can see what to aim for. If you do not receive all the points in each category, then an "x" next to one goal will show you where I think you could improve your writing. My goal is to help you think about your revision, and also this rubric helps me grade fairly and focus on the goals of each assignment. Of course, I am always happy to meet with you during office appointments so we can talk more completely about your paper and the comments I have made.

Student Name:

Writing Assignment:

Total Points Earned : _____

Overall Comments and Recommendations (in addition to comments throughout your paper):

_____ 40 pts. -- Content and Logical organization

___ Your claim (aim) is clearly stated.

___ Each point you raise is completely discussed, with sufficient evidence to support each of your points.

___ Your paragraphs are coherent and unified.

___ Your conclusions follow logically from the content presented and relate to your claims.

___ Your paper meets the expectations of the assignment.

_____ 15 pts. -- Insight and Critical Thinking

___ Your introduction is interesting, and it provokes further reading and thought.

___ Your paper demonstrates reflection and analysis.

___ You avoid hasty generalization, name calling, and other logical fallacies.

___ Your conclusions demonstrate insight and go beyond summary.

_____ 15 pts. – Sentence Clarity and Structure

___ Your sentences are connected logically and demonstrate clear thought.

___ You avoid major sentence structure errors (subject/verb agreement, verb time).

___ You avoid major sentence punctuation problems (comma splices, fused sentences, fragments).

___ You avoid unclear sentences (wordiness, confusing sentence structure, confusing comma use).

_____ 15 pts. -- Language

___ The vocabulary is college level and avoids nonspecific/cliche words and phrases ("you" problem, and other nonspecific words/phrases).

___ The style and tone of this paper are appropriate for the audience.

_____ 15 pts. -- Formatting and Use of Sources

___ You have specifically cited all information from other sources, and paraphrasing is correct.

___ Your sources are integrated into your writing by naming authors and describing expertise.

___ MLA formatting is correct (heading, spacing, headers, title formatting, citation formatting).

	A	B	C	D	E
Content _____/20	Claims are well-supported by relevant, compelling evidence drawn from several sources.	Claims are supported by relevant evidence.	Claims lack strong support or are supported by marginally relevant evidence.	Claims are overgeneralized or primarily supported by personal anecdote.	Claims are made without an attempt at marshalling evidence.
Organization & Development _____/20	Text is exceptionally well organized and effectively responds to the rhetorical situation.	Text is well organized and effectively responds to the rhetorical situation.	Text has an identifiable organizational pattern, but it is not effective in responding to the rhetorical situation.	Text is largely disorganized and only intermittently responds to the rhetorical situation.	Text lacks an identifiable organizational pattern and fails to respond to the rhetorical situation.
Source Integration _____/20	Paraphrased and quoted sources are consistently cited using an appropriate documentation style and consistently support the logical development of the text.	Paraphrased and quoted sources are consistently cited using an appropriate documentation style and typically support the logical development of the text.	Paraphrased and quoted sources are sometimes cited unclearly or do not support the logical development of the text.	Paraphrased and quoted sources are consistently cited unclearly or substantially interfere with the logical development of the text.	Paraphrased and quoted sources are not cited, nor do they support the logical development of the text.
Commitment to Process _____/15	All iterations of the essay were submitted.	There is one iteration of the essay missing.	There are two iterations of the essay missing.	There are three iterations of the essay missing.	Only the final draft was submitted.
Style & Prose _____/15	Style, voice, and tone are consistently effective and genre appropriate; and prose is consistently clear, brief, and coherent.	Style, voice, and tone are typically effective and genre appropriate; and prose is typically clear, brief, and coherent.	Style, voice, or tone is sometimes awkward or inappropriate for the genre; and/or prose is understandable but sometimes unclear or difficult to follow.	Style, voice, or tone interferes with the readability of the text; and/or prose is frequently unclear, wordy, and difficult to follow.	Style, voice, or tone consistently interferes with the readability of the text; and/or prose is consistently unclear, wordy, and difficult to follow.
Syntax & Mechanics _____/10	Text is free of errors in grammar, mechanics, and punctuation.	Text is nearly free of errors in grammar, mechanics, and punctuation.	Text includes some errors in grammar, mechanics, or punctuation.	Text includes many errors in grammar, mechanics, or punctuation.	Text includes significant errors in grammar, mechanics, or punctuation.

