# **Constructing Your Own Rubric**

# What are the Parts of a Rubric?

Rubrics are composed of four basic parts in which the professor sets out the parameters of the assignment. The parties and processes involved in making the rubric can and should vary tremendously, but the basic format remains the same. In its simplest form, the rubric includes a task description (the assignment), a scale of some sort (levels of achievements, possibly in the form of grades), the dimensions of the assignment (a breakdown of the skill/knowledge involved in the assignment), and descriptions of what constitutes each level of performance (specific feedback) all set out on a grid.

You can use your own method of creating a grid or table for your rubric, or you can use a simple Microsoft Word table to create the grid using the "elegant" format found in the "auto format" section. There are usually three and four scale dimensions in rubrics. These are the most common although an instructor can use more. It is not advised to go over five scale dimensions. That becomes too cumbersome for both the instructor and student.

# **Example of 3-Scale Level Rubric**

#### **Title**

## **Task Description**

	Scale Level 1	Scale Level 2	Scale Level 3
<b>Dimension 1</b>			
<b>Dimension 2</b>			
Dimension 3			
Dimension 4			

# Part-by-Part Development of a Rubric

### **Part 1: Task Description**

The Task Description is almost always originally framed by the instructor and involves a "performance" of some sort by the student. The task can take the form of a specific assignment, such as a paper, a poster, or a presentation. The task can also apply to overall behavior, such as participation, use of proper lab protocols, and behavioral expectations in the classroom.

We place the task description, usually cut and pasted from the syllabus, at the top of the grading rubric, partly to remind ourselves how the assignment was written as we grade, and to have a handy reference later on when we may decide to reuse the same rubric.

More important, however, we find that the task assignment grabs the students' attention in a way nothing else can, when placed at the top of what they know will be a grading tool. With the added reference to their grades, the task assignment and the rubric criteria become more immediate to students and are more carefully read. Students focus on grades, Sad, but true. We might as well take advantage of it to communicate our expectations as clearly as possible. \*For reading and grading ease, rubrics should seldom, if ever, be more than one page long.

#### Part 2: Scale

The scale describes how well or poorly any given task has been performed and occupies yet another side of the grid to complete the rubric's evaluative goal. Terms used to describe the level of performance should be tactful but clear. In a generic, or starter, rubric, words such as "mastery," "partial mastery," "progressing," and "emerging" provide a more positive, active, verb description of what is expected next from the student and also mitigate the potential shock of low marks in the lowest levels of the scale. Some professors may prefer to use nonjudgmental, noncompetitive language, such as "high level," "middle level," and "beginning level," whereas others prefer numbers or even grades.

Here are some commonly used labels compiled by Huba and Freed (2000, p. 180):

- Sophisticated, competent, partly competent, not yet competent
- Exemplary, proficient, marginal, unacceptable
- Advanced, intermediate high, intermediate, novice
- Distinguished, proficient, intermediate, novice
- Accomplished, average, developing, beginning

Do not hesitate to construct your first rubric, see how students perform with it, how comfortable it was for you grading, and then refine it based on your experience.

# **Example of Rubric Using First Two Parts (From Dr. Patterson):**

# **Critical Geopolitical Analysis Essay**

Task Description: This assignment is a geopolitical analysis of some geopolitical discourse. In other words, you should write HOW people make an argument. How do different authors characterize different conflicts, issues, and so forth? This assignment asks you to think critically about mainstream ideas. An example of a topic a student may write about: DO NOT write that Iran is a rogue state. Instead, DO WRITE about why we call Iran and rogue state and what it means to be called a rogue state. This essay will be 7-10 pages using any citation style as long as you are consistent. No endnotes. Please consult the outline sheet on how to construct the essay. Your essay should include an Introduction, Theory/ Literature, Background, Analysis, Conclusion, Appropriate college-level writing, and Citations.

	Excellent	Competent	Needs Work
<b>Dimension 1</b>			
<b>Dimension 2</b>			
<b>Dimension 3</b>			
<b>Dimension 4</b>			

#### **Part 3: Dimensions**

The dimensions of a rubric lay out the parts of the task simply and completely. A rubric can also clarify for students how their task can be broken down into components and which of those components are most important. Is it the grammar? The analysis? The factual content? The research techniques? And how much weight is given to each of these aspects of the assignment? Although it is not necessary to weight the different dimensions differently, adding points or percentages to each dimension further emphasizes the relative importance of each aspect of the task.

Dimensions should actually represent the type of component skills students must combine in a successful scholarly work, such as the need for a firm grasp of content, technique, citation, examples, analysis, and a use of language appropriate to the occasion. When well done, the dimensions of a rubric (usually listed along one side of the rubric) will not only outline these component skills, but after the work is graded, should provide a quick overview of the student's strengths and weaknesses in each dimension.

Dimension need not and should not include any description of the quality of performance. "Organization," for example, is a common dimension, but not "Good Organization." We leave the question of the quality of student work within that dimension to the scale and the description of the dimension.

Breaking up the assignment into its distinct dimensions leads to a kind of task analysis with the components of the task clearly identified. Both students and professors find this useful. It tells the student much more than a mere task assignment or a grade reflecting only the finished product. Together with good descriptions, the dimensions of a rubric provide detailed feedback on specific parts of the assignment and how well or poorly those were carried out. This is especially useful in assignments such as oral presentations in which many different dimensions often come into play.

# **Part 4: Description of Dimensions**

Dimensions alone are all-encompassing categories, so for each of the dimensions, a rubric should also contain at the very least a description of the highest level of performance in that dimension. A rubric that contains only the description of the highest level of performance is called the scoring guide rubric.

Scoring guide rubrics allow for greater flexibility and the personal touch, but the need to explain in writing where the student has failed to meet the highest levels of performance does increase the time it takes to grade using the scoring guide rubrics.

For most tasks, many prefer to use a rubric that contains at least three scales and a description of the most common ways in which students fail to meet the highest level of expectations. Usually, the rubric begins with the highest level and then the next level down on the scale indicates the difference between that level of performance and the ideal, whereas the last level places the emphasis on what might have been accomplished but was not. This puts the emphasis not on the failure alone, but also on the possibilities.

# Sample Rubric for Conducting an Experiment in the Lab

Task Description: Conduct the assigned lab using the procedures and methods described below. Turn in your laboratory report at the beginning of the next class period.

	Exemplary	Competent	Needs Work
Materials	All materials needed are	All materials needed are	All materials needed are not
	present and entered on the lab	present, but not all are	present and are not entered on
	report. The materials are	entered on the lab report, or	the lab report. The materials
	appropriate for the procedure.	some materials are absent and	are not all appropriate for the
	The student is not wasteful of	must be obtained during the	procedure or there are some
	the materials.	procedure. The materials are	major omissions.
		appropriate for the procedure.	
Procedure	The procedure is well	The procedure could be more	The procedure does not allow
	designed and allows control of all variables selected. All	efficiently designed, but it	control of all variables
		allows control of all variables	selected. Many stages of the
	stages of the procedure are entered on the lab report.	selected. Most stages of the procedure are entered on the	procedure are not entered on the lab report.
	entered on the lab report.	lab report.	the lab report.
Courtesy and Safety	While conducting the	While conducting the	While conducting the
Courtesy and Salety	procedure, the student is tidy,	procedure, the student is	procedure, the student is
	respectful of others, mindful	mostly tidy, sometimes	untidy, not respectful of
	of safety, and leaves the area	respectful of others,	others, not mindful of safety,
	clean.	sometimes mindful of safety,	and leaves the area messy
		and leaves the area clean only	even after being reminded.
		after being reminded.	, , , , , , , , , , , , , , , , , , ,
Purpose	Research question and	Research question and	Research question and
. <b>.</b>	hypothesis are stated clearly,	hypothesis are stated, but one	hypothesis are not stated
	and the relationship between	or both are not as clear as	clearly, and the relationship
	the two is clear. The variables	they might be, or the	between the two is unclear or
	are selected.	relationship between the two	absent. The variables are not
		is unclear. The variables are	selected.
		selected.	
<b>Data Collection</b>	Raw data, including units, are	Raw data, including units, are	Raw data, including units, are
	recorded in a way that is	recorded although not as	not recorded in a way that is
	appropriate and clear. The	clearly or appropriately as	appropriate and clear. The
	title of the data table is	they might be. The title of the	title of the data table is not
	included.	data table is included.	included.
<b>Data Analysis</b>	Data are presented in ways	Data are presented in ways	Data are presented in ways
	(charts, tables, graphs) that	(charts, tables, graphs) that	(charts, tables, graphs) that
	best facilitate understanding and interpretation. Error	can be understood and	are very unclear. Error analysis is not included.
	analysis is included.	interpreted, although not as clearly as they might be.	analysis is not included.
	anarysis is included.	Error analysis is included.	
Evaluation of	The results are fully	The results are interpreted	The results are not interpreted
Experiment	interpreted and compared	and compared with literature	in a logical way or compared
Laperinient	with literature values. The	values, but not as fully as	with literature values. The
	limitations and weaknesses	they might be. The limitations	limitations and weaknesses
	are discussed and suggestions	and weaknesses are	are not discussed, nor are
	are made as to how to limit or	discussed, but few or no	suggestions made as to how
	eliminate them.	suggestions are made as to	to limit or eliminate them.
		how to limit or eliminate	
		them.	
		them.	

# Sample Staged Rubric for Research Paper

**Task Description:** Write a research paper on the popular culture topic of your choice. Your paper should be based on primary resources, although you should, of course, include whatever secondary sources are available on that topic. In addition to whatever other primary sources you use, you are required to create, distribute, analyze, and utilize the results of a survey on your topic. The survey must include at least 10 questions and must be distributed to at least 30 people to be valid.

Preliminary bibliography (Stage 1) Due Week 2 of Class ources are listed.     Dal possible primary sources are listed but not all.	at least 30 people to be valid	Excellent	Average	Weak
sources are listed.  □ Bormatting follows a recognized style. □ Formatting includes all relevant information but follows no known format.  Working Thesis (Stage 2) Due Week 3 of class  Working Thesis (Stage 2) Due Week 3 of class  Working Thesis (Stage 3) Due Week 4 of class  Survey (Stage 3) Due Week 4 of class  □ Questions relate clearly to the thesis. □ Questions are as clear as possible and do not "lead." □ There are at least 10 questions in addition to those relating to demographics. □ Survey formats (multiple choice, likert scale, yes-no) are appropriately used. □ The demographic questions are limited to those that might make a difference to your thesis. □ Survey Analysis (Stage 4) Due Week 6  Survey Analysis (Stage 4) Due Week 6  Survey on mind-map (Stage 5) Due Week 8  The outline or mind-map shows clearly where every aspect of the research dome will go in the final paper.  The results were presented in both narrative and graphic forms.  The outline or mind-map shows clearly where every aspect of the research dome will go in the final paper.  The results were presented in both narrative and graphic forms.  The outline or mind-map shows clearly where every aspect of the research dome will go in the final paper.  The results were presented in both narrative or some connections are sementials.  The outline or mind-map shows clearly where every aspect of the research dome will go in the final paper.  The outline or mind-map shows clearly where every aspect of the research dome will go in the final paper.  The outline or mind-map shows clearly where every aspect of the research dome will go in the final paper.  The results were presented in both narrative and graphic forms.  The outline or mind-map shows clearly where every aspect of the research dome will go	Preliminary			1
Due Week 2 of Class  All possible secondary sources are listed.  Bromatting follows a recognized style.  The thesis is clearly written, allows for a compelling paper whether your research proves the thesis correct or not.  Survey (Stage 3) Due Week 4 of class  Survey (Stage 3) Due Week 5 of class  Survey (Stage 3) Due Week 6 of class of class (Stage 4)				
sources are listed.    Formatting follows a recognized style.   Formatting includes all relevant information but follows no known format. The thesis is clearly written, allows for a compelling paper whether your research proves the thesis correct or not.   Questions relate clearly to the thesis.   Questions relate clearly to the thesis.   Questions are as clear as possible and do not "lead."   Questions are at least 10 questions in addition to those relating to demographics.   Questions in addition to those relating to demographics.   Questions are imited to those that might make a difference to your thesis.   Survey Analysis (Stage 4)   Survey formats (multiple choice, likert scale, yes-no) are appropriately used.   Demographic questions are limited to those that might make a difference to your thesis.   Demographic questions are limited to always used to their best advantage.   Demographic questions are limited to always used to collate, cross-reference, and analyze the data.   Devery method was used to gain as much information from the data as possible.   The results were presented in both narrative and graphic forms.   The outline or mind-map shows clearly where every aspect of the research doen will go in the final paper.   The outline or mind-map shows clearly where every aspect of the research doen will go in the final paper.   The results were presented in both narrative or some connections are moderated in the final paper.   The outline or mind-map shows clearly where every aspect of the research doen will go in the final paper.   The results were presented in both narrative or some connections are mindend in the final paper.   The outline or mind-map shows clearly where every aspect of the research doen will go in the final paper.   The results were presented in both narrative and graphic forms.   The outline or mind-map shows clearly where every aspect of the research doen will go in the final paper.   The results were presented in the final paper.   The very presented in the final paper.   The very				
Working Thesis (Stage 2) Due Week 3 of class  Working Thesis (Stage 2) Due Week 3 of class  Working Thesis (Stage 2) Due Week 3 of class  Working Thesis (Stage 2) Due Week 3 of class  Working Thesis (Stage 2) Due Week 3 of class  Unusuring follows a recognized style.  Survey (Stage 3) Due Week 4 of class  Unustions relate clearly to the thesis.  Unustions are as clear as possible and do not "lead."  Unustions are at least 10 questions in addition to those relating to demographics.  Unustriple choice, likert scale, yes-no) are appropriately used.  Unthe demographic questions are limited to those that might make a difference to your thesis.  Survey Analysis (Stage 4) Due Week 6  Survey Analysis (Stage 4) Due Week 6  Outline or mind-map (Stage 5) Due Week 8  Unustions in addition to the final paper.  The demographic questions are too general and either too many or too few.  Survey Interve the data.  Unustriple choice, likert scale, yes-no) are appropriately used.  Unustriple choice, likert scale, yes-no) are ont always used to their best advantage.  Unustriple choice, likert scale, yes-no) are ont always used to their best advantage.  Unustriple choice, likert scale, yes-no) are ont always used to their best advantage.  Unustriple choice, likert scale, yes-no) are ont always used to their best advantage.  Unustriple choice, likert scale, yes-no) are ont always used to their best advantage.  Unustriple choice, likert scale, yes-no) are ont always used to their best advantage.  Unustriple choice, likert scale, yes-no) are ont always used to their best advantage.  Unustriple choice, likert scale, yes-no) are ont always used to t	Duc Week 2 of Class	-		
recognized style.    Gromatting includes all relevant information but follows no known format.   The thesis is clearly written, allows for a compelling paper whether your research proves the thesis correct or not.				
The thesis is clearly written, allows for a compelling paper whether your research proves the thesis correct or not.   Questions relate clearly to the thesis.   Questions relate clearly to the thesis.   Questions are as clear as possible and do not "lead."   There are at least 10 questions in addition to those relating to demographics.   The demographics (multiple choice, likert scale, yes-no) are appropriately used.   The demographic questions are limited to those that might make a difference to your thesis.   Survey Analysis (Stage 4)   Due Week 6   Survey Analysis (Stage 4)   The couline or mind-map shows clearly where every aspect of the research done will go in the final paper.   The outline or mind-map shows clearly where every aspect of the research done will go in the final paper.   The results were presented in the final paper.   The volutine or mind-map shows conserved the properties of the search done will go in the final paper.   The results were presented in the final paper.   The volutine or mind-map shows conserved the company and too simplistic. What are you going to do if your results prove you wrong?   The thesis is unfocused and too simplistic. What are you going to do if your results prove you wrong?   The thesis is unfocused and too simplistic. What are you going to do if your results prove you wrong?   The thesis is unfocused on into thesis or thesis or the search of thesis or the thesis.   Questions show a bias to word a desired result; you are leading your respondents or failing to allow them to disagree if they wish to.   Questions show a bias to woard a desired result; you are leading your respondents or failing to allow them to disagree if they wish to.   Survey formats (multiple choice, likert scale, yes-no) are not always used to their best advantage.   Survey formats (multiple choice, likert scale, yes-no) are not always used to their best advantage.   SSPS or Excel was used to collate, cross-reference, and analyze the data, but there are some mistakes in how used.   The results				
Working Thesis (Stage 2) Due Week 3 of class  The thesis is clearly written, allows for a compelling paper whether your research proves the thesis correct or not.  Survey (Stage 3) Due Week 4 of class    Questions are as clear as possible and do not "lead."   Questions are as clear as possible and do not "lead."   Questions are at least 10 questions in addition to those relating to demographics.   Survey formats (multiple choice, likert scale, yes-no) are appropriately used.   The demographic questions are limited to those that might make a difference to your thesis.  Survey Analysis (Stage 4) Due Week 6  Survey Analysis (Stage 4) Due Week 6  The thesis is unfocused and too simplistic. What are you going to do if your results prove you wrong?   This is not a thesis, working or otherwise. Where are you planning to focus this paper?   Questions seem unrelated to your thesis; you are leading your respondents or failing to allow them to disagree if they wish to.   Survey formats (multiple choice, likert scale, yes-no) are appropriately used.   The demographic questions are too general and either too many or too few.  Survey Analysis (Stage 4) Due Week 6  Survey Analysis (Stage 4) Due Week 6  The thesis is unfocused and too simplistic. What are you going to do if your results prove you wrong?    Questions seem unrelated to your thesis; wow and a desired result; you are leading your respondents or failing to allow them to disagree if they wish to.   Survey formats (multiple choice, likert scale, yes-no) are not always used to their best advantage.   Demographic questions are too general and either too many or too few.  Survey Analysis (Stage 4)  Due Week 6  Survey Analysis (Stage 4)  Due Week 6  The thesis is unfocused and too simplistic What are you glanning to focus this pour results row results prove you wrong?  The east to your thesis; you need to rethink either they is allow them to disagree if they wish to.   Survey formats (multiple choice, likert scale, yes-no) are not always used to their best advantage.   D		recognized style.		
Working Thesis (Stage 2) Due Week 3 of class  The thesis is clearly written, allows for a compelling paper whether your research proves the thesis correct or not.  Survey (Stage 3) Due Week 4 of class  Survey (Stage 3) Due Week 4 of class  The thesis is clearly to the thesis.  Questions relate clearly to the thesis.  Questions are as clear as possible and do not "lead."  There are at least 10 questions in addition to those relating to demographics.  Survey formats (multiple choice, likert scale, yes-no) are appropriately used.  The demographic questions are limited to those that might make a difference to your thesis.  Survey Analysis (Stage 4)  Due Week 6  Survey Analysis (Stage 4)  Due Week 6  The couline or mind-map (Stage 5) Due Week 8  The thesis is unfocused and too simplistic. What are you poing to do if your results prove you wrong?  The thesis is unfocused and too simplistic. What are you going to do if your results prove you wrong?  The thesis is unfocused and too simplistic. What are you poing to do if your results prove you wrong?  The thesis is unfocused and too simplistic. What are you planning to focus this paper?  Some questions do not seem to relate to your thesis.  Questions show a bias toward a desired result; you are leading your respondents or failing to allow them to disagree if they wish to.  Survey formats (multiple choice, likert scale, yes-no) are not always used to their best advantage.  Survey formats (multiple choice, likert scale, yes-no) are not always used to their best advantage.  Demographic questions are too general and either too many or too few.  SSPS or Excel was effectively used to collate, cross-reference, and analyze the data, but there are some mistakes in how used.  The results were presented in both narrative and graphic forms.  The outline or mind-map shows clearly where every aspect of the research done will go in the final paper.  The outline or mind-map shows clearly where every aspect of the research done will go in the final paper.  The outline or mind-map some				
written, allows for a compelling paper whether your research proves the thesis correct or not.  Survey (Stage 3) Due Week 4 of class  □ Questions relate clearly to the thesis. □ Questions are as clear as possible and do not "lead." □ There are at least 10 questions in addition to those relating to demographics. □ Survey formats (multiple choice, likert scale, yes-no) are appropriately used. □ The demographic questions are limited to those throught thouse that might make a difference to your thesis.  Survey Analysis (Stage 4)  Due Week 6  Survey Analysis (Stage 4)  Due Week 6  Due Week 8  The outline or mind-map (Stage 5) Due Week 8  Written, allows for a compelling paper whether your gour of the data as possible. □ The results were presented in both narrative and graphic forms.  Written, allows for a compelling paper whether your going to do if your results prove you wrong?  Some questions do not seem to relate to your thesis. □ Questions show a bias toward a desired result; you are leading your respondents or failing to allow them to disagree if they wish to. □ Survey formats (multiple choice, likert scale, yes-no) are not always used to their best advantage. □ Demographic questions are unclear and seem to hadwantage. □ Demographic questions are unclear and seem to hadwantage. □ Demographic questions on a prover year year to expend and either too many or too few.  Survey Analysis (Stage 4)  Due Week 6  Survey Pormats (multiple choice, likert scale, yes-no) are not always used to their best advantage. □ Demographic questions do not allow for any flexibility of respondents or failing to allow them to disagree if they wish to. □ Survey formats (multiple choice, likert scale, yes-no) are not always used to their best advantage. □ Demographic questions do not allow for any flexibility of respondents or failing to develope in the thesis or the survey. □ Survey formats (multiple choice, likert scale, yes-no) are not always used to their best advantage. □ Demographic questions do not allow for any flexibility of resp	Working Thesis (Store 2)	The thesis is clearly		
Survey (Stage 3) Due Week 4 of class  □ Questions relate clearly to the thesis. □ Questions are as clear as possible and do not "lead." □ There are at least 10 questions in addition to those relating to demographics. □ Survey formats (multiple choice, likert scale, yes-no) are appropriately used. □ The demographic questions are limited to those that might make a difference to your thesis.  Survey Analysis (Stage 4)  □ SSPS or Excel was effectively used to collate, cross-reference, and analyze the data. □ Due Week 6  Outline or mind-map (Stage 5) Due Week 8  Compelling paper whether your results prove you wrong?  I are you going to do if your results prove you wrong?  Some questions do not seem to relate to your thesis. □ Questions show a bias toward a desired result; you need to rethink either the thesis or the survey. □ Questions show a bias toward a desired result; your eapondents or failing to allow them to disagree if we they wish to. □ Survey formats (multiple choice, likert scale, yes-no) are not always used to their best advantage. □ Demographic questions are too general and either too many or too few. □ SSPS or Excel was used to collate, cross-reference, and analyze the data, but there are some mistakes in how used. □ More information can both. □ The results were presented in narrative or graphic forms.  The outline or mind-map gives a general idea of how the research will fit into the final paper, but some parts are missing or some connections are		•		
Survey (Stage 3) Due  Week 4 of class    Questions are as clear as possible and do not "lead."   Questions how a bias toward a desired result; you are leading your respondents or failing to those relating to demographics.   Questions are a least 10 questions in addition to those relating to demographics.   Questions are limited to those that might make a difference to your thesis.  Survey Analysis (Stage 4) Due Week 6    Survey Analysis (Stage 4) Due Week 6    The results were presented in both narrative and graphic forms.   The outline or mind-map shows clearly where every aspect of the research done will go in the final paper.	Due week 5 of class	*		
Survey (Stage 3) Due  Week 4 of class    Questions relate clearly to the thesis.   Questions are as clear as possible and do not "lead."   Questions in addition to those relating to demographics.   Questions are limited to those that might make a difference to your thesis.   Demographic questions are limited to those that might make a difference to your thesis.   Demographic questions are limited to those that might make a difference to your thesis.   Demographic questions are limited to those that might make a difference to your thesis.   Demographic questions are limited to those that might make a difference to your thesis.   Demographic questions are limited to those that might make a difference to your thesis.   Demographic questions are to general and either too many or too few.   SSPS or Excel was effectively used to collate, cross-reference, and analyze the data.   Devery method was used to gain as much information from the data as possible.   The results were presented in both narrative and graphic forms.   The outline or mind-map shows clearly where every aspect of the research done will go in the final paper.   The outline or mind-map gives a general idea of how the research will fit into the final paper, but some parts are missing or some connections are connections are connections are incomplete.				
Questions relate clearly to the thesis.   Questions are as clear as possible and do not "lead."   Questions are as clear as possible and do not "lead."   Questions in addition to those relating to demographics.   Survey formats (multiple choice, likert scale, yes-no) are appropriately used.   The demographic questions are limited to those that might make a difference to your thesis.   Survey Analysis (Stage 4)   Due Week 6   SSPS or Excel was effectively used to organ a much information from the data as possible.   The results were presented in both narrative and graphic forms.   The outline or mind-map shows clearly where every aspect of the research done will go in the final paper.   Some questions do not seem to relate to your thesis; thesis.   Questions show a bias toward a desired result; you are leading your respondents or failing to allow them to disagree if they wish to.   Questions do not seem to relate to your thesis; you need to pour thesis; oward a desired result; you are leading your respondents or failing to allow them to disagree if they wish to.   Questions do not seem to relate to your thesis; you need to rethink either the thesis or to survey.   Questions do not seem to relate to your thesis; you need to rethink either the thesis or to survey.   Questions do not allow for any flexibility of response.   Questions do not allow for any flexibility of response.   Questions do not allow for any flexibility of response.   Questions do not allow for any flexibility of response.   Questions do not allow for any flexibility of response.   Questions do not allow for any flexibility of response.   Questions do not allow for any flexibility of response.   Questions do not allow for any flexibility of response.   Questions do not allow for any flexibility of response the thesis or the survey.   Questions do not allow for any flexibility of response the thesis or the survey.   Questions do not allow for any flexibility of response to allow them to disagree if they wish to.   Questions do not allow for any			results prove you wrong?	focus this paper?
to the thesis.  ☐ Questions are as clear as possible and do not "lead." ☐ There are at least 10 questions in addition to those relating to demographics. ☐ Survey formats (multiple choice, likert scale, yes-no) are appropriately used. ☐ The demographic questions are limited to those that might make a difference to your thesis. ☐ SSPS or Excel was effectively used to collate, cross-reference, and analyze the data. ☐ Every method was used to gain as much information from the data as possible. ☐ The results were presented in both narrative and graphic forms.  Outline or mind-map (Stage 5) Due Week 8  The outline or mind-map shows clearly where every aspect of the research done will go in the final paper.  Seem to relate to your thesis: thosis, thesis, you need to rethink either thesis to you rethesis; you are leading your respondents or failing to allow them to disagree if they wish to. ☐ Survey formats (multiple choice, likert scale, yes-no) are appropriately used. ☐ Demographic questions are unclear and seem to have no releate to your thesis; you need to rethink either thesis or the survey. ☐ Questions show a bias toward a desired result; you are leading your respondents or failing to allow them to disagree if they wish to. ☐ Survey formats (multiple choice, likert scale, yes-no) are not always used to their best advantage. ☐ Demographic questions are unclear and seem to have no releate to your thesis; you need to rethink either thesis or the survey. ☐ Questions do not allow for any flexibility of respondents or failing to allow them to disagree if they wish to. ☐ Survey formats (multiple choice, likert scale, yes-no) are not always used to their best advantage. ☐ Demographic questions are unclear and seem to have no releate to your thesis.  Survey formats (multiple choice, likert scale, yes-no) are one confections are unclear and seem to have no releate to your thesis.	g (g) 0) D			
Questions are as clear as possible and do not "lead."   Questions in addition to those relating to demographics.   Questions in addition to those relating to demographics.   Questions on the thesis or the survey.   Questions do not allow for any flexibility of respondents or failing to allow them to disagree if they wish to.   Questions are not well selected for the types of questions are not well selected for the types of questions you are asking.   Questions do not allow for any flexibility of respondents or failing to allow them to disagree if they wish to.   Questions are not well selected for the types of questions you are asking.   Questions are not well selected for the types of questions you are asking.   Questions are not well selected for the types of questions you are asking.   Questions do not allow for any flexibility of response.   Questions do not allow for any flexibility of response.   Questions do not allow for any flexibility of response.   Questions do not allow for any flexibility of response.   Questions do not allow them to disagree if they wish to.   Questions do not allow for any flexibility of respondents or failing to allow them to disagree if they wish to.   Questions do not allow for any flexibility of respondents or failing to allow them to disagree if they wish to.   Questions do not allow for any flexibility of respondents or failing to allow them to disagree if they wish to.   Questions do not allow for any flexibility of respondents or failing to allow them to disagree if they wish to.   Questions do not allow them to disagree if they wish to.   Questions do not allow them to disagree if they wish to.   Questions do not allow them to disagree if they wish to.   Questions do not allow them to disagree if they wish to.   Questions do not allow them to disagree if they wish to.   Questions do not allow them to disagree if they wish to.   Questions do not allow them to disagree if they wish to.   Questions do not allow them to disagree if they wish to.   Questions do net dispers				
as possible and do not "lead."  There are at least 10 questions in addition to those relating to demographics.  Survey formats (multiple choice, likert scale, yes-no) are appropriately used.  The demographic questions are limited to those that might make a difference to your thesis.  Survey Analysis (Stage 4)  Due Week 6  Survey Analysis (Stage 5) Due Week 8  Doubline or mind-map (Stage 5) Due Week 8  As possible and do not "lead."  Questions show a bias toward a desired result; you are leading your respondents or failing to allow them to disagree if they wish to.  Survey formats (multiple choice, likert scale, yes-no) are not always used to their best advantage.  Demographic questions are unclear and seem to have no relevance to thesis or topic.  Survey formats (multiple choice, likert scale, yes-no) are not always used to their best advantage.  Demographic questions are unclear and seem to have no relevance to thesis or topic.  Survey formats (multiple choice, likert scale, yes-no) are not always used to their best advantage.  Demographic questions are unclear and seem to they of questions you are asking.  Survey formats (multiple choice, likert scale, yes-no) are not always used to their best advantage.  Demographic questions or to feiling to allow them to disagree if they wish to.  Survey formats (multiple choice, likert scale, yes-no) are not always used to their best advantage.  Demographic questions are unclear and seem to have no relevance to thesis or topic.  SSPS or Excel was used to collate, cross-reference, and analyze the data, but there are some mistakes in how used.  More information can be wrung out of these data.  The results were presented in hoth narrative or graphic forms but not both.  The outline or mind-map gives a general idea of how the research will fit into the final paper, but some parts are missing or some connections are unclear and seem to of the data, but there are some mistakes in how used.  The results were presented in narrative or graphic forms.  The outline or mind-map shows	Week 4 of class			
#lead."    There are at least 10 questions in addition to those relating to those relating to demographics.   Survey formats (multiple choice, likert scale, yes-no) are appropriately used.   The demographic questions are limited to those that might make a difference to your thesis.    Survey Analysis (Stage 4) Due Week 6     Severy method was used to gain as much information from the data as possible.   The results were presented in both narrative and graphic forms.    Outline or mind-map (Stage 5) Due Week 8     Coultine or mind-map (Stage 5) Due Week 8     The results were presented in the final paper.		~		1 -
☐ There are at least 10 questions in addition to those relating to demographics.   ☐ Survey formats (multiple choice, likert scale, yes-no) are appropriately used.   ☐ The demographic questions are limited to those that might make a difference to your thesis.    Survey Analysis (Stage 4)   ☐ SSPS or Excel was effectively used to collate, cross-reference, and analyze the data.   ☐ Every method was used to gain as much information from the data as possible.   ☐ The results were presented in both narrative and graphic forms.    Outline or mind-map (Stage 5) Due Week 8   ☐ The outline or mind-map shows clearly where every aspect of the research done will go in the final paper.   ☐ Survey formats (multiple choice, likert scale, yes-no) are appropriately used. (multiple choice, likert scale, yes-no) are not always used to their best advantage.   ☐ Demographic questions are unclear and seem to have no relevance to thesis or topic.    Demographic questions are unclear and seem to have no relevance to thesis or topic.   ☐ SSPS or Excel was used to collate, cross-reference, and analyze the data, but there are some mistakes in how used.   ☐ Wery little analysis of the data was done.   ☐ The results were presented in narrative or graphic forms but not both.   ☐ The outline or mind-map shows clearly where every aspect of the research done will go in the final paper.   ☐ The outline or mind-map sives a general idea of how the research will fit into the final paper, but some parts are missing or some connections are		as possible and do not		
questions in addition to those relating to demographics.  ☐ Survey formats (multiple choice, likert scale, yes-no) are appropriately used. ☐ The demographic questions are limited to those that might make a difference to your thesis.  Survey Analysis (Stage 4)  Due Week 6  Survey Analysis (Stage 4)  Due Week 6  Survey Analysis (Stage 5) Due Week 8  Questions are limited to those that might make a difference to your thesis.  Usurvey formats (multiple choice, likert scale, yes-no) are not always used to their best advantage. ☐ Demographic questions are too general and either too many or too few.  Survey Analysis (Stage 4) ☐ SSPS or Excel was effectively used to collate, cross-reference, and analyze the data. ☐ Every method was used to gain as much information from the data as possible. ☐ The results were presented in both narrative and graphic forms.  Outline or mind-map (Stage 5) Due Week 8			· · · · · · · · · · · · · · · · · · ·	~
those relating to demographics.  □ Survey formats (multiple choice, likert scale, yes-no) are appropriately used. □ The demographic questions are limited to those that might make a difference to your thesis.  Survey Analysis (Stage 4)  Due Week 6  Survey Analysis (Stage 4)  Due Week 6  Survey Analysis (Stage 5)  Due Week 8  The cauline or mind-map (Stage 5)  Due Week 8  The outline or mind-map (Stage 5)  Due Week 8  Allow them to disagree if they wish to. □ Survey formats (multiple choice, likert scale, yes-no) are not always used to their best advantage. □ Demographic questions are unclear and seem to have no relevance to thesis or topic.  Survey Analysis (Stage 4) □ SSPS or Excel was effectively used to collate, cross-reference, and analyze the data, but there are some mistakes in how used. □ More information can be wrung out of these data. □ The results were presented in both narrative or graphic forms but not both.  Outline or mind-map (Stage 5) Due Week 8  The outline or mind-map gives a general idea of how the research will fit into the final paper, but some parts are mot well selected for the types of questions varies asking. □ Demographic questions are unclear and seem to have no relevance to thesis or topic.  SSPS or Excel was used to collate, cross-reference, and analyze the data, but there are some mistakes in how used. □ More information can be wrung out of these data. □ The results were presented in narrative or graphic forms but not both.  The outline or mind-map is unfocused or incomplete.				
demographics.     □ Survey formats (multiple choice, likert scale, yes-no) are appropriately used.     □ The demographic questions are limited to those that might make a difference to your thesis.  Survey Analysis (Stage 4)  Due Week 6  Survey Analysis (Stage 4)  Due Week 6  Coutline or mind-map (Stage 5) Due Week 8  Due Week 9  Due Week 6  Due Week 9  Due Week 10  Demographic questions and either too many or				
Survey formats (multiple choice, likert scale, yes-no) are appropriately used. □ The demographic questions are limited to those that might make a difference to your thesis.    Survey Analysis (Stage 4)   Due Week 6   SSPS or Excel was effectively used to collate, cross-reference, and analyze the data. □ Every method was used to gain as much information from the data as possible. □ The results were presented in both narrative and graphic forms.   The outline or mind-map (Stage 5) Due Week 8      Survey formats (multiple choice, likert scale, yes-no) are not always used to their best advantage. □ Demographic questions are unclear and seem to have no relevance to thesis or topic.   SSPS or Excel was used to collate, cross-reference, and analyze the data, but there are some mistakes in how used. □ More information can be wrung out of these data. □ The results were presented in narrative or graphic forms but not both.   The outline or mind-map shows clearly where every aspect of the research done will go in the final paper.      Survey formats (multiple choice, likert scale, yes-no) are not always used to their best advantage. □ Demographic questions are unclear and seem to have no relevance to thesis or topic.     SSPS or Excel was used to collate, cross-reference, and analyze the data, but there are some mistakes in how used. □ More information can be wrung out of these data. □ The results were presented in narrative or graphic forms but not both.     The outline or mind-map shows clearly where every aspect of the research done will go in the final paper.     The outline or mind-map shows clearly where every aspect of the research done will go in the final paper.     The outline or mind-map shows clearly where every aspect of the research done will go in the final paper.     The outline or mind-map shows clearly where every aspect of the research done will go in the final paper.     The outline or mind-map shows clearly where every aspect of the research done will go in the final paper.     The outline or mind-				
(multiple choice, likert scale, yes-no) are appropriately used. ☐ The demographic questions are limited to those that might make a difference to your thesis.  Survey Analysis (Stage 4)  Due Week 6  Survey Analysis (Stage 4)  Due Week 6  Survey Analysis (Stage 5) Due Week 8  (multiple choice, likert scale, yes-no) are not always used to their best advantage. ☐ Demographic questions are unclear and seem to have no relevance to thesis or topic. ☐ Demographic questions are unclear and seem to have no relevance to thesis or topic. ☐ Demographic questions are unclear and seem to have no relevance to thesis or topic. ☐ SSPS or Excel was used to collate, cross-reference, and analyze the data, but there are some mistakes in how used. ☐ Every method was used to gain as much information from the data as possible. ☐ The results were presented in both narrative and graphic forms.  Outline or mind-map (Stage 5) Due Week 8  (multiple choice, likert scale, yes-no) are not always used to their best advantage. ☐ Demographic questions are unclear and seem to have no relevance to thesis or topic. ☐ SSPS or Excel was used to collate, cross-reference, and analyze the data, but there are some mistakes in how used. ☐ More information can be wrung out of these data. ☐ The results were presented in narrative or graphic forms but not both.  The outline or mind-map gives a general idea of how the research will fit into the final paper, but some parts are missing or some connections are				• •
scale, yes-no) are appropriately used. ☐ The demographic questions are limited to those that might make a difference to your thesis.  Survey Analysis (Stage 4) Due Week 6  Survey Analysis (Stage 4) Due Week 6  Coutline or mind-map (Stage 5) Due Week 8  Scale, yes-no) are not always used to their best advantage. ☐ Demographic questions are unclear and seem to have no relevance to thesis or topic.  Scale, yes-no) are not always used to their best advantage. ☐ Demographic questions are unclear and seem to have no relevance to thesis or topic.  SSPS or Excel was used to collate, cross-reference, and analyze the data, but there are some mistakes in how used. ☐ More information can be wrung out of these data. ☐ The results were presented in both narrative and graphic forms.  Outline or mind-map (Stage 5) Due Week 8  Scale, yes-no) are not always used to their best advantage. ☐ Demographic questions are unclear and seem to have no relevance to thesis or topic.  SSPS or Excel was used to collate, cross-reference, and analyze the data, but there are some mistakes in how used. ☐ More information can be wrung out of these data. ