

Assessment Rubrics

To assess student learning, the instructor may use the following criteria to evaluate learning:

Worksheets

	Excellent	Good	Satisfactory	Needs Improvement
Knowledge	Shows complete understanding of the concepts, ideas, and processes.	Shows substantial understanding of the concepts, ideas and processes.	Shows some understanding of the concepts, ideas and processes.	Response shows a complete lack of understanding of concepts, ideas and processes.
Requirements	Goes beyond requirements. All questions are answered with exceptional detail.	Meets requirements. All questions are answered with appropriate detail	Hardly meets the requirements. All questions are answered but some detail is missing.	Does not meet requirements. Some of the questions are not answered.
Grammar & Spelling	There are no errors in grammar or spelling.	There are 1-2 errors in grammar and/or spelling.	There are 3-4 errors in grammar and/or spelling	There are more than 4 errors in grammar and/or spelling.
Legibility	Writing is legible with no distracting corrections.	Writing is marginally legible in some places OR 1-2 distracting corrections.	Writing is not legible in some places OR 3-4 distracting corrections.	Writing is not legible OR more than 4 distracting corrections.
Neatness	Paper is clean and neat with no wrinkles.	Paper is generally clean but has some folds or worn edges.	Paper is slightly crumpled or stained.	Paper is very crumpled or stained.

Contribution to class discussion

	Excellent	Good	Satisfactory	Needs Improvement
Knowledge	Demonstrates complete comprehension through questions, answers and comments.	Demonstrates substantial understanding through questions, answers and comments.	Demonstrates some understanding through questions, answers and comments.	Demonstrates little or no understanding.
Level of Engagement	Proactively contributes to class by offering answers and asking questions more than once.	Proactively contributes to class by offering ideas and asking questions at least once.	Contributes to class by offering answers when asked a direct question.	Offers no ideas and asks no questions.
Speech Quality	Speaks clearly and distinctly all the time. Volume is loud enough to be heard by all classmates.	Speaks clearly and distinctly nearly all the time. Volume is loud enough to be heard by all classmates.	Speaks clearly and distinctly most of the time. Volume is loud enough to be heard by most classmates.	Often mumbles or can not be understood. Volume is often too soft to be heard by most classmates.
Listening Skills	Listens when others talk. Incorporates or builds on the ideas of others.	Listens when others talk.	Does not listen when others talk.	Does not listen when others talk. Often interrupts when others speak.

Group efforts

	Excellent	Good	Satisfactory	Needs Improvement
Collaboration	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Focus on the Task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Attitude	Never publicly criticizes the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).