

Assessment Rubric

One of the major forms of assessment I use on most assignments is based on four basic areas – Communicating Ideas, Critical Thinking, Originality, and Mechanics. Each of these is explained below. You will usually see your assessment in the matrix format to the right.

<i>Communicating Ideas</i>	<i>Critical Thinking</i>
<i>Originality</i>	<i>Mechanics</i>

	<i>Communicating Ideas</i>	<i>Critical Thinking</i>	<i>Originality</i>	<i>Mechanics</i>
A Range	Student demonstrates a clear and thorough understanding of the appropriate means of communicating ideas. Information and evidence are structured with ideas moving from generalized statements to specific examples and instances.	Student demonstrates a clear and thorough understanding of the facts and information and uses these to back up major and generalized points within the piece. He/she pays attention to the details of the argument and deals well with loose ends.	Student offers something unique and thoughtful through different and appropriate uses of language and by bringing a new and/or unusual perspective to the topic.	Writing adheres to formal grammatical and spelling practices. Neither of these mechanical elements interferes with the understanding of the piece's main purpose and the points the piece is trying to make. Student follows proper formatting rules.
B Range	Student demonstrates an understanding of the appropriate means of communicating ideas. Information and evidence are structured and ideas sometimes move from general to specific.	Student demonstrates an understanding of the facts and information and uses some of them to back up major points within the piece. He/she pays attention to some of the details of the argument and may leave a few loose ends.	Writer may offer something thoughtful through different uses of language or by bringing a new perspective to the topic.	Writing adheres to most formal grammatical and spelling practices. Neither of these mechanical elements interferes significantly with the understanding of the piece's main purpose and the points the piece is trying to make. Student follows proper formatting rules, but may make minor errors.
C Range	Student demonstrates some understanding of the means of communicating ideas. Information has some structure but does not move from general to specific.	Student demonstrates an understanding of some of the facts and information but they still may be a bit confused about how to back up major points. He/she pays attention to some of the details, but ignores others and leaves loose ends.	Student offers little through either different uses of language or by bringing a new perspective to the topic.	Writing has some grammatical and spelling errors, and these mistakes interfere with the understanding of the piece's main purpose and the points the piece is trying to make. Student makes several errors with formatting.
D Range	Student demonstrates some understanding of the means of communicating ideas but they are not well defined. There is little or no understanding of general to specific ideas.	Student demonstrates several misconceptions about the facts and information. Student is confused about how they are used to back up major points of the pieces. He/she ignores the details of the argument and leaves a number of loose ends.	Student offers very little through different uses of language and adds very little in the way of a new perspective to the topic.	Writing has several grammatical and spelling errors that interfere with the understanding of the piece's main purpose and the points the piece is trying to make. Formatting errors make the document difficult to follow or understand, or the students makes too many errors.
Failing	Student demonstrates a lack of understanding of the means of communicating ideas. It moves from the specific to general without apparent cause or purpose.	Student lacks significant facts and information. There is nothing backing up the major points of the piece. He/she lacks detail and is full of loose ends.	Student offers nothing in the way of using different language and does not try to offer a new perspective to the topic.	Writing has extensive grammatical and spelling errors that dramatically interfere with the piece's purpose and the points the piece is trying to make. Student demonstrates little to no understanding of the formatting rules.