Breakfast in Bed: Holistic Rubric

from *Cults of Pedagogy*

Score	Description
4	All food is perfectly cooked, presentation surpasses expectations, and recipient is kept exceptionally comfortable throughout the meal.
3	Food is cooked correctly, the meal is presented in a clean and well-organized manner, and the recipient is kept comfortable throughout the meal.
2	Some food is cooked poorly, some aspects of presentation are sloppy or unclear, or the recipient is uncomfortable at times.
1	Most of the food is cooked poorly, the presentation is sloppy or unclear, and the recipient is uncomfortable most of the time.

Breakfast in Bed: Analytic Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Food	Most food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	Some food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	All food is perfectly cooked and seasoned to the eater's preference. Additional condiments are offered.	
Presentation	More than one item (tray, napkin, or silverware) are dirty or missing.	Tray, napkin, or silverware may be dirty or missing.	Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	Food is served on a clean tray, with napkin and silverware. Several decorative touches are added.	
Comfort	Wake-up is abrupt; little to no help with seating, and the recipient is rushed and crowded during the meal.	Wake-up is somewhat abrupt; recipient may struggle with seat adjustment, or there may be some rushing or crowding during eating.	Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	Recipient is woken gently and lovingly, assisted until seating is just right, and given abundant time and space to eat.	

From: Critical Pedagogy

Breakfast in Bed: Single-Point Rubric

Concerns Areas that Need Work	Criteria Standards for This Performance	Advanced Evidence of Exceeding Standards
	Food: All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	
	Presentation: Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	
	Comfort: Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	

from cut of pedagogy

Rating/Level (1)	Rating/Level (2)	Rating/Level (3)	Rating/Level (4)	Overall Rating

Student Learning Outcome:

	(1)	(2)	(3)	(4)	Rating
Criteria #1					
Criteria #2					
Criteria #3					
Criteria #4					
Overall Rating					

Rubric for Rubrics

	1 Below	2 Approaching	3 Meeting
Criteria			
Selection & Clarity of Criteria (rows)	Criteria being assessed are unclear, have significant overlap, or are not derived from appropriate standards for product/task and subject area	Criteria being assessed can be identified, but not all are clearly differentiated or derived from appropriate standards for product/task and subject area	All criteria are clear, distinct, and derived from appropriate standards for product/task and subject area
Distinction between Levels (columns)	Little or no distinction can be made between levels of achievement	Some distinction between levels is clear, but may be too narrow or too big of a jump	Each level is distinct and progresses in a clear and logical order
Quality of Writing	Writing is not understandable to all users of rubric, including students; it has vague and unclear language which makes it difficult for different users to agree on a score	Writing is mostly understandable to all users of rubric, including students; some language may cause confusion among different users	Writing is understandable to all users of rubric, including students; it has clear, specific language that helps different users reliably agree on a score
Involvement of Students in Rubric Development *	Students are not involved in development of rubric	Students discuss the wording and design of the rubric and offer feedback/input	Teachers and students jointly construct rubric, using exemplars of the product or task
Use of Rubric to Communicate Expectations & Guide Students	Rubric is not shared with students	Rubric is shared with students when the product/task is completed, and used only for evaluation of student work	Rubric serves as a primary reference point from the beginning of work on the product/task, for discussion and guidance as well as evaluation of student work
D E S I G N			
U S E			

*Considered optional by some educators and a critical component by others
 Rubric adapted from Dr. Bonnie B. Mullinix, Monmouth University, NJ

Holistic Rubric Example #1

Grade	Score	Criteria
A (90-100)		The "A" argument essay is exceptional in every way. The essay is well organized and all claims are supported. It begins with a solid introduction that contains a clear thesis, is followed by body paragraphs that contain clear topic sentences with clear and detailed support, and ends with an effective conclusion. Content is thorough and lacking in no area. There are no (or few) errors in tone, format, mechanics, grammar, and content.
B (80-89)		The "B" essay is above adequate in most areas. In the areas where it is not above adequate, it is still entirely acceptable. The majority of the essay is clear, focused, and well detailed, but there may be a few areas requiring further development. While it may contain a few errors with tone, mechanics, grammar, and/or content, these errors are not egregious enough to detract from the overall point being made.
C (70-79)		The "C" essay is adequate in most areas, but exceptional in none. The thesis is clear although probably lacking in both control and command. Organization may be a slight problem but can be fixed. The paragraphs provide support but are generally underdeveloped. There may be multiple errors in tone, format, mechanics, grammar, and content, but these errors do not, for the most part, detract from the overall writing.
D (60-69)		The "D" essay is lacking in a majority of areas. It is generally unorganized and unfocused. The thesis is neither clear nor controls the entire essay. Most of the essay is underdeveloped. There are frequent errors in tone, format, mechanics, grammar, and/or content that distract from the content being provided. Its only saving grace is that, despite all of the errors, there appears to be a legitimate effort put forth by the writer.
F (0-59)		The "F" essay generally needs little explanation. There are significant problems throughout. The thesis is often lacking, and the argument, if there is one, wanders and is unorganized. The essay shows no understanding of basic essay structure, and there are significant errors in tone, format, mechanics, grammar, and/or content. The effort on the part of the writer is questionable, at best.

Comments:

Final Research Paper

Abstract	Advanced Achievement: Exceeds expectations 2 points	Proficient achievement: Meets expectations 1.5 points	Limited Achievement: Needs improvement 1 point
Abstract is 200 word maximum and follows content conventions	<p>Abstract is clear and concise; includes all required portions as 3 key words.</p> <p>Abstract is highly effective in conveying key components of research study to readers.</p>	<p>Abstract includes all required portions and 3 key words.</p> <p>Abstract is generally effective in conveying components of research study to readers.</p>	<p>Abstract does not include all required portions and 3 key words.</p> <p>Abstract lacks clarity in conveying components of the study to readers</p>
Explanation of research problem, purpose and research questions	Advanced Achievement: Exceeds expectations 3 points	Proficient achievement: Meets expectations 2 points	Limited Achievement: Needs improvement 1 point
Presentation of research problem and supportive evidence from the literature	The research problem is clearly articulated and supportive evidence from relevant literature is used to advance argument for the study. All relevant terms are defined.	The proposal demonstrates a developing understanding of the research problem and topic, and provides a developing argument for the significance of the study supported by some evidence from the literature	The proposal does not yet include a logical argument explaining the research problem; and provides insufficient supportive evidence from the literature.
Presentation of theoretical framework	The theoretical framework informing the study is clearly articulated and supported with relevant literature. All concepts clearly explained.	The paper demonstrates a developing understanding of the theoretical framework informing the research.	The paper does not address the theoretical framework; and provides insufficient supportive evidence from the theoretical literature.
Explanation of purpose of the study and formulation of research questions	The purpose of the study is well explained, research questions are clearly stated and the potential contribution of these to the author's research agenda are outlined.	A developing explanation of the research problem is included, along with relevant research questions.	The purpose of the study is not yet clearly explained, and the intention of research questions is unclear.
Suitability of research questions for examination via qualitative inquiry	Research questions are clearly stated and may be examined via qualitative methods to advance understanding of the topic.	Research questions are mostly suited to qualitative inquiry; further thought might be given to how they advance understanding of the topic.	Research questions are not formulated in a way that can be examined via qualitative methods.
Knowledge and understanding of research design and methods	Advanced Achievement: Exceeds expectations 5 points	Proficient achievement: Meets expectations 3 points	Limited Achievement: Needs improvement 1 point
Explanation of study design and methods, and inclusion of instruments (e.g., interview protocols, survey etc)	Detailed information is provided to describe the design of the study, the methods to be used, and projected timeline. Detailed information on instruments and/or protocols (e.g., interview guides) is included.	Some information is provided to describe the design of the study, the methods used. Some information on instruments and/or protocols (e.g., interview guides) are included; more detail would assist in understanding the design of the study.	Insufficient information describing the design of the study and the methods to be used is included. Instruments and/or protocols (e.g., interview guides) are not included. Significant details are missing from the proposal.

