Rubric Criteria Prompts By Knowledge Type

abstract
arrange
associate
calculate
categorize
change
clarify
classify
collect
communicate
compare
conclude
construct a model
contrast
convert
copy
define
describe
detect a
correspondence
discuss
distinguish
draw a conclusion
duplicate
examine

exemplify
expand
explain
express
extrapolate
find an example
generalize
group
identify
illustrate
indicate
infer
inform
instantiate
interpret
label
list
locate
match
memorize
name
order
outline
paraphrase
predict

quote
read
rearrange
recall
recite
recognize
reconstruct
repeat
report
represent
reproduce
restate
retrieve
review
select
state
summarize
translate
verbalize
write

1. Introduction of Knowledge

[Knowledge - Comprehension]

[Remembering - Understanding]

The Student will learn:

- specific facts, ideas, vocabulary

- remembering/recalling information or specific facts

- ability to grasp the meaning of material

- communicate knowledge

- understanding information without relating it to other material.

❖ Full knowledge of _____ is demonstrated in definition and purpose by defining in own words and with explanation and elaboration. Supports with examples if needed.

❖ Definitions demonstrate full knowledge by defining terms in own words and with explanation and elaboration. Supports with examples if needed.

❖ Summary reflects full knowledge and depth of understanding. Summary clearly communicates main ideas and provides excellent support and detail.

❖ _____ is described accurately with insight and detail. Demonstrates depth of understanding and is clearly articulated.

❖ The introduction effectively introduces the problem. The thesis is strong and provides direction.

❖ The problem of job acquisition is clear, detailed and contains all elements.

❖ Reliable literature is used to support _____.

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acquire	distinguish	sketch
adopt	dramatize	solve
analyze	employ	structure
apply	examine	survey
appraise	execute	tell
attribute	experiment	consequences
calculate	focus	test
carry out	illustrate	use
categorize	implement	utilize
choose	integrate	
classify	interpret	
compare	operate	
contrast	organize	
criticize	outline	
deconstruct	parse	
demonstrate	practice	
diagram	question	
differentiate	report	
discriminate	schedule	
discuss	select	
dissect	sequence	

2. Practice Knowledge Learned

[Application - Analysis]

[Applying - Analyzing]

The Student will have the ability to

- use learned material in new and concrete situations

- use learned knowledge and interpret previous situations

- break down material into its components parts and perceive interrelationships

❖ Description demonstrates full knowledge and accurate comparison with other disciplines is provided with supporting details.

❖ Judgments made are consistent, correct, and presented in sufficient detail. Critique relates to course content, demonstrates understanding, addresses inconsistencies, and poses possibilities for improvement.

❖ Solution is feasible.

❖ Comparison of _____ and _____ is demonstrated and examples are provided that illustrate understanding of comparison.

❖ Explanation of the relationship between _____ and _____ are explored. Analysis demonstrates understanding and is supported with details.

❖ Descriptions demonstrate full knowledge of comparison and analysis is clear, concise and an accurate relationship is demonstrated. Examples are provided.

❖ Descriptions demonstrate full knowledge of comparison and analysis is clear, concise and an accurate relationship is demonstrated. Examples are provided.

❖ An analysis of how well _____ meets needs and identification for improvements or additional research is described and supported with detailed information and examples. Barriers are identified and explored.

alter	discuss	select
appraise	draw conclusions	simplify
argue	editorialize	support
arrange	estimate	synthesize
assemble	evaluate	test
assess	formulate	validate
attach	generate	write
build	hypothesize	
check	interpret	
choose	invent	
collect	judge	
combine	manage	
compare	modify	
compose	monitor	
construct	organize	
coordinate	plan	
create	predict	
critique	prepare	
debate	produce	
decide	propose	
defend	rate	
design	recommend	
detect	reorganize	
develop	revise	
devise	rewrite	
discriminate	score	

3. Demonstrates Mastery of Knowledge Learned

[Synthesis - Evaluation]

[Creating - Evaluating]

The Student will have the ability to

- put parts together to form a new whole

- use elements in new patterns and relationships

- judge the value of material (statement, novel, poem, report, etc.) for a given purpose; judgement is based on given criteria.

❖ Judgments made are consistent and presented in sufficient scholarly discussion and articulated. Supporting arguments are presented.

❖ Your viewpoint on _____ is clearly explained providing support for concerns/consequences people may have participating in the process.

❖ Demonstrates a conscious and thorough understanding of situation and demonstrates abstract thinking process in reflection. Any discussion or clarification integrates concepts from personal and professional experiences.

❖ Reflection of your thinking process is demonstrated. Shows strong evidence of reasoned reflection and depth. Any discussion or clarification integrates concepts from personal and professional experiences.

❖ Thorough analysis of _____ when findings have implications. Discussion of _____ ___ is included and your opinion and explanation of what you would do is clearly explained with supporting details.

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Guidelines for Class Interactions

1. Our primary commitment is to learn from each other. We will listen to each other and not talk at each other. We acknowledge differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
2. We will not demean, devalue, or "put down" people for their experiences, lack of understanding, or difference in interpretation.
3. Be courteous. Do not interrupt or engage in private conversations while others are speaking.
4. We will trust that people are always doing the best they can.
5. Challenge the idea and not the person. If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice.
6. Step Up, Step Back. If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion.

Criteria to include in a Multi-media project

Mechanics	Follows criteria outlined in assignment such as presentation lenth and format. Ideas are well organized, clearly communicated, and connect tightly to criteria. All criteria are accurately included and evidence of editing and proofreading are evident. Concepts are integrated in an original manner.
Content understanding	Presentation demonstrates a comprehensive and depth of understanding of the material.
Project planning	Evidence of solid project planning is clearly evident throughout the presentation.
Research	Content of presentation was researched and documented where relevant.
Originality, voice, creativity	Original sense of voice and perspective provides for an engaging and interesting presentation.
Economy	Presentation is told without detours or gaps.
Flow, pacing, organization	Presentation is well organized. Flow from part to part is seamless without disorientation.
Sense of audience	Presentation considers needs of audience and provides scaffolding for audience to apply to their knowledge.
Media balance	Media used throughout presentation was appropriate, supportive of content, balanced and well considered.

Additional Resources

Criteria for *Mechanics* of an Assignment

Includes Title Page, References, page length, professional writing, etc. as per instructions. Ideas are well organized, clearly communicated, and connect tightly to criteria. All criteria are accurately included and evidence of editing and proofreading are evident. Writing is engaging and well structured with excellent transitions between sentences and paragraphs. Concepts are integrated in an original manner.

Discussion Post Criteria

Read (0 pts): The post has been read, but is not considered to be a gradeable contribution OR you have already received credit for your required postings. An example would be a response that was appropriate, but more social in nature. This will not count towards a participant's required responses for the week.

Poor (1 pt): This is a "me too" answer or one that is irrelevant and adds nothing to the discussion.

Fair (2 pts): This shows effort to say something relevant, but it doesn't add anything to the discussion.

Average (3 pts): This is well-written and adds to the discussion (e.g., agrees or disagrees with the previous post), but it does not provide support for the position expressed. Shows minimal reflection.

Good (4 pts): This is well-written and adds to the discussion (e.g., agrees or disagrees with the previous post). The expressed position is articulated with good support. Demonstrates reflection.

Excellent (5 pts): This has all the characteristics of a good comment, but it goes a step further by doing at least one of the following:

- Stimulates the discussion in some way (e.g., asks a good question or raises a new point to consider).
- Demonstrates critical thinking.
- Pulls in outside source material that speaks to the subject.
- Connects the subject to previous material from the class.

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