

Appendix E: Sample Rubrics (Art, Pre-Professional, Social Science, Science, Humanities, Internship, Oral Communication)

Grading Criteria for Studio Art Courses

Objectives	Course Grade				
	A Outstanding	B Good	C Average	D Deficient	F Inadequate
Creativity/ imagination/risk taking/success of solution	Takes a problem beyond the assignment to a personal solution	Works beyond the assignments but the work lacks some imagination	Follows the assignment but the work does not demonstrate a point of view	Consistently misses the point of the assignment	Inadequate in all areas
Technical skill	Surpasses expectations of acquired skills [Add detailed description]	Meets expectations for acquired skills [Add detailed description]	Slightly below expectations for acquired skills [Add detailed description]	Below expectations for acquired skills [Add detailed description]	
Productivity	Productivity exceeds expectations of faculty and/or peers [Add detailed description]	Productivity is good; enough time is being spent to complete objectives [Add detailed description]	Work is submitted on time; objectives adequately met [Add detailed description]	Work is late and/or below expectations of faculty and/or peers [Add detailed description]	
Engagement; oral communication of ideas/ class participation	High/attendance is perfect. Critiques are coherent, relevant and insightful.	Ability to talk about ideas coherently. Nearly perfect attendance.	Attendance is good, but participates only when asked	Late for class and/or does not participate	

Assessment Criteria for Internships: Sponsor Evaluation of Intern

Areas of Development	Description of Developmental Areas	Superior	Above Average	Average	Below Average	Inferior	Comments
Personal qualities	1. initiative 2. ingenuity 3. maturity	_____	_____	_____	_____	_____	
Subject Matter	1. ability to handle subject matter 2. ability to make independent judgments 3. skill in application of subject matter 4. growth in knowledge of subject matter	_____	_____	_____	_____	_____	
Professional qualities	1. attitude toward you as a supervisor 2. ability to follow through on projects 3. regularity of attendance 4. willingness to cooperate 5. ability to carry out assigned tasks 6. ability to profit from criticism	_____	_____	_____	_____	_____	

Journalism Advanced Reporting Capstone Rubric

Criteria	Excellent	Good	Satisfactory	Poor
News judgment (Has the student selected a newsworthy and interesting topic to write about? Has the student found a compelling angle? Has the student put the focus of the piece in the right place?)	The story is newsworthy and interesting. The story has an compelling angle. The story is properly focused; the student has emphasized the right elements.	One or two minor defects indicating a slight weakness in news judgment, such as: Establishing newsworthiness is a little bit of a struggle. The story is generally interesting, but drags on occasion. The story's focus is not quite right; there are elements that are insufficiently emphasized or given too much weight.	Multiple minor defects, as described above, indicating a moderate weakness in news judgment. Not meeting the criteria for good, but there are no show-stopper problems as described below.	Major defects that indicate a serious weakness in news judgment, such as: The story is not newsworthy. The story has little interest. The article's focus is significantly off; the student has missed the real story or is misinterpreting what the story really should be The reporting is not at a level expected of a graduating senior.
Reporting (Has the student done a thorough, balanced, and fair job of reporting and researching? Is the reporting of sufficient breadth and depth to do justice to the story? Is the article substantially complete, or are there holes that could be patched with more reporting or research?)	The story is thoroughly reported and researched The reporting is balanced and does justice to all sides of the story. The reporting is sufficiently broad and deep.	One or two minor defects that could be corrected with a little more reporting or research, such as: The story is reasonably researched and reported, but it is crying out for an extra source or two. There is some imbalance to the reporting; one perspective gets a bit too much or a bit too little attention. While generally satisfactory, the reporting is not quite as broad or as deep as it should be. The student isn't using the sources optimally; interview technique isn't dead on. The student is missing a subtle nuance to a story that more reporting or research should have revealed.	Multiple minor defects, as described above, that could have been corrected with a moderate amount of additional reporting. Not meeting the criteria for good, but there are no show-stopper problems as described below.	A major defect needing significant additional reporting to correct, such as: The story is underresearched or underreported; there are many sources that should have been contacted but weren't. The reporting is biased; voices that should be heard are ignored. The reporting is narrow, missing broad sectors of sources that should have been spoken to. The reporting is shallow, failing to answer obvious questions. The student's interview technique is poor; quotations don't have much value. The reporting is not at a level expected of a graduating senior.
Grammar and usage (Has the student mastered the fundamentals of grammar,	Grammar is perfect or nearly so; prose is free of common mistakes, such as	One or two minor defects betraying slight weakness in grammar or usage, such as:	Multiple minor defects, as described above, indicating moderate weakness in	One major defect such as: Repeated grammar errors (capitalization, punctuation,

