LEARNING & APPLIED RESEARCH
and EDUCATION TECHNOLOGY
connecting for learning and innovation

RUBRICS

CREATED BY
Learning and Applied Research

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Inside this Booklet

I. What is a rubric?

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Rubrics are scoring tools that are part of the assessment process. They clearly outline the expectations of an assignment and the criteria that will be used to assess the level of competency that a student has illustrated and how marks will be assigned. Rubrics divide the assignment into parts and provide a detailed description of what is required to achieve specific levels of performance or competencies.

II. Why develop rubrics?

Why develop rubrics?

Rubrics contribute to student success by:
- Communicating to students the standards required to achieve various grading levels.
- Supporting the students in viewing how the outcomes identified in the course outline are aligned with assessment strategies.
- Offering a reduction in time used to provide written feedback to students.
- Supporting students in developing self-assessment skills.
- Reducing bias in marking and offers more consistency to student feedback.
- Encouraging critical thinking and synthesizing information that support students in illustrating their learning.
- Increasing validity of grades.
- Supporting faculty and instructors in helping refine teaching skills – trends, gaps and student success are more visible.

Advantages of Grading Rubrics

There are many advantages to adapting rubrics as a teaching practice. They include:

1. The quality of student work is likely to increase, if they can view the rubric in advance of assignment submission, because they have a detailed overview of what is required for an assignment.
2. The rubric supports the faculty/instructors and students in discussions about the core learning outcomes that the assignment should illustrate.
3. The rubric supports faculty/instructors in having more time to provide detailed feedback to students. Repetitive feedback you may give students is "automated"; you can simply point out one of the performance descriptions in the rubric. This could potentially save time, or make it possible to provide this level of detailed feedback to large classes. Use evaluation time to focus more on individualized student feedback while pointing out the applicable "common" feedback, thus greatly increasing the feedback value to students.
4. The rubric provides a detailed basis for discussion with students on the assignment. They help to support students in reviewing their work and identifying why they believe the grade requires adjustment.
5. The rubric can be used as a self-reflection tool for and with students. The rubric also helps the faculty/instructor examine their teaching and learning strategies to identify how their assessments align with the course learning outcomes.

Developing Rubrics

Students' learning experience and co-construction of learning is increased when they are involved in creating the rubrics with the faculty/instructor. Have students decide upon criteria for grading the assignment. This increases student input into the course, and through the process, helps them to clearly invest and understand the criteria and expectations for the assignment.

Tips on Using Rubrics Effectively

- Develop a different rubric for each assignment.
- Give students a copy of the rubric with the assignment. When discussing the assignment, align the discussion with the rubric. Provide examples.
- Have students self-evaluate their assignment submission and attach this to the assignment upon submission. Prior to the submission, instructors/faculty might wish for students in small groups to examine the assignment description, the learning outcomes and the assignment value to support the students in bringing clarity to the assignment. In small groups provide each group with an assignment description, the learning outcomes, and the assignment value.

III. Key Questions

Key questions to consider prior to and when developing a rubric

- Why do you want students to complete an assignment?
- What learning are you hoping students will illustrate and why – content, skill, or a combination of both and at what competency level?
- How does an assignment relate to the rest of the course and course learning outcomes?
- What knowledge and skills do students require to do the assignment? Where in the course do they acquire that knowledge?
- Why are you developing a rubric?
- How does the rubric align with the learning outcome/s you are trying to measure?
- What are the criteria or essential elements that must be present in the assignment to ensure that it is of the highest quality?
- How many levels of achievement will be included on the rubric and how will each level translate into a grade range to support your grading scheme? What criteria will you use to determine this?
- How will you ensure that each criterion, component, or element of quality that will be measured, is described in detail of what is required and what each achievement level must look like? What do you want students to demonstrate?
- What types of additional comments will support students in being successful?
- How will you develop the rubric to ensure descriptions avoid subjective words such as "good, better, best."

Tips for Using Rubrics to Support Student Success

- Provide students with all rubrics and assignment descriptions at the beginning of a course. Refer to the assignments and rubrics throughout the course.
- Have students self-assess their assignments and submit their completed rubric with each assignment.
- Highlight on the rubric the achieved level of performance for each criterion. Include any additional comments that are not included on the rubric but are important for students to know.
- If you are having students submit the rubric with assignments into an electronic drop box, ensure your rubric is created as a fillable form.
- Start your rubric with the highest elements of performance.

