Human & Social Science Assessment Rubric (Article Review PSY/SOC 306)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
|  |  | | | | |
|  |  |  |  |  |  |
| **Assignment Criteria** | *Poor/Failing* | *Basic* | *Proficient* | *Distinguished* | Total |
| |  | | --- | | **Identification of Premise and Supporting Points (Argument)** | | 0 – 6   |  | | --- | | More than one of the following are missing or insufficiently analytical: accurate identification of article premise, importance to the course, significant points in support of the premise, and/or field; those included need | | 8 - 10  .   |  | | --- | | One of the following is missing or insufficiently analytical: accurate identification of article premise, importance to the course, significant points in support of the premise, and/or field | | 12 - 14   |  | | --- | | Includes accurate identification of article premise, importance to the course, significant points in support of the premise, and/or field, but one or more of them need improvement | | 16 - 20   |  | | --- | | Includes accurate identification of article premise, significant points in support of the premise, and the significance of these to the course and/or field | | 20 |
| |  | | --- | | **Application of Analysis** | | 0 – 6   |  | | --- | | Includes general opinionated statements that are unrelated to the course content, topic or real-life and/or are not substantiated. | | 8 -10   |  | | --- | | Includes few analytical statements that relate the article to course content, topic and real-life situations | | 12 - 14   |  | | --- | | Includes some analyses that relate the article to course content, topic and real-life situations | | 16 - 20   |  | | --- | | Includes several analyses that relate the article to course content, topic and real-life situations | | 20 |
| **Critical Thinking and Synthesis of information** | 0 – 6   |  | | --- | | Student’s opinion of the article is not clear; critical thinking is not evident | | 8 -10   |  | | --- | | Student’s opinion of the article is stated, along with critical evaluation of the article’s premise and/or argument, but some significant points are overlooked | | 12 - 14   |  | | --- | | Includes critical thinking that clearly states the student’s opinion and some evaluation of the article’s premise and/or arguments but overlooks some points | | 16 - 20   |  | | --- | | Includes critical thinking that clearly states the student’s informed and substantiated opinion, thorough evaluation of the article’s premise, and supporting points | | 20 |
| **Organization** | 0 – 6  Arrangement is haphazard and difficult to follow; paper strays substantially from topic | 8 -10  Arrangement is less than clear, or organization is clear but there are some digressions | 12 – 14  The overall arrangement is logical but can occasionally be difficult to follow | 16 – 20  The organization results in clarity and presents logically arranged points | 20 |
| **Grammar, Style, & Spelling** | 0 - 2  There are extensive errors in grammar, style, and/or spelling, yielding the article review difficult to read. | 3-5  There are multiple errors in grammar, style, and/or spelling that are distracting to the reader. | 6-8  Paper has minor errors in grammar, style, and/or spelling, but they are not distracting. | 9-10  Paper is free or almost free of errors in grammar, style, and spelling. | 10 |
| **APA formatting of paper** | 0 – 2  Formatting mistakes are made with 4 or more of the following: margins, page numbers, heading placement, paragraph indentation, or spacing. | 4 - 6  Formatting mistakes are made with 2 – 3 of the following: margins, page numbers, heading placement, paragraph indentation, or spacing. | 8  Formatting mistakes are made with one of the following: margins, page numbers, heading placement, paragraph indentation, or spacing. | 10  All formatting including margins, page numbers, heading placement, paragraph indentation and spacing are correct. | 10 |
| **TOTAL** | **/100** |  |  |  |  |

Sept. 2015