spelling, and usage, or is the student struggling with basic issues?)	<p>agreement issues, missing antecedents, run-on sentences, and the like. Spelling is perfect, or nearly so. Punctuation is used correctly. Word choice and word usage are appropriate. Prose is clear and direct.</p>	<p>Infrequent subtle grammar errors (agreement, tense, etc.) Infrequent subtle spelling errors (difficult words, typos, etc.) Infrequent misuse of punctuation. Word choice isn't always appropriate or occasionally betrays a need for a stronger vocabulary. A usage problem such as a dangling modifier or lack of parallelism. Infrequent sentences that are unclear or hard to parse; unwarranted use of the passive.</p>	<p>grammar or usage. Not meeting the criteria for good, but there are no show-stopper problems as described below.</p>	<p>etc.) Frequent or embarrassing spelling errors (such as it's/its, your/you're, inconsistency in spelling names.) Frequent poor word choice or malapropisms. The grammar and usage is not at a level expected of a graduating senior.</p>
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Political Science Final Paper Rubric

Assessment Criteria	Level of Student Performance		
	3 Superior	2 Satisfactory	1 Unacceptable
	<i>Meets the standard; A or B level work</i>	<i>Falls short of the standard/ needs improvement, but student is developing towards proficiency; rough equivalent, C level work</i>	<i>Does not meet the standard, work is roughly equivalent to a D/F level</i>
Thesis, argument, and understanding of topic	The student presents a clear, coherent, original, noteworthy thesis. Evidence supporting the thesis/argument is thorough, relevant, and clearly presented. The argument demonstrates a thorough understanding of the elements/ assumptions/ concepts of the chosen topic.	The student presents a thesis statement that lacks clarity or is somewhat trivial or banal. The argument is only partially complete, lacking some key evidence. Some evidence is superficial or irrelevant. There are some breaks in logic and some lack of clarity. The argument indicates that the student did not thoroughly understand the elements/ assumptions/ concepts of the chosen topic.	The student does not clearly state a thesis; the argument is not supported. The student's argument is incoherent and illogical. The student demonstrates a lack of understanding of the key elements/ assumptions/ concepts of the chosen topic.
Counter-arguments	The student discusses all main counter-arguments. The discussion of counter-arguments is clear and demonstrates depth of understanding of the key elements of the counter-arguments in relation to the student's argument.	The student discusses at least one main counter-argument. The student discusses some extraneous concerns of the counter-argument which may not be directly related to the student's argument or misses some important elements of the counter-arguments. The discussion of the counter-argument indicates that the student may not have thoroughly understood all elements of the counter argument.	The student does not discuss counter-arguments.
Sources	Sources used are thorough and are critically evaluated regarding their credibility, underlying assumptions and possible biases.	Student may lack some important sources. Student presents a superficial evaluation of the credibility and/or possible biases of sources.	The breadth of sources used is inadequate for the topic being explored. Sources are not critically evaluated for credibility or possible biases.
Methods and Analysis	The methods used are appropriate for the thesis/topic and are thoroughly explained and justified. The student's application of research methods (analysis) is appropriate and demonstrates an understanding of the concepts, assumptions, and limitations of the chosen method.	The methods used are appropriate for the thesis/topic but are not thoroughly explained or justified. The student's application of research methods is appropriate but demonstrates a lack of understanding of some of the concepts, assumptions, and/or limitations of the chosen method.	The methods used are inappropriate for the thesis/topic, are not explained, and are incorrectly applied.
Conclusions	Conclusions are clear and reasonable (based on research findings). Conclusions are discussed with regard to how they relate to dominant arguments.	Conclusions are somewhat clear. Conclusions are overstated (based on research findings). The relationship of conclusions to other arguments is not thoroughly presented.	Conclusions are not clear or are not reasonable (based on research results). Conclusions are not discussed in relation to other arguments.