Support from the methodological literature	References to methodological literature to support design choices have been included; these go beyond those provided in course.	Some reference to methodological literature is included	Limited or no reference to methodological literature is included.
Acknowledgement and reflection on researcher subjectivities	Subjectivity statement provides thoughtful discussion of benefits and limitations of the researcher's subject positions, as well as implications for research design and conduct.	A developing understanding of subject positions relevant to research topic is demonstrated.	Subjectivity statement fails to account for subject positions relative to research topic.
Discussion of sampling & recruitment process	Sampling and recruitment processes are clearly explained.	Some discussion of sampling and recruitment process is included	Insufficient information is provided with respect to how participants will be sampled from larger population, or how they will be recruited.

Research Findings	Advanced Achievement: Exceeds expectations 6 points	Proficient achievement: Meets expectations 4 points	Limited Achievement: Needs improvement 2 points
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Organization and effectiveness in conveying major findings from thematic analysis	The paper is highly effective in conveying major findings from thematic analysis of data.	The paper is effective in conveying major findings from thematic analysis of data.	The paper is hard to follow and does not convey major findings from thematic analysis of data.
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Transcriptions	Advanced Achievement: Exceeds expectations 7 points	Proficient achievement: Meets expectations 4 points	Limited Achievement: Needs improvement 1 point
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Interview and Transcripts	The total interview time includes 180 minutes	The total interview time includes 180 minutes.	The total interview time is insufficient.
	Audiofiles are thoroughly and accurately transcribed	Audiofiles are mostly transcribe accurately; some details could be added to enhance accuracy.	Significant inaccuracies in transcription of audiofiles.
	Format of transcripts follows required form.	Format of transcripts follows required form.	Formatting of transcription is unclear and makes it hard to read.

Spelling, grammar, format	Advanced Achievement: Exceeds expectations 2 points	Proficient Achievement: Meets expectations 1.5 points	Limited Achievement: Needs improvement 1 point
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Use of APA conventions and citation to references	APA conventions are used accurately, sources are accurately cited, and reference list is complete.	APA conventions are mostly used accurately, sources are mostly accurately cited, and reference list is mostly complete.	APA conventions are not used accurately, sources are not accurately cited, and reference list is incomplete.
Grammar, spelling, punctuation, formatting	Research paper is accurate with minimal errors	Paper is mostly accurate with some formatting, grammatical and/or spelling and punctuation errors.	Paper is poorly edited, inaccurately formatted with many errors in grammar, spelling and/or punctuation

Overall Score	Level 4 25 or more	Level 3 8 or more	Level 2 5 or more	Level 1 0 or more
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Curzon - graduate level research essay

