

Rubric Handbook

Guide to Writing Rubrics

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This Handbook is intended as a Guide to writing and designing **Rubrics** to assist in the Assessment process at Florida Memorial University. Every academic department should have a set of rubrics that match the SLOs that are to be measured.

What is a rubric?

- A rubric is a scoring guide that seeks to evaluate a student’s performance based on the sum of a full range of criteria rather than a single numerical score.
- A rubric is an authentic assessment tool used to measure students’ work.
 - Authentic assessment is used to evaluate students’ work by measuring the product according to real-life criteria. The same criteria used to judge a published author would be used to evaluate students’ writing.
 - Although the same criteria are considered, expectations vary according to one’s level of expertise. The performance level of a novice is expected be lower than that of an expert and would be reflected in different standards. For example, in evaluating a story, a first-grade author may not be expected to write a coherent paragraph to earn a high evaluation. A tenth grader would need to write coherent paragraphs in order to earn high marks.
- A rubric is a working guide for students and teachers, usually handed out before the assignment begins in order to get students to think about the criteria on which their work will be judged.
- A rubric enhances the quality of direct instruction.

Rubrics can be created for any content area including math, science, history, writing, foreign languages, drama, art, music, and even cooking! Once developed, they can be modified easily for various grade levels. The following rubric was created by a group of postgraduate education students at the University of San Francisco, but could be developed easily by a group of elementary students.

Why use rubrics?

Many experts believe that rubrics improve students’ end products and therefore increase learning. When teachers evaluate papers or projects, they know implicitly what makes a good final product and why. When students receive rubrics beforehand, they understand how they will be evaluated and can prepare accordingly. Developing a grid and making it available as a tool for students’ use will provide the scaffolding necessary to improve the quality of their work and increase their knowledge.

In brief:

- Prepare rubrics as guides students can use to build on current knowledge.
- Consider rubrics as part of your planning time, not as an additional time commitment to your preparation.

Once a rubric is created, it can be used for a variety of activities. Reviewing, re-conceptualizing, and revisiting the same concepts from different angles improves understanding of the lesson for students. An established rubric can be used or slightly modified and applied to many activities. For example, the standards for excellence in a writing rubric remain constant throughout the school year; what *does* change is students’ competence and your teaching strategy. Because the essentials remain constant, it is not necessary to create a completely new rubric for every activity.

There are many advantages to using rubrics:

- Teachers can increase the quality of their direct instruction by providing focus, emphasis, and attention to particular details as a model for students.
- Students have explicit guidelines regarding teacher expectations.
- Students can use rubrics as a tool to develop their abilities.
- Teachers can reuse rubrics for various activities.
- Rubrics tell students they must do a careful job. Information on the expected quality of the task performed is given to students.
- Rubrics set standards. Students know in advance what they have to do to achieve a certain level.
- Rubrics clarify expectations. When levels are described in clear language, everyone knows what is required. The quality of student work will improve.
- Rubrics help students take responsibility for their own learning. Students use rubrics to help study information the teacher values.
- Rubrics have value to other stakeholders. Anyone (including colleagues, parents and community members) seeing a rubric and a student score based on that rubric knows what content was mastered by that student.

Disadvantages of Rubrics:

- Rubrics are hard to design.
- Rubrics are time-consuming to design.
- A rubric is only as useful as it is good.

Analytic vs. Holistic Rubrics

- **Holistic rubric** gives a single score or rating for an entire product or performance based on an overall impression of a student's work
- **Analytical trait rubric** divides a product or performance into essential traits or dimensions so that they can be judged separately—one analyzes a product or performance for essential traits

Steps in Rubric Development

1. Determine learning outcomes
2. Keep it short and simple (Include 4 – 15 items; use brief statements or phrases)
3. Each rubric item should focus on a different skill
4. Focus on how students develop and express their learning
5. Evaluate only measurable criteria
6. Ideally, the entire rubric should fit on one sheet of paper
7. Reevaluate the rubric (Did it work? Was it sufficiently detailed?)

Terms to use in measuring range/scoring levels

Needs Improvement...Satisfactory...Good...Exemplary

Beginning...Developing...Accomplished...Exemplary

Needs work...Good...Excellent

Novice...Apprentice...Proficient...Distinguished

Numeric scale ranging from 1 to 5, for example

Writing and Using Rubrics

You will need to develop a scoring rubric (scoring guide) to evaluate the quality of your students’ responses. The rubric should contain a set of ordered categories with descriptions to which the student responses can be compared in order to assign a score. In its simplest terms, a rubric is a scoring guide to evaluate the work of your students.

Types of Rubrics

Holistic Rubric. A Holistic Rubric has only one general descriptor and provides a single score based on your overall impressions of the students’ response. For Example a question that asks the student to *compare genre for two different time periods* can be scored holistically by considering the **quantity** of information provided combined with the **quality** (including accuracy) of information provided on a scale of 1-4. You would write or have in mind one general description for performances as a whole of what you expect the student to produce. There is a high degree of **subjectivity** in scoring holistic rubrics.

Here are some examples of Holistic Rubrics:

Example 1

Rubric Template

(Describe here the task or performance that this rubric is designed to evaluate.)

	Beginning	Developing	Accomplished	Exemplary	Score
	1	2	3	4	
Stated Objective or Performance	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	

Stated Objective or Performance	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	
Stated Objective or Performance	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	
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Stated Objective or Performance	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	

Example 2

4-Exceeds Criteria	3-Meets Criteria	2-Progressing to Criteria	1-Below Expectations	Score
<ul style="list-style-type: none"> Provides ample supporting detail to support solution/argument Organizational pattern is logical and complete Uses effective language, engages the audience. Follows the rules of standard English 	<ul style="list-style-type: none"> Provides adequate supporting detail to support solution/argument Organizational pattern is logical and conveys completeness with a few lapses. Uses appropriate language for intended audience. Generally follows the rules of standard English 	<ul style="list-style-type: none"> Includes some detail, but often extraneous or loosely related material. Achieves little completeness or wholeness though organization attempted Limited and predictable vocabulary, perhaps not appropriate to audience and purpose. Generally does not follow the rules of standard English 	<ul style="list-style-type: none"> Inconsistent or few details, little evidence of organization, wholeness or completeness. Limited and/or inappropriate vocabulary for audience and purpose. Does not follow the rules of standard English 	

Example 3

Holistic Rubric for Essay Questions		
Response	Criteria	Rating
Exemplary	Clarity of thought, Complete. Shows understanding of all processes, reasonable hypothesis or thoughtful questions, conclusions supportable by data, shows creativity, some graphic representation of data or concepts.	10
Competent	Clarity of thought, shows understanding of major processes, includes good hypothesis or questions, draws acceptable inferences and conclusions, and may have graphic representations.	8
Minor Flaws	Completes the assignment, but explanations may be slightly ambiguous or unclear, may contain some incompleteness, inappropriateness, or unclearness in representation, hypothesis, understanding of processes, or conclusions.	6
Nearly Satisfactory	Begins successfully, but omits significant parts or fails to complete, may misuse scientific terms, representations may be incorrect or omitted, incorrect or incomplete in analysis,	4

	inferences and conclusions.	
Fails to complete	Assignment and explanation is unclear or major flaws in concept mastery, incorrect use of scientific terms, inappropriate or omitted hypothesis.	2
Unable to begin effectively	Product does not reflect the assignment, does not distinguish what information is needed, and restates the question without making an attempt at a solution.	1
No attempt	Does not begin assignment.	0

Analytic Rubrics: An analytic rubric resembles a grid with the criteria for a student product listed in the leftmost column and with levels of performance listed across the top row often using numbers and/or descriptive tags. The cells within the center of the rubric may be left blank or may contain descriptions of what the specified criteria look like for each level of performance. When scoring with an analytic rubric each of the criteria is scored individually

Example Analytic Rubric: Articulating thoughts through written communication— final paper/project.

	NEEDS IMPROVE-MENT (1)	DEVELOPING (2)	SUFFICIENT (3)	ABOVE AVERAGE (4)
Clarity (Thesis supported by relevant information and ideas.)	The purpose of the student work is not well-defined. Central ideas are not focused to support the thesis. Thoughts appear disconnected.	The central purpose of the student work is identified. Ideas are generally focused in a way that supports the thesis.	The central purpose of the student work is clear and ideas are almost always focused in a way that supports the thesis. Relevant details illustrate the author’s ideas.	The central purpose of the student work is clear and supporting ideas always are always well-focused. Details are relevant, enrich the work.
Organization (Sequencing of elements/ideas)	Information and ideas are poorly sequenced (the author jumps around). The audience has difficulty following the thread of thought.	Information and ideas are presented in an order that the audience can follow with minimum difficulty.	Information and ideas are presented in a logical sequence which is followed by the reader with little or no difficulty.	Information and ideas are presented in a logical sequence which flows naturally and is engaging to the audience.
Mechanics (Correctness of grammar and spelling)	There are five or more misspellings and/or systematic grammatical errors per page or 8 or more in the entire document. The readability of the work is seriously hampered by errors.	There are no more than four misspellings and/or systematic grammatical errors per page or six or more in the entire document. Errors distract from the work.	There are no more than three misspellings and/or grammatical errors per page and no more than five in the entire document. The readability of the work is minimally interrupted by errors.	There are no more than two misspelled words or grammatical errors in the document.

Writing Assessment - Analytic Rubric

	4	3	2	1	0
	Excellent	Good	Adequate	Limited	Unacceptable
BASIC ELEMENTS OF WRITING					
1. Clear thesis or main idea					
2. Clear organization, including introduction, body, conclusion, and transitions.					
3. Reflects standards of written English and concern for grammar, spelling, punctuation, and mechanics.					
4. Style and tone are appropriate to the audience and assignment.					
SOURCES					
5. Represents outside sources accurately without plagiarizing.					
6. Conventional citation for the sources.					
7. Sources used provide relevant evidence for the thesis.					
CONTENT					
8. Follows directions and responds to all parts of the assignment.					
9. Arguments and information are relevant to the thesis.					
10. Content displays evidence of good analysis and reasoning.					
11. Content displays evidence of independent thinking or perspective.					

For additional Rubric Help see the following links:

Rubric Help

- <http://www.aacu.org/value/rubrics/LifelongLearning.cfm>
- <http://www.rcampus.com/indexrubric.cfm>
- <http://rubistar.4teachers.org/index.php>
- <http://www.sc.edu/generaleducation/resources.shtml>
- <http://www.virginiaassessment.org/documents/2005%20Workshop%20Presentations/Creating%20Rubrics%20and%20Prompts.pdf>
- <http://www.sfasu.edu/assessment/rubrics.asp>

APPENDIX – More Sample Rubrics

The Following are Rubrics for College Level Competencies

Oral Communications Rubric – College Level Competency

Method of Assessment:

Criteria for Success: ___% of the students will score ___% accuracy on this Competency

	Exceeds Criteria Mastery Level 4	Meets Criteria 3	Progressing to Criteria 2	Below Expectations 1	Score
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.	
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.	
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the	

	establishes the presenter's credibility/authority on the topic.	credibility/authority on the topic.	credibility/authority on the topic.	presenter's credibility/authority on the topic.	
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.	
				Total Score	

Quantitative Reasoning Rubric – College Level Competency

Method of Assessment:

Criteria for Success: ___% of the students will score ___% accuracy on this Competency

	Exceeds Criteria Mastery Level 4	Meets Criteria 3	Progressing to Criteria 2	Below Expectations 1	Score
<p>Interpretation <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i></p>	<p>Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. <i>For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.</i></p>	<p>Provides accurate explanations of information presented in mathematical forms. <i>For instance, accurately explains the trend data shown in a graph.</i></p>	<p>Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. <i>For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.</i></p>	<p>Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. <i>For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.</i></p>	
<p>Representation <i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i></p>	<p>Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.</p>	<p>Competently converts relevant information into an appropriate and desired mathematical portrayal.</p>	<p>Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.</p>	<p>Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.</p>	
<p>Calculation</p>	<p>Calculations attempted are essentially all successful and</p>	<p>Calculations attempted are essentially all successful and</p>	<p>Calculations attempted are either unsuccessful or</p>	<p>Calculations are attempted but are both unsuccessful and</p>	

	sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	sufficiently comprehensive to solve the problem.	represent only a portion of the calculations required to comprehensively solve the problem.	are not comprehensive.	
Application / Analysis <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.	
Assumptions <i>Ability to make and evaluate important assumptions in estimation, modeling, and data analysis</i>	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.	
Communication <i>Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is</i>	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May	

<i>formatted, presented, and contextualized)</i>	with consistently high quality.	completely effective format or some parts of the explication may be uneven.		use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)	
				Total Score	

Reading Rubric – College Level Competency

Method of Assessment:

Criteria for Success: ___% of the students will score ___% accuracy on this Competency

	Exceeds Criteria Mastery Level 4	Meets Criteria 3	Progressing to Criteria 2	Below Expectations 1	Score
Comprehension	Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author's explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author's message and presentation).	Uses the text, general background knowledge, and/or specific knowledge of the author's context to draw more complex inferences about the author's message and attitude.	Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message; draws basic inferences about context and purpose of text.	Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.	
Genres	Uses ability to identify texts within and across genres, monitoring and adjusting reading strategies and expectations based on generic nuances of particular texts.	Articulates distinctions among genres and their characteristic conventions.	Reflects on reading experiences across a variety of genres, reading both with and against the grain experimentally and intentionally.	Applies tacit genre knowledge to a variety of classroom reading assignments in productive, if unreflective, ways.	
Relationship to Text <i>Making meanings with texts in their contexts</i>	Evaluates texts for scholarly significance and relevance within and across the various disciplines, evaluating them according to their contributions and consequences.	Uses texts in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions.	Engages texts with the intention and expectation of building topical and world knowledge.	Approaches texts in the context of assignments with the intention and expectation of finding right answers and learning facts and concepts to display for credit.	
Analysis <i>Interacting with texts in parts and</i>	Evaluates strategies for relating ideas, text structure, or	Identifies relations among ideas, text	Recognizes relations among parts or aspects of	Identifies aspects of a text (e.g., content, structure, or	

<i>as wholes</i>	other textual features in order to build knowledge or insight within and across texts and disciplines.	structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole.	a text, such as effective or ineffective arguments or literary features, in considering how these contribute to a basic understanding of the text as a whole.	relations among ideas) as needed to respond to questions posed in assigned tasks.	
Interpretation <i>Making sense with texts as blueprints for meaning</i>	Provides evidence not only that s/he can read by using an appropriate epistemological lens but that s/he can also engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers.	Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or in a given community of readers.	Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading.	Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification of the task.	
Reader's Voice <i>Participating in academic discourse about texts</i>	Discusses texts with an independent intellectual and ethical disposition so as to further or maintain disciplinary conversations.	Elaborates on the texts (through interpretation or questioning) so as to deepen or enhance an ongoing discussion.	Discusses texts in structured conversations (such as in a classroom) in ways that contribute to a basic, shared understanding of the text.	Comments about texts in ways that preserve the author's meanings and link them to the assignment.	
				Total Score	

Technology Rubric – College Level Competency

Method of Assessment:

Criteria for Success: ___% of the students will score ___% accuracy on this Competency

	Exceeds Criteria Mastery Level 4	Meets Criteria 3	Progressing to Criteria 2	Below Expectations 1	Score
Evaluate Information and its Sources Critically	Thoroughly (systematically and methodically) analyze own and others' assumptions and carefully evaluate the relevance of contexts when presenting a position.	Is able to analyze own and others' assumptions and evaluate the relevance of contexts when presenting a position.	Demonstrates some ability to analyze own and others' assumptions and evaluate the relevance of contexts when presenting a position.	Is not able to analyze own and others' assumptions nor able to and evaluate the relevance of contexts when presenting a position.	
Use Information Effectively to Accomplish a Specific Purpose	Communicate, organize and synthesize information from sources to fully achieve a specific purpose, with clarity and depth	Communicate, organize and synthesize information from sources to fully achieve a specific purpose	Communicate information from sources to achieve a specific purpose	Communicate information from sources, but unable to achieve a specific purpose	
Access and Use Information Ethically and Legally	Use correctly all of the following information: use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Use correctly most (75%) of the following information: use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or	Use correctly some (50%) of the following information: use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or	Attempts to use less than (50%) of the following information: use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or	

		proprietary information.	proprietary information.	proprietary information.	
Use of Technology, computer skills	Use operating systems such as Microsoft Windows, including the manipulation of directory and file structures with fluency, and complete understanding of the process, no errors	Use operating systems such as Microsoft Windows, including the manipulation of directory and file structures with some fluency, and understanding of the process with few no errors	Use operating systems such as Microsoft Windows, including the manipulation of directory and file structures with some difficulty, and little understanding of the process with several errors	Limited use or not able to use operating systems such as Microsoft Windows, including the manipulation of directory and file structures with difficulty, and little or no understanding of the process with several errors	
Use of Technology, computer skills	Use word processing system such as MS Word and MS Power Point to design professional quality documents, reports and presentations with fluency and complete understanding of the process with no errors	Use word processing system such as MS Word and MS Power Point to design professional quality documents, reports and presentations with some fluency and understanding of the process with few errors	Use word processing system such as MS Word and MS Power Point to design professional quality documents, reports and presentations with some difficulty and little understanding of the process with several errors	Limited use or not able to use word processing system such as MS Word and MS Power Point to design professional quality documents, reports and presentations with difficulty and no understanding of the process with several errors	
Use of Technology, computer skills	Use internet search engines such as Google and library web sites with fluency and complete understanding of the process with no errors	Use internet search engines such as Google and library web sites with some fluency and understanding of the process with few errors	Use internet search engines such as Google and library web sites with some difficulty and little understanding of the process with several errors	Limited use or not able to use internet search engines such as Google and library web sites with difficulty and no understanding of the process with several errors	
				Total Score	

Written Communications Rubric – College Level Competency

Method of Assessment:

Criteria for Success: ___% of the students will score ___% accuracy on this Competency

	Exceeds Criteria Mastery Level 4	Meets Criteria 3	Progressing to Criteria 2	Below Expectations 1	Score
<p>Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i></p>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	
<p>Content Development</p>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	
<p>Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i></p>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.	
<p>Sources and Evidence</p>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the	Demonstrates an attempt to use sources to support ideas in the writing.	

			writing.		
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	
				Total Score	

Other Rubric Examples

Discussion Rubric

Name:

Description

This Rubric will be used to grade Discussion Posts

	Levels of Achievement				
Criteria	A (Excellent)	B (Good)	C (Average)	D (Minimal)	F (Unacceptable)
Discussion Comment	<p>4 Points</p> <p>The comment is accurate, original, and relevant. Teaches us something new, and is well written. Four point comments add substantial teaching presence to the course, and stimulate additional thought about the issue under discussion</p>	<p>3 Points</p> <p>The comment lacks at least one of the above qualities, but is above average in quality. A three point comment makes a significant contribution to our understanding of the issue being discussed.</p>	<p>2 Points</p> <p>The comment lacks two or three of the required qualities. Comments which are based upon personal opinion or personal experience often fall within this category</p>	<p>1 Points</p> <p>The comment presents little or no new information. However, one point comments may provide important social presence and contribute to a collegiate atmosphere.</p>	<p>0 Points</p> <p>The comment adds no value to the discussion.</p>

Instructor Comments:

**Rubric for Faculty Course Syllabus
Institutional
Effectiveness
Florida Memorial University**

Department		
Course		
School		
1	<input type="checkbox"/> Present	Course Number and Title, semester and year offered
	<input type="checkbox"/> Not Present	
2	<input type="checkbox"/> Present	Class Meeting Time and Location
	<input type="checkbox"/> Not Present	
3	<input type="checkbox"/> Present	Instructor Name(s)
	<input type="checkbox"/> Not Present	
4	<input type="checkbox"/> Present	Contact Information (Office number, office telephone number, e-mail address, and/or Web address for course materials)
	<input type="checkbox"/> Partially present	
	<input type="checkbox"/> Not Present	
5	<input type="checkbox"/> Present	Office hours
	<input type="checkbox"/> Not Present	
6	<input type="checkbox"/> Present	Course Description from catalog (include names of any pre-requisite or co- requisite courses. Is the course on line hybrid or face-to-face.
	<input type="checkbox"/> Not Present	
7	<input type="checkbox"/> Present	List of required texts. ISBN number for each textbook is provided
	<input type="checkbox"/> Not Present	
8	<input type="checkbox"/> Present	Recommended texts, readings, bibliography, journals, and intent sources for further study re included.
	<input type="checkbox"/> Not Present	
9	<input type="checkbox"/> Present	Course Student Learning Outcomes (SLOs) identified
	<input type="checkbox"/> Not Present	
10	<input type="checkbox"/> Complete	SLOs are written in active language and describe student behaviors or student work that could be directly measured Complete: all SLOs are measurable or <i>only one</i> SLO is written in language that is not measurable Partially complete: 2 or more SLOs are written in language that is not clearly measurable Not Present: no SLOs are identified on syllabus
	<input type="checkbox"/> Partially Complete	
	<input type="checkbox"/> Not Present	
11	<input type="checkbox"/> Present	Course SLOs are aligned with program SLOs. (Program Curriculum Map) Core Curriculum: SLOs align with Core CLCs <i>***Code as Present if one or more specific course SLOs align with one or more program SLOs for the program. Evaluate this item separately for each program in which the course appears as a required course.***</i>
	<input type="checkbox"/> Not Present	

12	<input type="checkbox"/> Present	Other Requirements: Reading and writing assignments, use of technology, critical thinking, oral presentations
	<input type="checkbox"/> Not Present	
13	<input type="checkbox"/> Present	University Attendance Policy. (From University Catalog) Methods of Instruction listed. (Lecture, Hybrid, Flipped ...)
	<input type="checkbox"/> Not Present	
14	<input type="checkbox"/> Present	University Academic honor Code. (From University Catalog)
	<input type="checkbox"/> Not Present	
15	<input type="checkbox"/> Present	Exam Permit Policy. (From University Catalog)
	<input type="checkbox"/> Not Present	
16	<input type="checkbox"/> Present	Disability Access Policy
	<input type="checkbox"/> Not Present	
17	<input type="checkbox"/> Present	Topical Outline of material to be covered including Calendar of important events (schedule of required readings, assignment due dates, exam dates, etc.). Dates can be identified as tentative dates and/or subject to change to provide flexibility for adjustments needed to accommodate instructional needs.
	<input type="checkbox"/> Not Present	
18	<input type="checkbox"/> Present	Methods of Evaluation: Description of how the instructor will evaluate student work in the course (exams & grading policy): Describe the exams and assignments that will be required. Describe how these will be evaluated and weighted to compute a final grade in the course. Statement about proctored exams (required for courses with online exams)
	<input type="checkbox"/> Not Present	
19	<input type="checkbox"/> Present	Instructor-established policies for the course. Describe policies for acceptance of late work; permission to make up a missed exam; procedures to request extensions of deadlines or arrange alternate exam dates when conflicts arise with official University functions (e.g., travel for athletes, etc.)
	<input type="checkbox"/> Not Present	

Additional Information – Optional

20	<input type="checkbox"/> Present	Notification of use of Turn-it-in (required only if instructor has written assignments and plans to use Turn-it-in to evaluate originality of student writing)
	<input type="checkbox"/> Not Present	
21	<input type="checkbox"/> Present	Notification of use of Blackboard LMS (required only if instructor plans to use Blackboard LMS)
	<input type="checkbox"/> Not Present	
22	<input type="checkbox"/> Present	Emergency planning information for course continuity
	<input type="checkbox"/> Not Present	
23	<input type="checkbox"/> Present	Expectations for classroom decorum/behavior/civility. In an eLearning course: expectations for decorum in online discussions, email, etc.
	<input type="checkbox"/> Not Present	

24	<input type="checkbox"/> Present	Grading rubrics for assignments provided in syllabus
	<input type="checkbox"/> Not Present	
25	<input type="checkbox"/> Present	Evidence for instructional strategies that promote active learning
	<input type="checkbox"/> Not Present	
26	<input type="checkbox"/> Present	Evidence for instructional strategies that promote student engagement
	<input type="checkbox"/> Not Present	

Using the rubric to evaluate syllabus

A syllabus that **meets University expectations** will include **all** of the expected syllabus elements appropriate for the course

Expected Syllabus Elements		
Rubric Item		Brief description
	1	Course Number and Title, semester and year offered
	3	Class Meeting Time and Location
	4	Instructor Name(s)
	5	Contact Information (Office number, office telephone ...
	6	Course Description from catalog
	7	Required texts
	8	Bibliography
	9	Course Student Learning Outcomes (SLOs)
	10	SLOs written in measurable language
	11	SLOs align with appropriate program SLOs
	12	Other Requirements
	13	University Attendance Policy
	14	University Academic honor Code.
	15	Exam Permit Policy. (From University Catalog)
	16	Disability Access Policy
	17	Topical Outline
	18	Methods of Evaluation
	19	Instructor-established policies for the course

