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

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| **Assignment Criteria** | *Poor/Failing* | *Basic* | *Proficient* | *Distinguished* | Total |
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| **Identification of Premise and Supporting Points (Argument)** |

 | 0 – 6

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| 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.

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| 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

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| 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

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| Includes accurate identification of article premise, significant points in support of the premise, and the significance of these to the course and/or field |

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| **Application of Analysis** |

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|  Includes general opinionated statements that are unrelated to the course content, topic or real-life and/or are not substantiated.  |

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|  Includes few analytical statements that relate the article to course content, topic and real-life situations  |

 | 12 - 14

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|  Includes some analyses that relate the article to course content, topic and real-life situations  |

 | 16 - 20

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|  Includes several analyses that relate the article to course content, topic and real-life situations  |

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| **Critical Thinking and Synthesis of information** | 0 – 6

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| Student’s opinion of the article is not clear; critical thinking is not evident |

 | 8 -10

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|  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

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| 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

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|  Includes critical thinking that clearly states the student’s informed and substantiated opinion, thorough evaluation of the article’s premise, and supporting points  |

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| **Organization** | 0 – 6Arrangement is haphazard and difficult to follow; paper strays substantially from topic | 8 -10Arrangement is less than clear, or organization is clear but there are some digressions | 12 – 14The overall arrangement is logical but can occasionally be difficult to follow | 16 – 20The organization results in clarity and presents logically arranged points | 20 |
| **Grammar, Style, & Spelling** | 0 - 2There are extensive errors in grammar, style, and/or spelling, yielding the article review difficult to read. | 3-5There are multiple errors in grammar, style, and/or spelling that are distracting to the reader. | 6-8Paper has minor errors in grammar, style, and/or spelling, but they are not distracting. | 9-10Paper is free or almost free of errors in grammar, style, and spelling. | 10 |
| **APA formatting of paper** | 0 – 2Formatting mistakes are made with 4 or more of the following: margins, page numbers, heading placement, paragraph indentation, or spacing. | 4 - 6Formatting mistakes are made with 2 – 3 of the following: margins, page numbers, heading placement, paragraph indentation, or spacing. | 8Formatting mistakes are made with one of the following: margins, page numbers, heading placement, paragraph indentation, or spacing. | 10All formatting including margins, page numbers, heading placement, paragraph indentation and spacing are correct. | 10 |
| **TOTAL** | **/100** |  |  |  |  |

Sept. 2015