Criteria Thesis and Argument Structure Depth Use of sources

Criteria	Meets Expectations (90 to 100 points)	Satisfactory (80 to 90 points)	Poor (70 to 80 points)	Unsatisfactory (below 70 points)
Thesis and Argument	This thesis goes beyond merely defining the scope and purpose of the work by showing the intellectual sophistication and degree of curiosity expected of a graduate student (which may be demonstrated in a manifest wager or risk with regard to the complexity/creativity of the paper's argument). Information and analysis included in the body of essay logically, sometimes creatively supports thesis using evidence from reliable and appropriate sources, conclusion provides thoughtful and sophisticated closure without being redundant or repetitive	This thesis defines the scope and purpose of the essay, but lacks manifest creativity or risk; information and analysis included in body of essay supports the thesis but lacks sophistication in its presentation or interpretation, uses - for the most part - reliable and appropriate sources, conclusion restates the main ideas with some variation	This thesis is overly vague or does not adequately relate to topic at hand, information and analysis included in body of essay is not sufficient to support OR relevant to argument, conclusion is overly/entirely repetitive OR does not offer a logical ending to the work	No apparent thesis, may list facts rather than arguing; uses no quotations or paraphrases to offer evidence/support for argument, no conclusion
Structure	Ideas are arranged in a clear and logical order; sophisticated sometimes complex transitions guide the reader from one idea to the next in a smooth and plausible fashion;	Major ideas are arranged logically although sometimes awkwardly (may appear forced, etc.); for the most part, transitions give the reader help in following the argument	Movement between ideas tends to be abrupt or disconnected; although transitions may exist, they are not argumentative connections	No coherent arrangement; no transitions; incoherent paragraphs; significantly over or under page/word limit
Depth	Essay shows advanced knowledge about and/or terms required in the field and applies this in a clear and coherent fashion; author demonstrates skill in argument; where applicable, the writer provides new information, clarity, or a unique perspective to scholarly discussion of the topic	Essay shows familiarity with standard knowledge about and/or terms required in the field; reflects what others have written about the topic rather than a creative, unique, or original perspective or interpretation	Paper appears to be hastily written and/or with little understanding of standard knowledge about and/or terms required in the field; argument is superficial and/or unsupported; contains factual or theoretical inaccuracies or inconsistencies	Does not show understanding of texts or of methods of assignment; Paper contains two or more faults listed in "Unsatisfactory" category
Use of sources	Source material is smoothly integrated and shows a sophisticated level of engagement; quotations are limited to statements that are particularly apt or examples in which the source's precise wording is transparent in importance; if certain types or number of sources are required, these requirements are met; all sources (including direct quotations, paraphrases, charts, images, etc.) are correctly cited using a consistent and appropriate style	Source material is used as supporting evidence and author shows some engagement with it, but transition between source material and essay text is not always fluid and/or logical; quotations and paraphrases are not always apt or required (i.e. essay text appears "padded"); if certain types or number of sources are required, these requirements are mostly met; all sources (including direct quotations, paraphrases, charts, images, etc.) are correctly cited using an appropriate style, although sometimes inconsistently	Source material is clumsily integrated; little or no attempt is made to contextualize evidence; if certain types or number of sources are required, these requirements are not met; all sources (including direct quotations, paraphrases, charts, images, etc.) are cited, although using an inappropriate and/or inconsistent style; significantly over/under word/page limit	Uses little to no source material and/or fails to cite sources

Writing Conventions

Maintains a unique or distinctive authorial presence that incorporates interesting, appropriate, and varied style, shows mastery of manuscript format and art historical terminology, making at most a few minor grammatical/technical errors, meets all page/number of word requirements

Sufficient language control and practices accepted formatting guidelines, if grammar, punctuation, and spelling errors are present, they do not cause serious confusion; may contain some unclear or awkward sentences, wordiness, imprecise word choices, minor grammatical errors, passive voice, or occasional informal language; minimally over or under word/page limit/expectations

Unsatisfactory control of standard written English, resulting in a substantial number of errors that cause confusion, paper contains major faults (comma splices, sentence fragments, dangling participles, subject-verb disagreement, noun-pronoun disagreement, etc.), frequent informal language, spelling and/or proofreading mistakes

Numerous errors listed in "unsatisfactory" range seriously distract from the presentation, failure to use accepted formatting conventions

Paper Grade:

Comments:

Discussant Presentation and Post-Presentation Discussant Analysis

		A (9-10 points) Exemplary	B (8-8.9 points) Competent	C (7-7.9 points) Developing	D (6 points) Insufficient
1.	Overall Understanding of Role of Discussant during Presentation	Shows a robust understanding of the task of a discussant by having a fully developed position regarding the topics at hand, challenges other students to think beyond intellectual comfort zones, introduces creative, sometimes non-traditional frameworks for interpretation	Shows a moderate understanding of the task of a discussant by not having a fully developed position (not assertive enough, not enough information OR not enough relevant information etc), encourages students to reflect upon topics at hand, but generally does not challenge their way of thinking	Shows a superficial understanding of the task of a discussant, position not developed enough regarding the topics at hand, does not encourage thoughtfulness or reflection	Shows no understanding of being a discussant and no position regarding the topics at hand
2.	Argument Presented during Presentation and in Post-Presentation Analysis	Clearly articulates and maintains a unique position or argument regarding the topics at hand	Articulates an obvious position or argument that is complete or mostly complete/only somewhat limited in scope regarding the topics at hand	Articulates a weak position or argument that is unfocused or ambiguous regarding the topics at hand	Does not articulate a position or argument
3.	Implications	Fully discusses all implications of the argument or position AND provides additional material/positions for discussion	Adequately discusses some of the major and/or obvious implications of the position	Discusses minor implications (missing the major ones) OR does not discuss major implications adequately	Doesn't discuss the implications of the argument or position
4	Structure of Discussant Presentation	There is logic and creativity evident in the progression of ideas and a high degree of sophistication in the questions asked of peers	There are a few areas of disjointedness or intermittent lack of logical progression of ideas OR progression follows a very obvious 'tried and true' path; questions asked of class are reliable, but not creative OR the logic of questions is not always evident or relevant	Ideas are disjointed and/or do not always flow logically, making argument difficult to follow	Ideas are completely disjointed and/or show no logic, rendering argument (if present) irrelevant
5.	Structure of Post-Presentation Analysis	There is logic in the progression of ideas and a relevance to the position taken in the post-presentation analysis	There are minimal areas of disjointedness or intermittent lack of logical progression of ideas presented in the post-presentation analysis, but this does not hinder clear communication of the	Ideas are disjointed and/or do not always flow logically, making argument difficult to follow	Ideas are completely disjointed and/or show no logic, rendering argument (if present) irrelevant

			author's point/argument.		
6.	Prompting during Discussant Presentation	Did not have to prompt with probing questions at all	Prompted minimally (one or two probing questions)	Prompted a lot (a series of probing questions)	Prompted almost entirely

