

Rubrics:

On the pages that follow, you will find a variety of sample rubrics from a variety of disciplines. These are provided to illustrate that rubrics can take many different forms, and that you as instructors have the flexibility to design rubrics to suit your specific assessment requirements.

Developmental English Essay Rubric

	1 Needs Work	2 Adequate	3 Good	4 Excellent
Assignment Fulfillment	Essay is off-topic and/or fails to fulfill the directives (i.e., minimum number of quotes, etc.).	Essay is on-topic but fails to fulfill some of the directives (i.e., minimum number of quotes, etc.).	Essay is on-topic and fulfills most of the directives (i.e., minimum number of quotes, etc.).	Essay is on-topic and fulfills all directives (i.e., minimum number of quotes, etc.).
Thesis	Thesis is missing, unfocused or vague.	Thesis is clear and engages the topic appropriately, but is not original.	Thesis is clear, engages the topic appropriately, and is somewhat original.	Thesis is clear, insightful, and original.
Organization/ Coherence/ Focus	No clearly defined or apparent organization. Paragraphs lack focus and cohesion.	Sequence of ideas is functional but may have abrupt or illogical shifts.	Sequence of ideas is effective but may lack smooth transitions.	Sequence of ideas and transitions between paragraphs are effective.
Development & Support	Body paragraphs contain summaries or generalizations that lack relevant supporting evidence and analysis.	Body paragraphs offer a functional level of evidence and analysis which at times may be too general.	Body paragraphs offer solid, convincing, and somewhat original analysis of relevant evidence.	Body paragraphs offer richly developed, insightful, original, and convincing analysis of relevant evidence.
Grammar & Usage	Frequent errors in grammar, usage and spelling.	Some errors in grammar, usage and spelling. Sentences may be simplistic, choppy or awkward.	Occasional errors in grammar, usage and spelling. Demonstrate syntactical maturity through varied sentence structure.	Few if any grammatical or proofreading errors. Demonstrate syntactical maturity through varied sentence structure.
Basic Research & Documentation Skills	Neglects relevant sources and/ or improperly cites sources according to MLA format.	Inconsistently integrates relevant sources and quotes to substantiate claims, and demonstrates an inconsistent use of MLA format.	Integrates relevant sources and quotes to substantiate claims, using MLA format with occasional lapses in usage.	Smoothly integrates relevant sources and quotes to substantiate claims, consistently using MLA format.
Overall Holistic Score				

Analytic Rubric for Grading Oral Presentations						
	Not Acceptable	Below Expectation	Satisfactory	Above Satisfactory	Exemplary	Score
Organization	No apparent organization. Evidence is not used to support assertions (0-1)	Poorly organized. Evidence is not enough to clearly support assertions. (2-3)	The presentation has a focus and provides some evidence which supports conclusions. (4-5)	Presentation is well-organized and evidence largely supports its conclusion. (6-7)	The presentation is carefully organized and provides convincing evidence to support conclusions. (8)	
Content	The content is inaccurate or overly general. Listeners are unlikely to learn anything or may be misled. (0-1)	The content is often inaccurate or generalized. Listeners learned little from the presentation. (2-3)	The content is generally accurate, but incomplete. Listeners may learn some isolated facts, but they are unlikely to gain new insights about the topic. (4-6)	The content is mostly accurate and complete. Audience is hearing facts and may gain some insights. (7-8)	The content is accurate and complete. Listeners are likely to gain new insight about the topic. (9)	
Style	The speaker appears anxious and uncomfortable, and reads notes, rather than speaks. Listeners are largely ignored. (0-1)	The speaker is uneasy. Eye contact is only occasional. (2-3)	The speaker is generally relaxed and comfortable, but too often relies on notes. Listeners are sometimes ignored or misunderstood. (4-5)	Speaker is mostly confident and familiar with notes. Eye contact is good (6-7)	The speaker is relaxed and comfortable speaks without undue reliance on notes, and interacts effectively with listeners. (8)	
Total Score						

**Critical Thinking
Assessment Grid**

0-1 point
F-D (00-69%)

2 points
C (70-79%)

3 points
B (80-89%)

4 points
A (90-100%)

<p>1: analysis/ assessment of deductive arguments</p>	<p>Incorrect applications. Reveals a poor understanding of basic logical concepts, deductive forms or methods for evaluating validity and soundness.</p>	<p>Demonstrates a fair understanding of deductive forms and assessment methods, and is able to apply them, though with some errors.</p>	<p>Demonstrates a good understanding of deductive forms and assessment methods, and is able to apply them with only a few errors.</p>	<p>Demonstrates thorough grasp of various deductive forms and assessment methods (e.g., use of symbols, Venn diagrams, truth functions, etc.) and applies them correctly.</p>
<p>2: analysis/assessment of inductive arguments</p>	<p>Incorrect applications. Reveals a poor understanding of basic logical concepts, inductive forms or methods for evaluating strength and cogency.</p>	<p>Demonstrates a fair understanding of inductive forms and assessment methods, and is able to apply them, though with some errors.</p>	<p>Demonstrates a good understanding of inductive forms and assessment methods, and is able to apply them with only a few errors.</p>	<p>Demonstrates a thorough grasp of various inductive forms and assessment methods (e.g., basic statistical methods, Mill's methods, fallacies, etc.) and applies them correctly.</p>
<p>3: analysis/assessment of explanatory theories</p>	<p>Reveals a poor understanding of the criteria of adequacy for empirical theories and is unable to use these concepts to assess a theoretical claim. May also have multiple errors of application or interpretation.</p>	<p>Demonstrates a fair grasp of the concept of <i>testability</i> and is able to use it and at least some of the other criteria. May have some errors of application or interpretation.</p>	<p>Demonstrates a good grasp of the concept of <i>testability</i>, and the other criteria of adequacy for empirical theories, and correctly uses most of the criteria. Few or minor errors.</p>	<p>Demonstrates a thorough grasp of the concept of <i>testability</i>, and the other criteria of adequacy for empirical theories, and successfully deploys the criteria. No major errors.</p>
<p>4: construction of a novel argument</p>	<p>The student fails to construct an argument with a clear logical structure. The conclusion is uninteresting or poorly supported. Has problematic premises or commits an obvious fallacy. Unable to represent argument form.</p>	<p>The student can construct a novel but unchallenging argument, having a fairly clear logical form. May have problematic premises. Avoids obvious fallacies. May contain some errors in the construction or formal representation.</p>	<p>The student can construct a somewhat challenging and interesting argument that is well-formed, valid or strong, has few problematic premises, and avoids major fallacies. Few or no errors in the construction or formal representation.</p>	<p>The student constructs a challenging and interesting argument that is well-formed, valid or strong, with no obviously problematic premises, and no fallacies. No significant errors in the construction or formal representation.</p>

Golf Bunker Shot Rubric (#3)

Draft 2/5/07

SLO- Be able to successfully hit balls from greenside bunkers using proper stance, ball position and swing technique.

	Poor	Average	Good	Excellent
Success of shot (balls struck from greenside bunker in an attempt to hit the green)	Student is able to hit balls out of the bunker 10% of the time or less	Student is able to hit balls out of the bunker 25% of the time	Student is able to hit balls out of the bunker the majority of the time and on the green occasionally	Student is able to hit balls out of the bunker at least 70% of the time and on the green the majority of the time
Proper stance (open, weight forward, good golf posture)	Stance is incorrect and contributes to lack of success	Some components of the stance are correct but student is rarely successful	Most components of the stance are correct and student is occasionally successful	All components of the stance are present and the student is often successful
Ball position (ball center to back in stance, proper distance from golfer)	Ball is almost always incorrectly placed in stance and contributes to lack of success	Ball is primarily either positioned the incorrect distance from the golfer or too far forward in stance, contributing to relative lack of success	Ball is usually positioned correctly in stance, some success is evident	Ball is almost always positioned correctly in stance and student demonstrates success
Swing technique ("down the target line swing", open club face, smooth and rhythmic, eyes behind the ball)	Swing technique is incorrect in at least three of four key characteristics, leading to lack of success	Two of four characteristics of proper swing technique are present; success is effected by improper technique	Three of four characteristics of proper swing technique are present, leading to a majority of successful shots and occasional accuracy	Three to four characteristics of proper swing technique are present, success and accuracy result

Rubric for a Research Project

Student Name(s) _____

	Thesis/Problem/Question	Information Seeking/Selecting and Evaluating	Analysis	Synthesis	Documentation	Product/Process
4	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(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).	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.
3	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.
2	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
1	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 does not effectively communicate research findings.