Sample Rubrics Planning Sheet

There are a number of strategies and processes used when developing a rubric. It is helpful to begin by thinking about the categories that you will be assessing for a particular assignment. List the categories, then highlight what constitutes the expected performance for each indicator.

Performance Indicator

	Exemplary	Satisfactory	Minimal	Unsatisfactory
Category				
Category				
Category				

IV. Sample Rubrics

Faculty and Instructors determine how to introduce assignments and rubrics. The more information that is provided to students, the greater their success will be in illustrating their learning to the required expectation.

Forum Posts

Due date:
Presentation: 12-point font
Marks: Forum Post: 5% Forum Comments: 10%

Electronic forums are a way for learners, faculty and instructors to share their ideas and reflections on a vast array of topics. As a collaborative space, forums are intended to be an outlet to share ideas, knowledge, and perspectives on related course topics.

Forum Post: Students are required to write a short argumentative forum post based on an aspect from one of the course readings or class discussions. Students will sign up for the due date of their forum post at the beginning of the course.

- The forum post must be at least 350 words (28 sentences).
- The post must clearly state a position on the issue.

Forum Comments: Students are required to comment at least five times on the posts produced by classmates. Comments must raise questions, confirm perspective or bring other positions to the discussion.

- Each post must be at least 150 words (12 sentences). Comments such as "I agree" with the author are not sufficient.
- The forum comments must be spread over the term, i.e. there must be a minimum of four posts prior to Reading Week.

Evaluation: This assignment will be evaluated based on the rubric attached.

See Samples on following pages....

Sample 1 - Forum Post

Exemplary	Satisfactory	Unsatisfactory
The forum post perspective is insightful and creates substantial interest among peers.	The forum post perspective is clear and adept, and creates interest among peers.	The forum post perspective is incomplete or lacks elaboration. Limited interest generated among peers.
The organization of the post exhibits a logical progression of ideas with a clear structure.	Two or more parts of the organization of the post require further development.	The organization of the post requires further development.
Punctuation, spelling, and capitalization are correct.	Punctuation, spelling, and capitalization are generally correct (less than 3 errors).	Punctuation, spelling, and capitalization require further development (more than 3 errors).
The forum post meets or exceeds the required word count.	The forum post meets the required word count.	The forum post does not meet the required word count.
The forum questions are insightful and meet or exceed the required number.	The forum questions are clear and meet the required number.	The forum questions are incomplete or irrelevant to the topic. Less than five questions are presented.

Sample 2 - Forum Posts

Exemplary Identify Point Range	Satisfactory Identify Point Range	Minimal Identify Point Range	Unsatisfactory Identify Point Range
Critical Analysis Postings illustrate an excellent understanding of readings, concepts presented and how the concepts relate to real world situations. Quotations are documented according to APA standards.	**Critical Analysis** Discussion postings generally display an understanding of the required readings and how concepts relate to real world situations. Most quotations are documented according to APA standards.	**Critical Analysis** Discussion postings repeat and summarize basic, correct information. The posts do not link to the readings or identify how the concepts relate to real world situations. Quotations from research are absent and not documented.	**Critical Analysis** Discussion postings show little or no evidence that readings informed the posting. Postings identify opinions, feelings or vague statements such as "I agree" rather than informed from readings. No quotations or how the concept transfers to real world situations present.
Contribution to Learning Community Discussion postings consistently stimulate further dialogue by building on peers' responses including - building a focused argument around a specific issue or - asking a new related question or - identifying differing perspectives supported by related research.	**Contribution to Learning Community** Discussion postings frequently stimulate further dialogue by building on peers' responses including - building a focused argument around a specific issue or - asking a new related question or - identifying differing perspectives supported by related research.	**Contribution to Learning Community** Discussion postings periodically stimulate further dialogue by building on peers' responses including - building a focused argument around a specific issue or - asking a new related question or - identifying differing perspectives supported by related research.	**Contribution to Learning Community** Discussion postings are few and no evidence of response to peers' postings or of posing questions that would stimulate further discussion on the subject.

