

Rubric Guide for Instructors

Assignment Title:

Due Date:

Learning Outcome

The purpose of this assignment is to give you an opportunity to demonstrate your ability to . . . *(add course learning outcome(s) with which this assignment aligns).*

Instructions

Your assignment will be evaluated based on this rubric. Please use it as a guide when planning and completing your assignment.

<i>In this column, add the essential criteria or components of the assignment.</i>	Exemplary (5) <i>In this column, describe the ways in which student work exceeds the accomplished standard for the component. This level of work cannot be improved upon.</i>	Accomplished (4) <i>In this column, describe the ways in which student work exceeds the competent standard for the component. This level of work is very good.</i>	Competent (3) <i>In this column, describe the requirements for student work to be considered competent or at the passing level?</i>	Developing (2) <i>In this column, describe the ways in which the student work does not quite meet the minimum passing standard for the component. Items may be unclear, incorrect, underdeveloped etc.</i>	Beginning (1) <i>In this column, describe the ways in which student work reflects very basic or beginning level work for the component. Items may be incorrect, missing, off-topic etc.</i>	Score
E.g. Content	E.g. Central ideas well developed; clearly articulated supporting ideas demonstrating critical analysis, synthesis and original thought; a range of relevant evidence and examples from course materials, discussions and real world contexts	E.g. Central ideas well developed; clearly articulated supporting ideas demonstrating critical analysis of topic; a range of relevant evidence and examples from course materials and discussions	E.g. Central idea sufficiently developed; most supporting ideas clearly articulated and sufficiently supported with examples from course materials	E.g. Central ideas vague or too broad; some supporting ideas unclear or inadequately developed; few examples given as support	E.g. Central ideas absent or shifting; supporting ideas missing or off-topic; irrelevant or incorrect examples given as support; writer may not have understood purpose of assignment	<i>If certain components should be weighted more heavily, multiply the score by the appropriate amount. E.g. Content = x2</i> /5 x2
Organization						/5
Research						/5 x1.5
Language						/5
Total Score: _____						

The criteria or components selected will change depending on the assignment.

If certain components should be weighted more heavily, multiply the score by the appropriate amount. E.g. Content = x2