Question	Excellent	Very Good	Good	Fair	Poor	Missing
<p>Question 1: This applies to all of the problems in this question generally.</p>	<p>30 points</p> <p>Solution is correct, orderly and fully documented. References and assumptions are provided where appropriate. Comments are included and are thoughtful.</p>	<p>27 points</p> <p>Solution is correct with one or more minor error. The solution is orderly and fully documented. References and assumptions are provided where appropriate. Comments are included and are thoughtful.</p>	<p>23 points</p> <p>Solution approach is on the right path with some minor errors. The solution is orderly and for the most part documented. Limited use of references and assumptions. Comments are superficial.</p>	<p>20 points</p> <p>Solution approach is on the right path with some errors. The solution is hard to follow or missing documentation. Limited or no use of references and assumptions. Comments are superficial or are not included.</p>	<p>15 points</p> <p>Solution approach has significant or many errors. The solution is hard to follow or missing documentation. No use of references and assumptions. Comments are superficial or are not included.</p>	<p>0 points</p> <p>No solution provided.</p>
<p>Question 2</p>	<p>10 points</p> <p>Solution is correct, orderly and fully documented. References and assumptions are provided where appropriate. Comments are included and are thoughtful.</p>	<p>9.5 points</p> <p>Solution is correct with one or more minor error. The solution is orderly and fully documented. References and assumptions are provided where appropriate. Comments are included and are thoughtful.</p>	<p>8.5 points</p> <p>Solution approach is on the right path with some minor errors. The solution is orderly and for the most part documented. Limited use of references and assumptions. Comments are superficial.</p>	<p>7.5 points</p> <p>Solution approach is on the right path with some errors. The solution is hard to follow or missing documentation. Limited or no use of references and assumptions. Comments are superficial or are not included.</p>	<p>5 points</p> <p>Solution approach has significant or many errors. The solution is hard to follow or missing documentation. No use of references and assumptions. Comments are superficial or are not included.</p>	<p>0 points</p> <p>No solution provided.</p>
<p>Question 3</p>	<p>10 points</p> <p>Solution is correct, orderly and fully documented. References and assumptions are provided where appropriate. Comments are included and are thoughtful.</p>	<p>9.5 points</p> <p>Solution is correct with one or more minor error. The solution is orderly and fully documented. References and assumptions are provided where appropriate. Comments are included and are thoughtful.</p>	<p>8.5 points</p> <p>Solution approach is on the right path with some minor errors. The solution is orderly and for the most part documented. Limited use of references and assumptions. Comments are superficial.</p>	<p>7.5 points</p> <p>Solution approach is on the right path with some errors. The solution is hard to follow or missing documentation. Limited or no use of references and assumptions. Comments are superficial or are not included.</p>	<p>5 points</p> <p>Solution approach has significant or many errors. The solution is hard to follow or missing documentation. No use of references and assumptions. Comments are superficial or are not included.</p>	<p>0 points</p> <p>No solution provided.</p>
<p>Question 4</p>	<p>10 points</p> <p>Solution is correct, orderly and fully documented. References and assumptions are provided where appropriate. Comments are included and are thoughtful.</p>	<p>9.5 points</p> <p>Solution is correct with one or more minor error. The solution is orderly and fully documented. References and assumptions are provided where appropriate. Comments are included and are thoughtful.</p>	<p>8.5 points</p> <p>Solution approach is on the right path with some minor errors. The solution is orderly and for the most part documented. Limited use of references and assumptions. Comments are superficial.</p>	<p>7.5 points</p> <p>Solution approach is on the right path with some errors. The solution is hard to follow or missing documentation. Limited or no use of references and assumptions. Comments are superficial or are not included.</p>	<p>5 points</p> <p>Solution approach has significant or many errors. The solution is hard to follow or missing documentation. No use of references and assumptions. Comments are superficial or are not included.</p>	<p>0 points</p> <p>No solution provided.</p>

		Comments are included and are thoughtful.	superficial.	superficial or are not included.	included.	
Question 5	10 points Solution is correct, orderly and fully documented. References and assumptions are provided where appropriate. Comments are included and are thoughtful.	9.5 points Solution is correct with one or more minor error. The solution is orderly and fully documented. References and assumptions are provided where appropriate. Comments are included and are thoughtful.	8.5 points Solution approach is on the right path with some minor errors. The solution is orderly and for the most part documented. Limited use of references and assumptions. Comments are superficial.	7.5 points Solution approach is on the right path with some errors. The solution is hard to follow or missing documentation. Limited or no use of references and assumptions. Comments are superficial or are not included.	5 points Solution approach has significant or many errors. The solution is hard to follow or missing documentation. No use of references and assumptions. Comments are superficial or are not included.	0 points No solution provided.
Question 6	10 points Excellent and thoughtful submission. Student obviously spent adequate time, reflected, and clearly expressed their finding. Student provided excellent details and supported statements with evidence. Where applicable, the student provided proper in-text citation.	9.5 points	8.5 points	7.5 points Minimal acceptable submission. Satisfied requirements, but without apparent consideration or reflection. Comments are superficial. Or, it seems as though very good work was done, but it is difficult to tell what was actually done because of the lack of clarity of the submission.	5 points Did not satisfy minimal requirements, as stated in the problem. Comments are superficial or are not included. Or, it seems as though adequate work was done, but it is difficult to tell what was actually done because of the lack of clarity of the submission. Thought process is hard to follow or missing documentation. No use of references and assumptions.	0 points No provided.
Overall Score	Level 6 80 or more	Level 5 72 or more	Level 4 64 or more	Level 3 56 or more	Level 2 40 or more	Level 1 0 or more

