

## M620: Designing Grading Rubrics Rubric Sampler

---

### Laboratory Notebook Grading Rubric ([http://www.rickhershberger.com/bioactivesite/lab/notebook\\_rubric.htm](http://www.rickhershberger.com/bioactivesite/lab/notebook_rubric.htm))

**For a grade of "C", your notebook should enable you to repeat and interpret your experiment.**

- The procedures are recorded in sufficient detail to allow the *original investigator* to accurately repeat his/her own experiment without the use of any lab handouts. (No missing or inaccurate steps.)
- The description of the procedures includes all calculations used to prepare and conduct the experiment and all calculations performed on the data obtained. All calculations and measurements include the units of measure used (g, ml, min, etc.).
- The results recorded (observations and measurements) provide a complete description of the outcomes of the experiment, and are documented in sufficient detail to allow the investigator to draw accurate conclusions.

**For a grade of "B", your notebook should allow someone else to repeat and interpret your experiment.**

- The standards for the "C" grade are met.
- The procedures are recorded in sufficient detail and with such clarity of writing as to allow an independent investigator (i.e. next year's student or another researcher continuing the research project) to accurately repeat the original investigator's experiment without the use of any lab handouts. (No missing or inaccurate steps.)
- The results recorded (observations and measurements) provide a complete description of the outcomes of the experiment, and are documented in sufficient detail and with such clarity of writing as to allow an independent investigator to draw accurate conclusions.
- All tables, figures, and charts have full descriptions. All tables, graphs, and figures have titles or captions. All graph axes and table columns and rows have labels. All units of measure are indicated.
- The dates and times of key activities are documented.
- The sources and lot numbers of all samples and reagents and the identity of each measuring device and analytical instrument is accurately recorded.

**For a grade of "A", your notebook should allow someone else to fully understand the goals, rationale, materials, methods, procedures, results, and conclusions of your experiment.**

- The standards for the "B" grade are met.
- The notebook contains explanations of the goals of the experiment or project, any hypothesis(es) being tested, and any predicted or anticipated outcomes.
- The notebook contains descriptions of the experimental methods or approaches to be used, and how the experiment is designed.
- The independent (manipulated), dependent (responding), controlled, and uncontrolled variables are described.
- The notebook contains descriptions of the conclusions and interpretations drawn by the experimenter, and how those conclusions relate to the goals of the work, the hypothesis being tested, and/or the predicted outcomes.
- The notebook contains the investigator's reflections on problems, mistakes, shortcomings, or unusual observations during the conduct or interpretation of the experiment.
- The notebook is fully in compliance with standards for record keeping in commercial laboratories.

## **M620: Designing Grading Rubrics Rubric Sampler**

---

### **History holistic grading scale**

An essay earning an A

- answers the questions thoroughly
- demonstrates a clear understanding of the material
- has strong, sophisticated presentation of material (clear structure; effective use of sources as evidence)
- controlled, polished prose
- offers broad perspective on events/ideas discussed

An essay earning a B+

- clearly answers the question posed
- demonstrates a clearer understanding (overall) of the material than a C
- pulls together a lot of material
- makes good points, and has good organization overall, but has some problems
- convincing use of evidence
- may be vague in places, especially in use of lecture material
- needs to consider counter arguments

An essay earning a C+

- answers question posed, but may ramble off point a bit; thesis and body not as well connected as B
- some difficulties with organization (long paragraphs; paragraphs jumble together several ideas)
- needs more evidence, more discussion of evidence (uses evidence, but needs more; discussion is clear, but thin in places)
- has gaps in use of lecture material
- may be hard to follow because of choice of wording/phrasing

**M620: Designing Grading Rubrics  
Rubric Sampler**

**Analytical Scoring: Gender Studies G101**

**Overall achievement (10 total)**

Does not have all the required sections; OR may misunderstand the material	Demonstrates clear understanding of the material must follow formal guidelines for the assignment	Shows signs of working through the material, getting at its significance, seeing it in a broader frame/context	Excellent
5.5    6    6.5	7    7.5	8    8.5	9    10

**Summary (4 total)**

Clearly understands the material but doesn't identify the main point of both articles	Offers no meaningful connection OR does not discuss the main point of 1 article	Must connect authors' ideas (i.e. identify themes/larger issues. Must have specifics
1.5    2    2.5	3	4    5

**Response (5 total)**

No response offered	Mostly summary in response section. Must have a response section to earn a 1	Offers emotional rather than academic response to material Does not discuss significance of material	Is working through the ideas and their significance, but not as thoroughly as a 5	Offers specific focus for organizing response. May bring up a question for the author or identify an idea not covered by the author
0	1    2	3    3.5	4    4.5	5

**Programming Assignments Grading Rubric: Computer Science**

<b>Score</b>	<b>Characteristics</b>
<b>100</b>	Correct solution; well documented with comments, with good structure and with good use of whitespace; uses instructions and techniques from the current lesson(s)
<b>90</b>	Correct solution, but missing either #2 or #3 above
<b>80</b>	Partial solution (logic errors); well documented with comments, with good structure, and with good use of whitespace; uses instructions and techniques from the current lesson(s)
<b>70</b>	Partial solution (logic errors), but missing either #2 or #3 above
<b>60</b>	Compiles or builds with errors, but shows effort

