

# Sample Project Rubric

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Title of Report \_\_\_\_\_

Author \_\_\_\_\_

## **Course Objectives To Be Evaluated**

Broad competencies in the area of emphasis:

Interpretation of concepts, themes, methodologies and theories from the broad area of emphasis.

Application of thought and reason while systematically exploring different options in testing ideas and intuition against past results and assumptions.

Written communication skills

Critical thinking skills

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Marginal (2)</b>	<b>Unacceptable (1)</b>
<b>CONTENT</b>	Even, balanced information clearly and effectively supports a central purpose or thesis and displays a thoughtful, in-depth analysis of a sufficiently limited topic. Reader gains insights.	Information provides firm support for thesis and displays evidence of a basic analysis of a sufficiently limited topic. Reader gains some insights.	Information supports thesis at times. Analysis is basic or general. Reader gains few insights.	Paper does not successfully identify thesis. Analysis is vague or not evident. Reader is confused or may be misinformed.
<b>ORGANIZATION</b>	The ideas are arranged logically to support the thesis. They flow smoothly from one to another and are clearly linked to each other. Reader can follow line of reasoning.	The ideas are arranged logically to support the thesis. They are usually clearly linked to each other. For the most part, reader can follow line of reasoning.	The writing is not arranged logically. Frequently, ideas fail to make sense together. Reader can figure out what writer probably intends but may not be motivated to do so.	The writing lacks any semblance of logical organization. The reader cannot identify a line of reasoning and loses interest.
<b>PURPOSE</b>	The writer's purpose is readily apparent to the reader.	The writing has a firm purpose, but may occasionally digress from the purpose.	The purpose is not always clear.	The purpose is generally unclear.
<b>USE OF REFERENCES</b>	Compelling evidence is given to support claims and attribution is clear and fairly represented.	References to support claims are generally present.	Although occasional references are provided, the writer overrelies on unsubstantiated statements. The reader is confused about the source of the ideas.	References are not cited to support claims.

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Marginal (2)</b>	<b>Unacceptable (1)</b>
<b>VOICE</b>	The writing is compelling. It hooks the reader and sustains interest throughout.	The writing is generally engaging, but occasionally pedantic. The communication is generally focused and interesting.	The writing is dull and perfunctory. Though the paper may have some interesting parts, readers find it difficult to maintain interest.	The writing has little personality. The audience quickly loses interest and stops reading.
<b>TONE</b>	The tone is consistently professional and appropriate for the audience and for the purpose (e.g., letter, memo, proposal, application, research summary, report, scholarly communication).	The tone is generally professional. In general, it is appropriate for the audience and purpose.	The tone is not consistently professional or appropriate for the audience and purpose.	The tone is not professional. It is inappropriate for the audience and purpose.
<b>SENTENCE STRUCTURE</b>	Sentences are well phrased and varied in length and structure. They flow smoothly from one to another.	Sentences are well phrased and demonstrate some variety in length and structure. The flow from sentence to sentence is generally smooth.	Some sentences are awkwardly constructed, and they represent an occasional distraction for the reader.	Errors in sentence structure are frequent enough to represent a major distraction to the reader.
<b>WORD CHOICE</b>	Word choice is consistently precise.	Word choice is generally good. The writer goes beyond the generic word to find one more precise and effective.	Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately.	Many words are used inappropriately, confusing the reader. The writer may also use clichés and colloquial language.
<b>GRAMMAR, SPELLING, MECHANICS, (i.e. Punctuation, Italics, Capitalization, etc.)</b>	The writing is free or almost free of errors.	There are occasional violations in the writing, but they don't represent a major distraction or obscure the meaning.	The writing has numerous errors, and the reader is distracted by them.	Errors are so numerous that they obscure the meaning of the passage. The reader is confused and stops reading.

Criteria	Exemplary (4)	Proficient (3)	Marginal (2)	Unacceptable (1)
<b>CRITICAL THINKING</b>	<p>Consistently does all or almost all of the following: Accurately interprets evidence, statements, graphics, questions, etc. Identifies salient arguments pro and con. Thoughtfully analyzes and evaluates major alternative points of view. Draws warranted, judicious, non-fallacious conclusions. Justifies key results and procedures, explains assumptions and reasons. Fair-mindedly follows where evidence and reasons lead.</p>	<p>Consistently does all or almost all of the following: Accurately interprets evidence, statements, graphics, questions. Identifies relevant arguments pro and con. Offers analyses and evaluations of obvious alternative points of view. Draws warranted, non-fallacious conclusions. Justifies some results or procedures, explains reasons. Fair-mindedly follows where evidence and reasons lead.</p>	<p>Consistently does all or almost all of the following: Misinterprets evidence, statements, graphics, questions. Fails to identify strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Draws unwarranted or fallacious conclusions. Justifies few results or procedures, seldom explains reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.</p>	<p>Consistently does all or almost all of the following: Offers biased interpretations of evidence, statements, graphics, questions, information or the points of view of others. Fails to identify or hastily dismisses strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Argues using fallacious or irrelevant reasons and unwarranted claims. Does not justify results or procedures nor explain reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions. Exhibits close-mindedness or hostility to reason.</p>

	POINTS	MULTIPLIER	SCORE
Content		2	
Organization		1	
Purpose		1	
Use of references		1	
Voice		1	
Tone		1	
Sentence Structure		1	
Word Choice		1	
Grammar, Spelling...		1	
Critical Thinking		5	
GRAND TOTAL			

<b>GRADING SCALE</b>	
A	54-60
B	48-53
C	42-47
D	36-41
F	Less than 36

*Written Communication Rubric.* Educational Leadership and Policy Studies, Iowa State University (2000). Retrieved February 16, 2004 from <http://www.educ.iastate.edu/elps/rubricwriting.htm>

Facione, Peter A. and Facione, Noreen C. (1994) *Holistic Critical Thinking Scoring Rubric.* The California Academic Press. Retrieved February 11, 2004 from <http://www.insightassessment.com/HCTSR.html>