Exemplary Identify Point Range	Satisfactory Identify Point Range	Minimal Identify Point Range	Unsatisfactory Identify Point Range
Frequency of posts Discussion postings and responses to peers' posts are consistently made throughout the course.	**Frequency of posts** Discussion postings and responses to peers' posts are made frequently throughout the course.	**Frequency of posts** Discussion postings and responses to peers' posts are made expandable throughout the course.	**Frequency of posts** Discussion postings are infrequent at most times just before the discussion concludes. Responses to peers' posts are absent.
Discussion Forum Etiquette Discussion forum posts consistently show respect for and sensitivity to peers' perspectives and beliefs.	**Discussion Forum Etiquette** Discussion forum posts frequently show respect for and sensitivity to peers' perspectives and beliefs.	**Discussion Forum Etiquette** Discussion forum posts generally show respect for and sensitivity to peers' perspectives and beliefs.	**Discussion Forum Etiquette** Discussion forum posts comments frequently lack respect for and sensitivity to peers' perspectives, viewpoints or beliefs.
Quality of writing and proofreading Written responses are presented professionally and are free of grammatical, spelling or punctuation errors.	**Quality of writing and proofreading** Written responses are presented professionally and have few grammatical, spelling or punctuation errors.	**Quality of writing and proofreading** Written responses have some grammatical, spelling or punctuation errors that may impact the quality of the message to the reader.	**Quality of writing and proofreading** Written responses contain numerous grammatical, spelling or punctuation errors that significantly impact the quality of the message to the reader. The presentation detracts from peers engaging with the post.

Reflection Papers - The Family

Due date:
Length: Maximum 3 pages
Presentation: Double -space 12-point font
Marks: 10%

As identified in Chapter 12, The Systems Context, optimal development occurs within the family construct. Write a reflective paper that discusses your perspective of what is meant by the term family. The questions below are intended to provide ideas to support your thinking process on families.

1. How do you define family? What is meant by a modern family? Is a modern family today different from fifteen years ago? If so, how? Is the concept of family similar or different across various cultures in Canadian society? Does the concept of family depend on where you live? Why or why not?
2. When you think of families that you have interacted with or encountered, what behaviours, values or characteristics have they exhibited that are different from your family experience? How are they different? How do family dynamics impact your work?

Evaluation: This assignment will be evaluated according to the rubric attached for reflective papers.

See Samples on following pages....

Sample 3 - Reflection Papers

Exemplary	Well Done	Satisfactory	Unsatisfactory
Introduction is well-developed and communicates detailed background information and layout for paper.	Introduction communicates detailed background information and layout for paper.	Introduction provides general background information but requires further development in detail of either the background or expected layout for the paper.	Introduction and background details require further development in focus, clarity, and relationship to topic. Detail on the expected layout of the paper requires further development.
Five to Seven Main points are well developed and relate to the core questions being addressed.	At least four of the points are developed, but one or more may lack details. The narrative communicates the key points.	Three of the main points are present. Three or more parts of the narrative require further detail.	There are less than three points present. The narrative is underdeveloped.
The organization of the paper exhibits a logical progression of ideas with a clear structure. Transitions are effective.	The organization of the paper has a logical progression of ideas. Transitions are present.	Two or more parts of the organization of the paper require further development to create a logical progression of ideas. Transitions are generally present.	The organization of the paper requires further development. Transitions are not evident or require further development.
The style and sentence flow are strong. Diction is consistent and words well chosen.	The style and sentence structure are clear. Diction is consistent.	At least five sentences require further development. Diction is appropriate.	More than five sentences require further development. Diction requires further development.

ePortfolio Assignment

Marks: 25%

The purpose of an ePortfolio is to provide students with the opportunity to collect and reflect on work they have completed throughout a course. An ePortfolio is intended to effectively showcase students their learning, reflections and perspectives through written and pictorial documents. Documenting learning and the process of reflection further support students in critically assessing how they transfer learning to practice and, most importantly, make learning visible by way of critical reflection and documentation.

Some options when using ePortfolios:

https://www.uleth.ca/education/resources/eportfolios/sample-portfolios
https://www.weebly.com/ca
https://www.wix.com/
https://elearn.ucalgary.ca/creating-a-sway-eportfolio/

OneNote or SWAY with Microsoft 365

See Samples on following pages....