Biology Research Paper Rubric

SECTION	UNSATISFACTORY	DEVELOPING	GOOD	EXCELLENT	Pts.
Purpose: 5	<ul style="list-style-type: none"> No purpose given 	<ul style="list-style-type: none"> Brief/unclear/incorrect purpose 	<ul style="list-style-type: none"> Purpose is stated 	<ul style="list-style-type: none"> Purpose is clearly, concisely, and completely stated 	
Introduction: 15	<ul style="list-style-type: none"> No research No vocabulary Does not cite sources 	<ul style="list-style-type: none"> Brief summary of research Vocabulary not defined or complete Some sources cited correctly 	<ul style="list-style-type: none"> Good summary of research Vocabulary defined within text Sources cited appropriately 	<ul style="list-style-type: none"> Excellent summary of research Vocabulary integrated throughout text Sources cited thoroughly 	
Hypothesis: 5	<ul style="list-style-type: none"> No Prediction No Explanation 	<ul style="list-style-type: none"> Incomplete/incorrect prediction No explanation 	<ul style="list-style-type: none"> Statement of prediction Explanation included 	<ul style="list-style-type: none"> Thoughtful/complete prediction Explanation supported 	
Materials/ Procedure: 20	<ul style="list-style-type: none"> Materials not listed No procedure No experimental design 	<ul style="list-style-type: none"> Some materials missing Incomplete procedure Incomplete/incorrect experimental design 	<ul style="list-style-type: none"> Lists all materials Complete procedure Clear experimental design 	<ul style="list-style-type: none"> Lists all materials Complete and clearly stated procedure Innovative and thoughtful experimental design 	
Data & Observations: 5/10	<ul style="list-style-type: none"> No organization No units/labels No charts/tables/drawings No descriptions No graphs 	<ul style="list-style-type: none"> Poorly organized Missing or incomplete units/labels Incomplete charts/tables/drawings Incomplete descriptions Graphs present but missing key pieces of information 	<ul style="list-style-type: none"> Organized Correct units/labels Complete tables/charts/drawings Clear descriptions Graphs are titled, labeled, properly scaled, and data appropriate 	<ul style="list-style-type: none"> Well organized Correct units/labels Complete tables/charts/drawings Thoughtful and complete descriptions Graphs are titled, labeled, properly scaled, and data appropriate 	
Discussion/ Conclusion: 8/22	<ul style="list-style-type: none"> Discussion questions and answers not included No explanation of data Hypothesis not restated Missing or showing a lack of understanding Does not include sources of error 	<ul style="list-style-type: none"> Discussion questions answered but lack support, depth, or are incorrect Disorganized and incomplete or incorrect explanation of data Hypothesis/purpose restated Obvious conclusions stated without support Stated sources or error but did not show relevance or connection to lab 	<ul style="list-style-type: none"> Correct responses to discussion questions Organized and appropriate explanation of data Hypothesis/purpose restated Conclusions drawn with limited support from data and research Identified significant sources of error and relevance to lab 	<ul style="list-style-type: none"> Well supported, thoughtful responses to discussion questions that are backed with research Insightful, well organized, and appropriate analysis of data Hypothesis/purpose restated and explained Conclusions are drawn and well supported by data/analysis/research Appropriate and complete discussion of realistic sources of error and relevance to lab 	
Bibliography: 5	<ul style="list-style-type: none"> No sources 	<ul style="list-style-type: none"> Inconsistent format Limited resources 	<ul style="list-style-type: none"> A few mistakes in format Several diverse sources listed 	<ul style="list-style-type: none"> Perfect format Several diverse sources listed 	
Mechanics: 5	<ul style="list-style-type: none"> Messy, rushed job, illegible Sections are not separated Grammar needs editing Nothing cited 	<ul style="list-style-type: none"> Includes handwritten sections Sections not labeled Many typos, grammar mistakes Little cited 	<ul style="list-style-type: none"> Presented neatly Labeled sections A few typos, grammar mistakes Mostly cited 	<ul style="list-style-type: none"> Presented perfectly Sections carefully laid out No typos, grammar mistakes Well cited 	

Biology Assessment Criteria for Internship: Sponsor Evaluation of Intern

Areas of Development	Description of Developmental Areas	Superior	Above Average	Average	Below Average	Inferior	Comments
Participation in the lab	1. Engagement in persistent, hard work 2. Ability to carry out assigned tasks autonomously 3. Ability to work as part of a team 4. Ability to profit from constructive criticism	_____	_____	_____	_____	_____	
Time spent in the lab	1. Regularity of attendance 2. Amount of time (hours)	_____	_____	_____	_____	_____	
Data acquisition and analysis	1. Creative contribution to design and analysis of experiments 2. Application of critical thinking skills in lab work and meetings 3. Understanding of technical and theoretical aspects of the research 4. Technical skill in conducting lab work	_____	_____	_____	_____	_____	
Clarity of lab notebook	1. Up-to-date entries 2. Organization 3. Legibility	_____	_____	_____	_____	_____	
Other	(to be determined by mentor)	_____	_____	_____	_____	_____	

Humanities Paper Rubric

	1 - Not Yet Competent	2 - Fairly Competent	3 - Highly Competent	4 - Sophisticated
Depth of analysis	<p>Paper does not address the assignment. (and/or...)</p> <p>Paper is inconsistent with critical and analytic principles (e.g., principles of genre; methods of analysis including close reading, historicism, etc.)</p> <p>Paper presents as factual certain assertions that require argument</p>	<p>Paper does not address some aspects of the assignment. (and/or...)</p> <p>Paper demonstrates a somewhat shaky grasp of critical and analytic principles.</p>	<p>Paper fully meets the parameters of the assignment but does not exceed them. (and/or...)</p> <p>Paper demonstrates a good grasp of critical and analytic principles but some inconsistency or awkwardness applying them.</p>	<p>Paper goes beyond the assignment to explore the implications of arguments or evidence in new contexts or in particularly thoughtful, insightful, and/or original ways.</p> <p>Paper shows a nuanced grasp of critical and analytic principles and the ability to apply these principles with facility.</p>
Thesis paragraph/ introduction	<p>Thesis paragraph/intro. does not have a discernable central argument (and/or...)</p> <p>The argument is not demonstrable.</p> <p>Does not distinguish between having a topic and advancing a thesis or argument about the topic</p>	<p>Thesis paragraph/intro. identifies a central argument that is demonstrable, though not stated sufficiently clearly or not consistently advanced throughout the paper. (and/or...)</p> <p>Thesis/argument is banal or inconsequential</p> <p>Does not guide the reader into the body of the paper.</p>	<p>Thesis paragraph/intro. clearly identifies a demonstrable central argument.</p> <p>Thesis/argument is interesting but not especially original</p> <p>Gives the reader a reasonably good sense of the nature of evidence that will follow.</p>	<ul style="list-style-type: none"> Clearly and eloquently identifies a demonstrable and nuanced central argument. Thesis/argument is original and compelling Provides the reader with a clear sense of the nature of evidence that will follow. Reveals the organizational structure of the paper. Guides the reader smoothly and logically into the body of the paper.
Evidence	<p>Evidence used does not clearly support the main argument or is lacking. (and/or...)</p> <p>(Where applicable) Important opposing evidence is ignored, thereby weakening the central argument.</p> <p>The argument is taken entirely from the secondary sources</p>	<p>Connection between argument and evidence is not clearly articulated in all cases. (and/or...)</p> <p>(Where applicable) Consideration of opposing evidence is cursory or the evidence is not convincingly refuted.</p> <p>Evidence that seems to support the thesis does not do so when read in its original context.</p> <p>Argument is too dependent on secondary sources</p>	<p>Evidence used to support the central point is well chosen, though not particularly rich or detailed.</p> <p>The connection between argument and evidence is clearly articulated.</p> <p>(Where applicable) Some opposing evidence is considered and refuted.</p> <p>Secondary sources either support the student's argument or are successfully refuted</p>	<ul style="list-style-type: none"> Evidence used to support the central point is rich, detailed and well chosen. Evidence sections employ appropriate illustrations and/or quotations. The connection between argument and evidence is clearly and compellingly articulated in all cases. (Where applicable) Important opposing evidence (i.e. evidence that might seem to contradict your argument) is considered and convincingly refuted. Student enters his or her own view into the ongoing critical debate
Conclusion	<p>Is missing or cursory. (and/or...)</p> <p>Repeats the topic paragraph/intro. more-or-less verbatim.</p>	<p>Restates the same points as the topic paragraph/intro. without reframing them. (and/or...)</p> <p>Introduces new material rather than new perspectives.</p>	<p>Synthesizes and brings closure but does not examine new perspectives or questions.</p>	<p>Elegantly synthesizes and reframes key points from the paper.</p> <p>Suggests new perspectives or questions relevant to the central argument, and brings closure.</p>

