

SAMPLE HOLISTIC RUBRIC FOR ESSAYS

Grade	Score	Criteria
A (90-100)		The "A" argument essay is exceptional in every way. The essay is well organized and all claims are supported. It begins with a solid introduction that contains a clear thesis, is followed by body paragraphs that contain clear topic sentences with clear and detailed support, and ends with an effective conclusion. Content is thorough and lacking in no area. There are no (or few) errors in tone, format, mechanics, grammar, and content.
B (80-89)		The "B" essay is above adequate in most areas. In the areas where it is not above adequate, it is still entirely acceptable. The majority of the essay is clear, focused, and well detailed, but there may be a few areas requiring further development. While it may contain a few errors with tone, mechanics, grammar, and/or content, these errors are not egregious enough to detract from the overall point being made.
C (70-79)		The "C" essay is adequate in most areas, but exceptional in none. The thesis is clear although probably lacking in both control and command. Organization may be a slight problem but can be fixed. The paragraphs provide support but are generally underdeveloped. There may be multiple errors in tone, format, mechanics, grammar, and content, but these errors do not, for the most part, detract from the overall writing.
D (60-69)		The "D" essay is lacking in a majority of areas. It is generally unorganized and unfocused. The thesis is neither clear nor controls the entire essay. Most of the essay is underdeveloped. There are frequent errors in tone, format, mechanics, grammar, and/or content that distract from the content being provided. Its only saving grace is that, despite all of the errors, there appears to be a legitimate effort put forth by the writer.
F (0-59)		The "F" essay generally needs little explanation. There are significant problems throughout. The thesis is often lacking, and the argument, if there is one, wanders and is unorganized. The essay shows no understanding of basic essay structure, and there are significant errors in tone, format, mechanics, grammar, and/or content. The effort on the part of the writer is questionable, at best.

Comments:

Source: <http://www.aims.edu/student/online-writing-lab/resources/using-rubrics>

SAMPLE ATOMISTIC RUBRIC

CRITERIA	Possible # of Points	Actual Points	COMMENTS
Main Idea: Clearly states what will be proved or shown	10		
Correlation: Are all points related to the main point?	10		
Evidence: Sufficient detail to prove main point	10		
Logic: Is the evidence arranged in a logical way to prove the main idea?	10		
Transitions: Are there transitions that contribute to the flow?	10		
Surface correctness: no to few errors in punctuation, syntax, grammar, usage	10		
Format: Is the format appropriate / does it follow the prescribed format?	10		
Tone: Is the tone appropriate for the given audience?	10		
Conclusion: Is the conclusion clear and artful?	10		
Purpose: is the purpose of the piece accomplished?	10		

TOTAL / GRADE: _____

SAMPLE RUBRIC FOR GRADING CODE (COMPUTER SCIENCE)

Trait	Exceptional	Acceptable	Amateur	Unsatisfactory
Specifications	The program works and meets all of the specifications.	The program works and produces the correct results and displays them correctly. It also meets most of the other specifications.	The program produces correct results but does not display them correctly.	The program is producing incorrect results.
Readability	The code is exceptionally well organized and very easy to follow.	The code is fairly easy to read.	The code is readable only by someone who knows what it is supposed to be doing.	The code is poorly organized and very difficult to read.
Reusability	The code could be reused as a whole or each routine could be reused.	Most of the code could be reused in other programs.	Some parts of the code could be reused in other programs.	The code is not organized for reusability.
Documentation	The documentation is well written and clearly explains what the code is accomplishing and how.	The documentation consists of embedded comment and some simple header documentation that is somewhat useful in understanding the code.	The documentation is simply comments embedded in the code with some simple header comments separating routines.	The documentation is simply comments embedded in the code and does not help the reader understand the code.
Delivery	The program was delivered on time.	The program was delivered within a week of the due date.	The code was within 2 weeks of the due date.	The code was more than 2 weeks overdue.
Efficiency	The code is extremely efficient without sacrificing readability and understanding.	The code is fairly efficient without sacrificing readability and understanding.	The code is brute force and unnecessarily long.	The code is huge and appears to be patched together.

Source: CSU Long Beach Computer Science Department

http://www.csulb.edu/colleges/coe/cecs/views/programs/undergrad/grade_prog.shtml

RUBRIC FOR ASSESSING LAB REPORTS (adapted from North Carolina State)

	1 Beginning or incomplete	2 Developing	3 Accomplished	4 Exemplary	Score
Abstract/ Summary	Several major aspects of the experiment are missing, student displays a lack of understanding about how to write an abstract	Abstract misses one or more major aspects of carrying out the experiment or the results	Abstract references most of the major aspects of the experiment, some minor details are missing	Abstract contains reference to all major aspects of carrying out the experiment and the results, well-written	
Introduction	Very little background information provided or information is incorrect	Some introductory information, but still missing some major points	Introduction is nearly complete, missing some minor points	Introduction complete and well-written; provides all necessary background principles for the experiment	
Experimental procedure	Missing several important experimental details or not written in paragraph format	Written in paragraph format, still missing some important experimental details	Written in paragraph format, important experimental details are covered, some minor details missing	Well-written in paragraph format, all experimental details are covered	
Results: data, figures, graphs, tables, etc.	Figures, graphs, tables contain errors or are poorly constructed, have missing titles, captions or numbers, units missing or incorrect, etc.	Most figures, graphs, tables OK, some still missing some important or required features	All figures, graphs, tables are correctly drawn, but some have minor problems or could still be improved	All figures, graphs, tables are correctly drawn, are numbered and contain titles/captions.	
Discussion	Very incomplete or incorrect interpretation of trends and comparison of data indicating a lack of understanding of results	Some of the results have been correctly interpreted and discussed; partial but incomplete understanding of results is still evident	Almost all of the results have been correctly interpreted and discussed, only minor improvements are needed	All important trends and data comparisons have been interpreted correctly and discussed, good understanding of results is conveyed	
Conclusions	Conclusions missing or missing the important points	Conclusions regarding major points are drawn, but many are misstated, indicating a lack of understanding	All important conclusions have been drawn, could be better stated	All important conclusions have been clearly made, student shows good understanding	
Spelling, grammar, sentence structure	Frequent grammar and/or spelling errors, writing style is rough and immature	Occasional grammar/spelling errors, generally readable with some rough spots in writing style	Less than 3 grammar/spelling errors, mature, readable style	All grammar/spelling correct and very well-written	
Appearance and formatting	Sections out of order, too much handwritten copy, sloppy formatting	Sections in order, contains the minimum allowable amount of handwritten copy, formatting is rough but readable	All sections in order, formatting generally good but could still be improved	All sections in order, well-formatted, very readable	

Resources:

Association for the Assessment of Learning in Higher Education

<http://course1.winona.edu/shatfield/air/rubrics.htm>

Web page has many sample rubrics from a variety of universities. They are broken down by category (e.g. critical thinking, portfolios, collaboration, class discussion, etc.).

National Institute for Learning Outcomes Assessment (NILOA)

<http://www.learningoutcomeassessment.org/Rubrics.htm>

A useful page offering quick information about rubrics and samples

RubiStar:

<http://rubistar.4teachers.org>

A site sponsored by the U.S. Dept of Education. It has lots of sample rubrics and a rubric tool with an auto-fill feature (fills in write-ups of criteria which the instructor can modify).