Sample 4 - ePortfolio

Excellent	Developing	Requires Further Development
Criteria ePortfolio Navigation Menu • Welcome • Goals and Outcomes • Community Service ☐ Navigation looks great. ☐ Student has used creativity with navigation tabs.	**Criteria** ePortfolio Navigation Menu • Welcome • Goals and Outcomes • Community Service ☐ Navigation looks good.	**Criteria** ePortfolio Navigation Menu • Welcome • Goals and Outcomes • Community Service ☐ Missing tabs. ☐ Tabs incorrectly ordered or not clearly documented.
Criteria Welcome Page • Introduction to ePortfolio • Summary or Highlights ☐ Engaging welcome page. ☐ Well-developed context and summary of content. ☐ Engaging illustrations/photos.	**Criteria** Welcome Page • Introduction to ePortfolio • Summary or Highlights ☐ Sufficient content. ☐ Sets minimal context for ePortfolio. ☐ Sufficient introduction to the creator's background and purpose. ☐ Photos/graphical elements.	**Criteria** Welcome Page • Introduction to ePortfolio • Summary or Highlights ☐ Not enough content. ☐ No context for the ePortfolio. ☐ Summary of content missing. ☐ No photos/graphical elements.
Criteria Portfolio Pages • Student Learning • Reflections on Learning and Transfer to Practice ☐ Well developed introduction. ☐ Learning showcased effectively. ☐ Reflections are comprehensive. ☐ Reflections describe the relationship of learning to practice. ☐ Photos/graphics support submissions.	**Criteria** Portfolio Pages • Student Learning • Reflections on Learning and Transfer to Practice ☐ Basic introduction. ☐ Learning identified but not showcased with examples, graphics or illustrations. ☐ Reflections are limited and relationship to practice is limited. ☐ Photos/graphics are limited and may not necessarily be connected to learning or reflections.	**Criteria** Portfolio Pages • Student Learning • Reflections on Learning and Transfer to Practice ☐ No introduction provided. ☐ The organization of the assignment is challenging to follow. ☐ Learning components are not connected to reflections. ☐ Reflections and photos/graphics are minimal and may not necessarily connect to the topic being described.

Sample 4 - ePortfolio continued...

Excellent	Developing	Requires Further Development
Criteria Community Service Learning • Describes community work as it relates to transferring learning to practice ☐ Community service evident and illustrates how learning is being transferred to practice. ☐ Photos/illustrations reflect topics presented.	**Criteria** Community Service Learning • Describes community work as it relates to transferring learning to practice ☐ Limited descriptors of community service in relation to learning and transfer of learning to practice.	**Criteria** Community Service Learning • Describes community work as it relates to transferring learning to practice ☐ This section is absent from assignment.

Learning Journal Assignment

Due date:
Marks: 20%

The purpose of the learning journal is to provide students with an opportunity to examine their learning through the process of writing and thinking about their learning experience. Documenting learning helps students be reflective of their experiences and to communicate their thinking and learning ideas, including how, why, and what the learning means in relationship to the course or specific project. This leads to deeper thinking about how theory informs practice.

See Samples on following pages....

Sample 5 - Learning Journal

| 20 Marks	Style	Comments
/10	• Your thoughts are articulated clearly and concisely with an effective and appropriate use of *voice* and *expression.*	
/5	• Your thoughts are communicated with the correct use of grammar, sentence structure, spelling, and punctuation.	
/2	• Your thoughts are supported by applicable citations from relevant literature.	
/3	Your citations: • Are accurately cited in American Psychological Association (APA) format. • Acknowledge sources, authorities, work, or ideas of others. • Support your voice rather than speak for you.	
10 Marks	**Format**	**Comments**
/2	• Utilize APA document formatting throughout.	
/3	• The organization and structure of your material includes: ○ A statement or introduction, developed in the body and summarized in conclusion.	

Sample 5 - Learning Journal continued...

10 Marks	Format	Comments
/2	• ·The organization and structure of your material includes subheadings: ○ Points/issues in your subheadings are introduced, discussed, and concluded upon in summary.	
/3	• Thoughts and arguments regarding the identified issues are expressed clearly, concisely, and in a logical and organized manner.	