	1 - Not Yet Competent	2 - Fairly Competent	3 - Highly Competent	4 - Sophisticated
Organization	<p>Organization of the paper as a whole is not logical or discernable.</p>	<p>Organization of the paper as a whole can only be discerned with effort. (and/or...)</p> <p>Not all parts of the paper fit the organizational structure. (and/or...)</p> <p>Not all the parts of the paper are effectively integrated. In a number of paragraphs, there is not a distinct or coherent point. (and/or)</p> <p>Topic sentences are missing or unclear in a number of paragraphs. (and/or)</p> <p>In a number of paragraphs, the parts do not connect logically.</p>	<p>Organization of paper as a whole is logical and apparent, but transitions between paragraphs are not consistently smooth.</p> <p>Every paragraph makes one distinct and coherent point and, for the most part, the parts of each paragraph connect logically and effectively.</p>	<p>Organization of paper as a whole is logical and quickly apparent.</p> <p>Connections among paragraphs are clearly articulated.</p> <p>Transitions between paragraphs are smooth.</p> <p>Every paragraph makes one distinct and coherent point, expressed in a clear topic sentence; the parts of each paragraph connect logically and persuasively, and internal transitions are smooth.</p>
Clarity	<p>Throughout the paper, wording is imprecise or ambiguous. (and/or...)</p> <p>Sentence structure is consistently confusing.</p>	<p>Wording is imprecise or ambiguous fairly often. (and/or...)</p> <p>Sentence structure is often confusing. (and/or...)</p> <p>Quotations are not framed effectively in the text.</p>	<p>Paper is for the most part precisely worded and unambiguous.</p> <p>Sentence structure is mostly clear.</p> <p>Quotations are framed effectively in the text.</p>	<p>Throughout the paper, wording is precise and unambiguous.</p> <p>Sentence structure is consistently clear and lucid.</p> <p>Quotations are all framed effectively in the text (i.e. integrated properly in terms of both grammar and meaning) and explicated where necessary.</p>
Mechanics	<p>Paper is unacceptably sloppy. (and/or...)</p> <p>Quotations are frequently not attributed or improperly cited.</p>	<p>There are a number of spelling and grammatical errors. (and/or)</p> <p>In a few places, quotations are not attributed and cited.</p>	<p>There are a few minor spelling or grammatical errors.</p> <p>Quotations are all properly attributed and cited.</p>	<p>Paper is clean and appropriately formatted.</p> <p>There are no incomplete or run-on sentences unless used deliberately as emphasis or as a stylistic tool..</p> <p>Quotations are all properly attributed and cited.</p> <p>There are virtually no spelling or grammatical errors.</p>

Oral Communication Rubric

Criteria	3-Sophisticated	2-Competent	1-Not yet Competent
Organization	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.	Organization is haphazard; listener can follow presentation only with effort. Arguments are not clear.
Style	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 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. Presenter seems slightly uncomfortable at times, and 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.
Use of Communication Aids	Communication aids enhance presentation. <ul style="list-style-type: none"> • The font on the visuals is readable. • Information is represented and organized to maximize audience comprehension. • Details are minimized so that main points stand out. 	Communication aids contribute to the quality of the presentation. <ul style="list-style-type: none"> • Font size is mostly readable. • Appropriate information is included. • Some material is not supported by visual aids. 	Communication aids are poorly prepared or used inappropriately. <ul style="list-style-type: none"> • Font size is too small to read. • Too much information is included. • Details or some unimportant information is highlighted, and may confuse the audience.
Content			
Depth of Content	Speaker provides accurate and complete explanations of key concepts and theories, drawing on relevant literature. Applications of theory illuminate issues. Listeners gain insights.	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 the presentation.
Accuracy of Content	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. Some information is accurate but the listener must determine what information is reliable.
Use of Language			
Grammar and Word Choice	Sentences are complete and grammatical. They flow together easily. Words are well chosen; they express the intended meaning precisely.	Sentences are complete and grammatical for the most part. They flow together easily. With some exceptions, words are well chosen and precise.	Listeners can follow presentation, but they are distracted by some grammatical errors and use of slang. Some sentences are halting, incomplete, or vocabulary is limited or inappropriate.
Freedom from Bias (e.g., sexism, racism, heterosexism, ageism, etc.)	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.

Responsiveness to Audience			
Verbal Interaction	Consistently clarifies, restates, and responds to questions. Summarizes when needed.	Generally responsive to audience 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 audience.	Body language reveals a reluctance to interact with audience.

Adapted from Huba, M.E., & Freed, J.E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning* (pp. 156-157). Allyn & Bacon: Needham Heights, MA

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