Developing your own Assessment Plan/Performance Criteria:

To assist you in documenting your own plan for assessing a course or activity, the following Map is provided, with examples from current CHC Courses and programs (See pages that follow). Follow these steps as you complete the map:

1. In the upper left-hand box on the map, write the student learning outcome you wish to assess. This statement should state explicitly what you expect students should be able to demonstrate that they have learned as a result of the course or unit.
2. In the middle box, describe how you intend to gather evidence of student learning. Identify the student population you will assess, when the assessment will take place, how it will be conducted, and who will be involved.
3. In the upper right-hand box – list or describe any specific assignments, activities, tests or assessment instruments that will be used to assess student learning.
4. In the Rubric grid below, identify the common or key traits that will be evaluated in the student work collected. Next, for each trait, develop descriptive criteria for each level or step in the rubric, ranging from “No Evidence” of student learning, to what would be considered “Excellent.” In short, describe what each step in the rubric “looks like.”
 - It is important to note that rubrics can take many forms. The rubric grid provided is intended as a guide – you are not limited to only three traits (Affective, Cognitive and Psychomotor learning domains), nor to a 0-3 scale in your rubric. You are encouraged to develop performance criteria that match your learning expectations, which will yield adequate evidence of student learning for the activity assessed. Please contact the Instructional Assessment Specialist if you would like help with creating a rubric, or with any step in the SLO Cycle.

Crafton Hills College Student Learning Outcomes SLO /Assessment/ Rubric Map

Department:

Course:

Faculty Involved:

Student Learning Outcome: *What do students need to demonstrate that they know/can do in your course/area?*

Who/What/How Often? *Describe the approach you will take to assess the outcome (all sections, sampling of students across sections, assessed each semester, fall only, etc.)*

Assessment Activities: *What activities / assignment / instrument/ methodology will you use to produce evidence of student achievement of this outcome?*

Student Learning Outcome: <hr/> <hr/> <hr/> <hr/>		Assessment Strategy/Approach for this SLO: <hr/> <hr/> <hr/> <hr/>		Assessment Activity/for SLO #1 <hr/> <hr/> <hr/> <hr/>
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Rubric: *For the activity identified above, what specific traits or criteria will you measure as evidence of student performance of this outcome? Please provide a description for each step in the rubric (e.g. what does it "look like" when students*

Common Traits	No Evidence (0)	Inadequate (1)	Adequate (2)	Excellent (3)
(Affective domain)				
(Cognitive domain)				
(Psychomotor domain)				

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Crafton Hills College Student Learning Outcomes SLO /Assessment/ Rubric Map

Department: **Health/Physical Ed**

Course:

Faculty Involved:

Student Learning Outcome: *What do students need to demonstrate that they know/can do in your course/area?*

Student Learning Outcome:

To appreciate one's own physical, mental and emotional health, and to demonstrate the knowledge and/or skills associated with actions necessary for optimum health and physical efficiency.

Who/What/How Often? *Describe the approach you will take to assess the outcome (e.g. all sections, sampling of students across sections, assessed each semester, fall only, etc.)*

Assessment Strategy for this SLO:

This SLO will be assessed for all students taking Health 263 or a Physical Education Course (Personalized, Individual or Group Activity). All Students seeking to receive G. E. credit for this course, shall develop a personalized improvement plan, evaluated using the rubric below, and must receive a score of 3 in at least 2 of the criteria below (no lower than 2 on the 3rd).

Assessment Activities: *What activities / assignment / instrument/ methodology will you use to produce evidence of student achievement of this outcome?*

Assessment Activity/for this SLO:

Students pursue a personal change/improvement activity, consistent with the goals of the course, aimed at improving their own health or physical condition.

Rubric: *For the activity identified above, what specific traits or criteria will you measure as evidence of student performance of this outcome? Please provide a description for each step in the rubric (e.g. what does it "look like" when students*

Primary Traits/Criteria:	No Evidence (0)	Inadequate (1)	Adequate (2)	Excellent (3)
<p>The student values the practices and attitudes that contribute toward sound physical, mental and emotional health by undertaking the improvement activity.</p> <p>(Affective domain)</p>	Student did not undertake the activity, or showed no evidence of achievement in this area.	Student expresses a vague notion of a change they want to pursue, but shows little or no commitment to embarking on the improvement activity. Student may have started the activity, but has not continued the activity in earnest.	Student has established a goal and expresses a desire for change or improvement, but effort and commitment fluctuates or is inconsistent.	Student shows significant evidence of attitudinal change, by demonstrating motivation and consistent, sustained commitment to the change they are pursuing.
<p>Student can describe the physiological and scientific soundness of the improvement activity that they are undertaking, and link that information to specific benefits they are seeking.</p> <p>(Cognitive domain)</p>	Student did not undertake the activity, or showed no evidence of achievement in this area.	Student displays a largely uninformed perspective on the change activity they may have identified. They have not taken the time to explore the benefits of various activities that could result in improved health, fitness or wellness.	Student has a general idea of why their improvement activity is sound, and may be able to articulate some of the principles that support their actions and choices, but some of their reasoning may be vague, or incorrect.	Student can provide a complete rationale for the approach, methods and goals of the improvement activity they have undertaken. They articulate accurate information or data supporting the soundness of their activity.
<p>Student persists and sustains the execution of the improvement activity that they are undertaking, and practices it consistently and correctly.</p> <p>(Psychomotor domain)</p>	Student did not undertake the activity, or showed no evidence of achievement in this area.	Student shows very little effort. They may have participated in an activity or two in class, but have not followed this up with a continued effort outside of class. Their actions are indicative of a lack of motivation and commitment to the change activity.	Student has shown effort, with occasional lapses indicating an inconsistent commitment to the change activity. Their effort may have yielded little or no observable improvement due to a lack of consistent, sustained effort.	Student demonstrates a sustained consistent effort in the activity they are pursuing, and may have already observed improvements in their own health, fitness and wellness, which in turn, increases their motivation, effort and commitment.