Document Analysis Rubric

Document Description and Selection	Advanced achievement: Exceeds expectations 2 points	Proficient achievement: Meets expectations 1.5 points	Limited Achievement: Needs improvement 1 point
Research question are clearly described and document selection is adequate to the research questions	<p>Provides thorough description of topic, research questions, and description of documents. (including source/date/other identifying info)</p> <p>Provides clear and convincing rationale for selection of this particular set of documents</p> <p>Analysis include 15 or more documents</p>	<p>Provides description of topic, research questions and documents including source/date/other identifying info)</p> <p>Provides rationale for selection of this particular set of documents.</p> <p>Analysis includes 10-14 documents</p>	<p>Little or no description of topic, research questions, and documents or source/date/other identifying info.</p> <p>Little or no rational for selection of this particular set of documents.</p> <p>Insufficient documents for analysis (less than 10)</p>
Document Analysis and Interpretation	Advanced achievement: Exceeds expectations 6 points	Proficient achievement: Meets expectations 4 points	Limited Achievement: Needs improvement 1.5 points
Systematic Document Analysis and Interpretation with clear methodological support	<p>The analysis of document database is thorough, systematic, and detailed</p> <p>The paper is highly effective in conveying key findings of analysis in relation to research questions.</p> <p>The paper offers methodological support beyond course readings for document analysis and interpretation</p>	<p>The analysis of document database is systematic</p> <p>The paper is effective in conveying key findings of analysis in relation to research questions.</p> <p>The paper offers sufficient methodological references from course reading to document analysis and interpretation</p>	<p>Little evidence of systematic analysis of document database</p> <p>The paper is ineffective in conveying key findings of analysis in relation to research questions</p> <p>The paper offers little or no methodological references to</p>
Reflection	Advanced achievement: Exceeds expectations 2 points	Proficient achievement: Meets expectations 1.5 points	Limited Achievement: Needs improvement 1 point
Reflection on process	Includes detailed and thoughtful reflections on ways document analysis contributed to understanding of	Includes a reflection on selection and adequacy of	Little or no reflection on selection and adequacy of

	research topic and questions	documents used	documents used
	Includes critical reflection on selection and adequacy of documents used	Includes some reflection on way document analysis contributed to understanding of research topic and questions	Little or no reflection on ways document analysis contributed to understanding of research topics and questions
Style, logic, and organization	Advanced achievement: Exceeds expectations 3 points	Proficient achievement: Meets expectations 2 points	Limited Achievement: Needs improvement 1 point
Organization and effectiveness in conveying ideas	The project is well-organized, creative and effective in conveying ideas to readers.	The project is mostly clearly-organized, and mostly effective in conveying ideas to readers.	The project is not well-organized, and does not effectively convey ideas to readers.
Spelling, grammar, format	Advanced achievement: Exceeds expectations 2 points	Proficient achievement: Meets expectations 1.5 points	Limited Achievement: Needs improvement 1 point
Grammar, spelling, punctuation and format. Use of APA format; Citation of references	Grammar, spelling, punctuation and format is accurate APA format is accurate; and references are appropriately cited; reference list is accurate	Grammar, spelling, punctuation and format is mostly accurate APA format is mostly accurate; and references are mostly appropriately cited; reference list is mostly accurate	Many errors in grammar, spelling, punctuation and format APA format is not accurate; and references are not appropriately cited; reference list is inaccurate
Overall Score	Level 3 11 or more	Level 2 7 or more	Level 1 0 or more