## M620: Designing Grading Rubrics Rubric Sampler

---

### Assessing Your Work - Poster Rubric (<http://ed.fnal.gov/trc/rubrics/poster.html>)

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Score
<b>Points Earned</b>	<b>3</b>	<b>2</b>	<b>1 or 0</b>	
Colors and Patterns	Enhance readability	Support readability	Detract from readability	
Layout	Creatively enhances information	Balanced, uncluttered, adequate white space	Not balanced, cluttered, insufficient white space	
Graphics/Photos	All graphics are engaging, enhance text	Graphics enhance text	Graphics do not enhance text	
Titles and Subtitles	All titles and subtitles are clear, enhance readability	Most titles and subtitles are clear, enhance readability	Few or no titles or subtitles to clarify text	
Text Size and Color	All text is clear and readable; a few changes in size and color enhance understanding	Text is clear and readable; changes in size and color enhance understanding	Some text is clear and readable; frequent changes in size and color do not enhance understanding	
Writing	Well written and organized, clear, easy to follow	Adequately written and organized, clear, reasonably easy to follow	Poorly written and organized, unclear, hard to follow	
Quality of Information		Accurate, complete, concise	Inaccurate, incomplete, not concise	
Grammar and Spelling		No grammar or spelling errors	Many grammar and spelling errors	
References		Correctly credits all references	Incorrectly credited or missing references	
			<b>TOTAL SCORE</b>	

## M620: Designing Grading Rubrics Rubric Sampler

---

### Poster Rubric

([http://www.howard-winn.k12.ia.us/eblue/rubrics/poster\\_rubric.html](http://www.howard-winn.k12.ia.us/eblue/rubrics/poster_rubric.html))

**4--Exceptional**

**3--Good**

**2--Acceptable**

**1--Unacceptable**

<i>Element</i>	<i>Score</i>
<b>Focus</b> The intent/topic of the poster is very clear when you first look at it. It is clear that this graphic is a ____.	4 - 3 - 2 - 1
<b>Main Ideas</b> The main ideas are appropriate to the topic and are presented correctly.	4 - 3 - 2 - 1
<b>Supporting Details</b> Appropriate and accurate details support each main idea.	4 - 3 - 2 - 1
<b>Purpose</b> The purpose of the poster is clearly accomplished.	4 - 3 - 2 - 1
<b>Drawings and Illustrations</b> All illustrations, photographs, and drawings add to the purpose and interest of the poster.	4 - 3 - 2 - 1
<b>Mechanics (C-U-P-S)</b> There are no errors in capitalization, usage, punctuation, or spelling.	4 - 3 - 2 - 1
<b>Layout and Design</b> The overall organization, design, use of color, and use of space help to make the poster interesting and to communicate the message.	4 - 3 - 2 - 1
<b>Creativity</b> The poster is highly original and creative.	4 - 3 - 2 - 1
<b>Neat and Presentable</b> The poster is very neat and presentable.	4 - 3 - 2 - 1
<b>Total:</b>	

## M620: Designing Grading Rubrics Rubric Sampler

**Presentation Rubric** (Stevens, DD and Levi AJ (2005) *Introduction to Rubrics*. Stylus: Sterling, VA, p. 82)

Dimension	Professional	Adequate	Needs work	You're fired	Grade
<b>Content</b>	Full grasp (more than needed) of material in initial presentations and in answering questions later.	Solid presentation of material and answers all questions adequately but without elaboration.	Less than a full grasp of the information revealed rudimentary presentation and answers to questions.	No grasp of information, some misinformation, and unable to answer questions accurately.	B+
<b>Organization</b>	Information is presented in a logical interesting sequence that is easy for the audience to follow.	Information is presented in a logical sequence that is easy for the audience to follow but a bit dull.	Presentation jumps around a lot and is not easy to follow although it is possible.	Audience cannot follow presentations because it follows no logical sequence.	C
<b>Graphics</b>	Graphics explain and reinforce the rest of the presentation.	Graphics related to the text of the presentation.	Graphics are too few or not sufficiently related to the rest of the presentation.	Graphics are either not used or are superfluous.	B
<b>English</b>	No misspelled words or grammatical errors.	No more than two misspelled words or grammatical errors.	Three misspelled words or grammatical errors.	Four or more misspelled words or grammatical errors.	A
<b>Elocution</b>	Speaks clearly, correctly, and precisely, loud enough for audience to hear and slowly enough for easy understanding.	Speaks clearly, pronounces most words correctly, loud enough to be easily heard, and slow enough to be easily understood.	Speaks unclearly, mispronounces many major terms, and speaks too softly or rapidly to be easily understood.	Mumbles, mispronounces most important terms, and speaks too softly or rapidly to be understood at all.	C
<b>Eye contact</b>	Eye contact constant; minimal or no reading of notes.	Eye contact maintained except when consulting notes, which is too often.	Some eye contact, but mostly reading from notes.	No eye contact; reads from notes exclusively.	B-

## M620: Designing Grading Rubrics Rubric Sampler

### A Rubric for Rubrics: A Tool for Assessing the Quality and Use of Rubrics in Education

Dr. Bonnie B. Mullinix © Monmouth University (<http://its.monmouth.edu/facultyresourcecenter/Rubrics/A%20Rubric%20for%20Rubrics.htm>)

Criteria	1 Unacceptable	2 Acceptable	3 Good/Solid	4 Exemplary
<b>Clarity of criteria</b>	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
<b>Distinction between Levels</b>	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
<b>Reliability of Scoring</b>	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 (e.g. differs by less than 5-10% or less than ½ level)	Cross-scoring of assignments using rubric results in consistent agreement among scorers
<b>Clarity of Expectations/ Guidance to Learners</b>	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)
<b>Support of Metacognition (Awareness of Learning)</b>	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)
<b>Engagement of Learners in Rubric Development/ Use *</b>	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

<b>Scoring:</b>	0 - 10 = needs improvement	11 - 15 = workable	16 – 20 = solid/good	21 – 24 = exemplary
-----------------	----------------------------	--------------------	----------------------	---------------------