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Crafton Hills College
Student Learning Outcomes
SLO /Assessment/ Rubric Map

Department: **English 101**

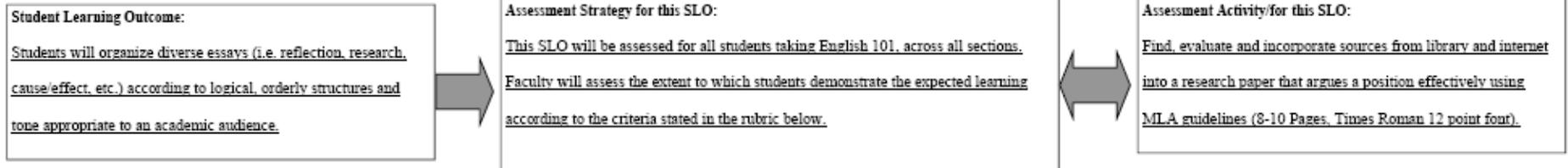
Course:

Faculty Involved:

Student Learning Outcome: *What do students need to demonstrate that they know/can do in your course/area?*

Who/What/How Often? *Describe the approach you will take to assess the outcome (e.g. all sections, sampling of students across sections, assessed each semester, fall only, etc.)*

Assessment Activities: *What activities / assignment / instrument/ methodology will you use to produce evidence of student achievement of this outcome?*



Rubric: *For the activity identified above, what specific traits or criteria will you measure as evidence of student performance of this outcome? Please provide a description for each step in the rubric (e.g. what does each step "look like"?)*

Primary Traits/Criteria:	Needs Work (0)	Adequate (1)	Good (2)	Excellent (3)
Fulfills assignment requirements.	Needs work -- Essay is off-topic and/or fails to fulfill the directives of the assignment.	Adequate -- Essay is on-topic but fails to fulfill some of the directives of the assignment.	Good -- Essay is on topic and fulfills most of the directives of the assignment.	Excellent -- Essay is on topic and fulfills all of the directives of the assignment.
A clear, insightful, original thesis statement.	Needs Work -- Thesis statement is missing, unfocused or vague.	Adequate -- Thesis statement is clear and engages the topic appropriately, but is not original.	Good -- Thesis statement is clear, engages the topic appropriately, and is somewhat original.	Excellent -- Thesis is clear, insightful and original.
Organization/Coherence/Focus of research paper	Needs Work -- No clearly defined or apparent organization. Paragraphs lack focus and cohesion.	Adequate -- Sequence of ideas is functional but may have abrupt or illogical shifts.	Good -- Sequence of ideas is effective but may lack smooth transitions.	Excellent -- Sequence of ideas and transitions between paragraphs are effective.
Development & supporting evidence.	Needs Work -- Body paragraphs contain summaries or generalizations that lack relevant supporting evidence and analysis.	Adequate -- Body paragraphs offer a functional level of evidence and analysis which at times may be too general.	Good -- Body paragraphs offer solid, convincing and somewhat original analysis of relevant evidence.	Excellent -- Body paragraphs offer richly developed, insightful, original, and convincing analysis of relevant evidence.
Adequate grammar and usage.	Needs Work -- Frequent errors in grammar, usage and spelling.	Adequate -- Some errors in grammar, usage, and spelling. Sentences may be simplistic, choppy or awkward.	Good -- Occasional errors in grammar, usage and spelling. Demonstrate syntactical maturity through varied sentence structure.	Excellent -- Few if any grammatical or proof-reading errors. Demonstrate syntactical maturity through varied sentence structure.
Basic research & documentation.	Needs Work -- Frequent errors in grammar, usage and spelling.	Adequate -- Inconsistently integrates relevant sources and quotes to substantiate claims, and demonstrates an inconsistent use of MLA format.	Good -- Integrates relevant sources and quotes to substantiate claims, using MLA format with occasional lapses in usage.	Excellent -- Smoothly integrates relevant sources to substantiate claims, consistently using MLA format.

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