70 Marks	Content	Comments

/40	You have identified and critically discussed key issues:
	• Analysis of key themes and/or key insights from your:
	  ○ Community experience (/5)
	  ○ Key aspects from readings (/5)
	  ○ Key successes and /or challenges with course content (/5)
	• Relation of key insights to:
	  ○ The literature (/15)
	  ○ How this relates to your educational goals.	

/10	• Critical thinking, reflexive inquiry, and strong insight have been demonstrated effectively.	
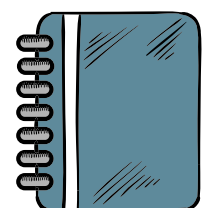
Sample 5 - Learning Journal continued...

70 Marks	Format	Comments
/10	• Your discussion and analysis are persuasive and clearly presented	
/5	• Your thoughts are supported with relevant evidence-based information.	
/5	• You have acknowledged and addressed alternative and/or opposing views.	
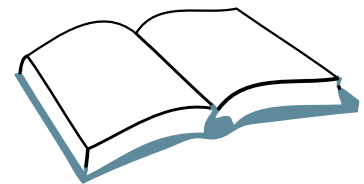
Open-Book Assessments

The purpose of open book exams is to provide students with questions that require them to illustrate their learning in a critical and analytical way in their responses. The questions presented for an open book exam are devised to assess the theory and illustrate how the theory may be applied in a variety of scenarios. These types of questions encourage students to use a deep or higher-level of thinking in their responses as compared to more traditional exam questions. The approach supports students in making their learning about specific topics or themes visible as they need to identify both the theory or content and how that theory is applied.

Rubric for Assessing Open-Book Questions

	0-2 0-3	3 4-6	4 7-8	5 9-10
Use of content from the course.	Little or no course content is included in the answer.	Important course content is missing from the answer. Lacking the use of course content.	1-2 key pieces of information necessary to answer the question are missing.	All the necessary information is included in the answer Information is drawn from several different areas of the course (i.e. some learning outcomes involve integrating more than one source of information.
Relevance of information included in your answer	Little or none of the content relates to the question posed.	Some of the content relates to the question posed.	Most of the content relates to the question presented.	All of the content included is relevant to the question presented.
Demonstrates a clear understanding of the learning outcome	Lack of demonstration of an understanding of the concept.	Some learning aspect points explained well, but several are explained poorly or missing.	Very good demonstration of understanding the learning outcomes; 1-2 ideas not explained well.	Excellent understanding of the learning outcomes demonstrated clearly and presented.
Use of proper grammar and spelling necessary for nurses who will be charting legal documents	10 or more spelling mistakes whether in complete sentences or point form.	6 -10 spelling mistakes whether in complete sentences or point form.	3-5 spelling mistakes or Point form used.	Complete, grammatically correct sentences are used with two or fewer spelling mistakes.
Written in your own words	Turnitin reveals 50% or greater similarity to original source.	Turnitin reveals 26-49% similarity to original source.	Turnitin reveals 5-25% similarity to original source.	Turnitin reveals less than 5% similarity to original source.

Types of Roles and Responsibilities for Group Members

Generic Role: Leadership
- Focus on organization and production of the project content
- Ensure that all participation is equitable among team members
- Oversee entire project
- Stay positive, encourage and work in collaboration

Generic Role: Organizer
- Organize group meetings, member contact information, timelines, etc.
- Focus on the big picture and overall process
- Initiate new aspects of the project
- Task oriented, verbal and positive attitude
- Ensure project and member meet deadlines
- End of project wrap up

Generic Role: IT Specialist
- Ensure 'product or take-aways' are professionally completed
- Format, produce, create seamless documents
- Be creative and produce quality work
- Give credit to team members for their work on the project

Generic Role: Peace Keeper/Harmonizer
- Ensure members are getting along
- Address any issues or conflicts that may arise
- Give encouragement, stay positive
- Have good conflict management skills and keep the group working together

Generic Role: Editor
- Edit everyone's work and ensure no repetition
- Expert in grammar and spelling
- Writing skills are succinct and professional

Generic Role: Group Member
- Participate – research, prepare thorough work, follow direction, communicate, and meet deadlines
- Support other group members
- Participate in the group process and production

See Samples on following pages....

Sample 6 - Group Contract for Group Project / Presentation

Contract Date:

Group Topic:

Group Member	Role in Group	Skills Related to the Role
1.		
2.		
3.		
4.		
5.		
6.		
7.		

**Please identify the role of each group member.

Group projects require member to:

1. Demonstrate positive cohesive teamwork while developing the project.
2. All members of the group make equal efforts to contribute to the project or the success of the group presentation.
3. All members fulfill the responsibilities of completing the assignment and contribute to the success of the assignments.

Group Presentation

Student Name: _____ Group Role: _____

Code/Section:_____Course Name: _____Group Presentation: _____

Assignment Criteria	Excellent	Good	Satisfactory	Needs Improvement	Below Accepted Standard	Mark
1.Content: 3 or more (3)	3 or more relevant, thorough accurate, in-depth…presented. Criterial thinking apparent. Accurate citations if applicable. Organized and concise. (3)	3 General… presented. Some critical thinking apparent. Presented mostly in own words. Mostly organized. Citations noted. Organized. (2.25)	2-3…presented. Little critical thinking apparent. Some reliance on resources. Citations inconsistently sourced. Somewhat disorganized. (1.5)	1-3…presented. No critical thinking apparent. Citations minimal and inconsistently sourced. Disorganized. (.75)	Little or no relevant content. Extremely disorganized, no citations. (0)	/3
2. PowerPoint presentations/ use of technology (3)	Organized, orderly, thorough information, appropriate graphics, neat, attractive, text clear, easy to follow (3)	Mostly organized, good information, some graphics, neat, clear, easy to follow (2.25)	Somewhat organized, minimal information, somewhat difficult to follow (1.5)	Disorganized, minimal information, difficult to see. (.75)	Little or no relevant content, extremely disorganized, no citations. (0)	/3
3.Content: 3 Resources & benefits for each resource (6)	3 or more … resources & benefits of those resources presented. Resources are realistic and practical. Accurate citations if applicable, organized, and concise.	3…resources & benefits presented. Some relationship between resources. Clear, organized, minimal citations, mostly presented in own words. (4.5)	2-3…resources & benefits presented. Minimal relationship between resources and benefits. Minimally organized, <2 citations, not presented in own words. (3)	1-3…resources & benefits presented. Little relationship between resources & benefits. Disorganized, no citations not presented in own words. (1.5)	Little or no relevant content, extremely disorganized, no citations. (0)	/6

Chart continued on following pages….

Group Presentation

Student Name: _____ Group Role: _____

Code/Section: _____ Course Name: _____ Group Presentation: _____

Assignment Criteria	Excellent	Good	Satisfactory	Needs Improvement	Below Accepted Standard	Mark
4.Group Cohesion (5)	Group well organized, no repetition and presented seamless content. Group members working well together. Each group member demonstrated equal participation. (5)	Mostly organized, little repetition, fairly seamless content. Most group members demonstrated equal participation. (3.75)	Some group organization, some repetition, choppy. Some group members demonstrating limited participation. (2.5)	Disorganization. Content repetition. Minimal group cooperation. Inequity between group member participation. (1.25)	Disconnect between group members, little or no group cohesion. (0)	/5
5. Voice projection, body language, ability to present in own words. (4)	All presenters spoke with clarity. Eye contact (4)	Most presenters spoke with clarity. Disconnect with little eye contact & tense/careless posture. (3)	Some presenters spoke with clarity. (2)	Most presenters did not speak with clarity. (1)	Very difficult to understand or hear presentation. (0)	/4
6.Timeframe: 9-10 minutes (2)	Presented within 9-10 minute timeframe. No prompting, able to self-regulate. (2)	Presented to edge of 8-11 minutes time frame. Some ability to self-regulate, some prompting. (1.5)	Presented to edge of 7-12 minute time frame. Minimal ability to self-regulate, much prompting. (1)	Presented to edge 6-13 minute time frame. Little ability to self-regulate + prompting. (.5)	Under 5 minutes or extreme length (0)	/2
7.Group Role (4)	Consistently demonstrates understanding and behaviour appropriate to specific group role. (4)	Mostly demonstrates understanding and behaviour appropriate to specific group role. (3)	Sometimes demonstrates understanding and behaviour appropriate to specific group role. (2)	Rarely demonstrates understanding and behaviour appropriate to specific group role. (1)	Demonstrated no expected group behaviours (0)	/4

Sample 7 - Assessment of Practical Demonstrated

	Excellent	Good	Satisfactory	Borderline	Unacceptable
Safety	• Exceptional safety practices • Any hazards addressed immediately • No errors in safety protocols	• Strong safety practices • Any hazards addressed in a timely manner	• Generally strong safety practices • Any hazards addressed, but not always in the timeliest manner	• Some questionable safety practices or minor infractions • No major safety risks or hazards • Any hazards addressed, but not always in the timeliest manner	• Questionable safety practices • Major safety risk or hazard • Hazards not addressed
Sanitation	• Exceptional sanitation practices • No errors in sanitation protocols • All resources handled and stored appropriately	• Consistent sanitation practices • Occasional minor errors, but limited risk • All resources handled appropriately	• Consistent sanitation practices • Occasional minor errors, but not presenting any risk • Most resources handled appropriately, but any errors not to the point of presenting risk	• Inconsistent sanitation practices • Occasional minor errors, but not presenting any risk • Most resources stored and handled appropriately, but any errors not to the point of presenting risk	• Poor sanitation practices • Major resource safety risk or hazard • Resources cross contaminated
Organization	• Well-constructed work plan • Organized station, no clutter • Timelines accurate and followed	• Well-constructed work plan • Organized station, minimal clutter • Timelines mostly accurate and followed	• Basic work plan • Generally organized station, some clutter • Timelines mostly accurate and followed	• No work plan • Some disorganization and clutter on station • Timelines not followed, but tasks still completed within required parameters	• Completely disorganized station and loss of composure
Technical Skills	• High level of skill for program level • Accurate skills related to practical demonstration • Efficient use of resources	• Expected level of skill for program level • Accurate skills related to practical demonstration	• Average level of skill for program level • Mostly accurate work, but may lack speed • Generally good use of resources but some excessive waste	• Below average level of skill for program level • Some in accurate work, may lack speed • Minor errors in outcome or resource	• Skills not demonstrated or lack of skill level • Major errors in outcome or resources

Sample 8 - Research Paper

Criteria	Level One - Not Yet Meeting Expectations	Level Two - Minimally Meeting Expectations	Level Three - Meeting Expectations Intermediate Level	Level Four - Meeting Expectations Advanced Level	Level Five - Exceeding Expectations
Organization 30%	The paper does not include an introduction and/or conclusion. Topic sentences are missing and content lacks continuity.	Paragraphs are present as well as some form of introduction and conclusion. An attempt to include topic sentences has been made but may not align with the content discussed.	An introduction, body and conclusion are present. Paragraphs have discernable topic sentences. Introduction and conclusion would benefit from further development.	A clear, well-rounded introduction is present. Body paragraphs are balanced and developed. The conclusion synthesizes key concepts.	Introduction is engaging and thought provoking. Body paragraphs are balanced and thoroughly developed. Conclusion synthesizes concepts and leaves the reader with further considerations.
Content 40%	The paper lacks focus and a defined thesis. The paper's discussion meanders. Secondary source material is not present or, if present, is not connected to content.	Arguments are fragmented and generalized. Secondary source material stands apart from the discussion and is not tied to the broader discussion.	A core argument is present and clearly articulated. Supporting evidence is tied directly to this material and is generally properly formatted.	The thesis is clearly established and supported through relevant sources. Although at times formulaic, points are well founded and insightful.	The paper's position is skillfully developed over the course of the discussion by establishing the field of evidence and perceptively connecting ideas.
Editing 10%	Grammatical errors significantly impede the reader's understanding.	Consistent grammatical errors impede the reader's understanding.	Editing errors are present, drawing the reader away form the text.	Grammatical errors do not detract from the reader's understanding and may be the result of risk-taking.	The paper is impeccably edited with no errors.
Referencing 20%	References, if present, are not formatted.	An attempt at citation is made but it is inconsistent and improperly formatted.	Citations are present but stand apart from the rest of the text. (Floating quotes, awkward quote introduction, incorrect paraphrasing).	Citations are properly formatted and smoothly integrated into the text. Quotes and paraphrases are clearly explained.	Citations are carefully constructed and seamlessly woven into the text. Selected references are clearly linked with the other content and are perceptively chosen.