

Grading Rubric for Written Assignments

Carl Franklin, Associate Professor

Political Science and Criminal Justice

Southern Utah University

Grading is based on 100 point scale for each paper in any course taught by the professor. The grade for any paper is based on the following rubric. To determine a percentage grade, the actual points earned are divided by the total number of points possible. This percentage grade determines the letter grade for the activity or course.

Seventy percent (70%) of each grade represents the Student's content understanding. Please review the content areas closely to determine the standards and measurements. Each assignment will have a clearly defined set of outcomes that should guide the student in their work. In all cases, the student is expected to recognize the material covered within the course and properly apply it as part of the total presentation or assignment.

Students in upper division courses (above 2000 level) are also expected to contribute to course material through independent research using suitable sources that may include peer-reviewed journal articles, recognized text, professional publications, and limited news sources. In all instances the student should provide a clearly defined and listed source, using the APA style. Proper presentation of source/citation is part of the Presentation grade.

In most instances the use of Wikipedia or other common forums are not acceptable as a sole source for any material. The minimally edited nature of these sources makes them prime candidates for misrepresentations or outright false material. As such, a student who uses such a source is expected to also confirm or otherwise verify the material.

Thirty percent (30%) of each grade represents the Student's ability to convey their understanding at an apposite academic level and using proper format. Though these are not English courses the use of proper format, spelling, punctuation, and appropriate levels of academic presentation are expected.

Papers may be submitted electronically; however, they must be in Microsoft Word (2003 or 2007) format. Work may also be submitted in the Rich Text Format (.rtf); however, some formatting may be lost when work is converted. Students who do not own or use Word software may download a free compatible package from Open Office (<http://www.openoffice.org>).

Printed versions of papers/presentation must be on clean, white paper as used in common office documents. Margins must be no less than 1 inch on all sides and no larger than 1.5 inches on each side. A sans serif font such as Times New Roman is preferred. Page numbers are required. Bibliography, citations, footnotes, etc. are presented at the end of the document and does not count toward total page number.

Hand written papers are acceptable, but they must be readable. Material which cannot be easily read will not be graded.

Grading Rubric:

70% of grade - Content		30% of grade - Presentation
Research Activities	Demonstrative/Analytical Activities	Style and Conventions
Includes evaluation of Focus, Development, and Organization.	Includes student's ability to present material in a cogent fashion.	Includes evaluation of Style and Conventions (Unless otherwise noted students are expected to be knowledgeable of and accurately use the APA Style Manual).
<p>Excellent 100%-94%</p>	<p>Student demonstrates a well-developed focus, thorough points of development, and a logical pattern of organization of ideas and concepts.</p> <p>The presented material covers the topic thoroughly, demonstrates substantial reflection and/or self assessment, exhibits a broad integration of readings, and reveals conceptual knowledge and skills.</p> <p>Sources and citations are properly given for every major idea as well as supporting propositions and conclusions.</p> <p>Clearly defined pattern of subject knowledge.</p>	<p>Student demonstrates a well-developed focus, thorough points of development, and a logical pattern or organization of discussion ideas and concepts.</p> <p>Top papers/presentations will include the following:</p> <ul style="list-style-type: none"> • Substantially achieved stated learning outcome(s) • Substantially integrated key concepts and terms from course materials • Substantially evaluated, concluded, and applied concepts learned-demonstrated learning through use of examples and/or illustrations • Supported insights and assertions through research and use of additional outside academic resources
<p>Above Average 93%-87%</p>	<p>Student demonstrates a clear focus, substantive points of development, and a logical pattern of organization of discussion ideas and concepts.</p> <p>The paper or presentation covers the topic in some detail, demonstrates reflection and/or self assessment, exhibits integration of readings, and reveals adequate conceptual knowledge.</p> <p>Most ideas, propositions, or conclusions are defined and support with proper source.</p> <p>A well defined pattern of subject knowledge.</p>	<p>Student demonstrates a clear focus, substantive points of development, and a logical pattern of organization of ideas and concepts required in assigned activity.</p> <ul style="list-style-type: none"> • Above-average achievement of stated learning outcome(s) • Above-average integration of key concepts and terms from course materials • Above-average evaluation, conclusion, and application of concepts learned-demonstrated learning through use of examples and/or illustrations • Above-average support of insights and assertions through research and use of outside academic resources
		<p>Student demonstrates exemplary accomplishment of task.</p> <ul style="list-style-type: none"> • Consistently appropriate and precise language for the assignment • Consistently clear divisions between the writer's voice and the sources used to support claims • Consistent and clear use of standard American English in grammar and punctuation • Consistent use of APA formatting • Clear order and logical progression to work presented • Minimal spelling errors • Proper noun-subject relationship
		<p>Student demonstrates above average accomplishment of the task.</p> <ul style="list-style-type: none"> • Appropriate and precise language with occasional lapses • Mostly clear divisions between the writer's voice and the sources used to support claims • Relatively consistent use of standard American English in grammar and punctuation • Relatively consistent use of APA formatting • Minimal spelling errors • Proper noun-subject relationship

<p>Adequate</p> <p>86%-80%</p>	<p>Student demonstrates noticeable focus, adequate points of development, and a noticeable pattern of organization of discussion ideas and concepts.</p> <p>The paper or presentation covers the topic at an appropriate level of the academic level.</p> <p>The work demonstrates some reflection and/or self-assessment by the student.</p> <p>The work exhibits a sporadic integration of readings, and reveals incomplete conceptual knowledge and skills.</p>	<p>Student demonstrates a noticeable focus, adequate points of development, and a noticeable pattern of organization of ideas and concepts required in assigned activity.</p> <ul style="list-style-type: none"> • Reasonably achieved learning outcomes • Partially integrated key concepts and terms from course materials • Analyzed and applied concepts from course material and use limited examples and illustrations • Limited use of outside references or use of non-academic resources 	<p>Student demonstrates adequate accomplishment of task.</p> <ul style="list-style-type: none"> • Somewhat precise language • Irregular divisions between the writer's voice and the sources used to support claims • Moderate in use of standard American English in grammar and punctuation • Lapses in use of APA formatting
<p>Needs Improvement</p> <p>79%-70%</p>	<p>Student demonstrates some focus, irregular points of development, and lapses in the pattern of organization of discussion ideas and concepts.</p> <p>The original posting is unrelated to the assigned topic, demonstrates little to no reflection or self-assessment, exhibits little to no integration of readings, and reveals deficient conceptual knowledge and skills.</p>	<p>Student demonstrates some focus, irregular points of development, and lapses in the pattern of organization of ideas and concepts required in assigned activity.</p> <ul style="list-style-type: none"> • Minimal to no learning outcomes achieved • Key concepts and terms from course materials lacking or omitted • Minimally describe and/or summarizes course materials • Few references or inclusion of additional outside academic sources 	<p>Student demonstrates incomplete attempt to address the task.</p> <ul style="list-style-type: none"> • Frequent lapses in concrete language, • Consistent irregularity in divisions between the writer's voice and the sources used to support claims • Consistent lapses in use of standard American English in grammar and punctuation • Consistent lapses in use of APA formatting
<p>Not acceptable</p> <p>69% or below</p>	<p>Student demonstrates no clear focus, no clear development, and no clear organizational pattern of discussion ideas and concepts.</p> <p>Student fails to complete assignment in a timely manner.</p> <p>Student demonstrates no reflection or self-assessment, did not exhibit integration of reading, is deficient in conceptual knowledge and/or skills.</p>	<p>Student demonstrates no clear focus, no clear development, and no clear organizational pattern of ideas and concepts required in assigned activity. Student fails to submit or submission fails to demonstrate learning outcome(s).</p>	<p>Student demonstrates incomplete attempt to address the task.</p> <ul style="list-style-type: none"> • Consistent lapses in concrete language; regular use of slang, etc. • Little to no division between the writer's voice and the sources used to support claims • Failure to use standard American English in grammar and punctuation • Failure to use APA formatting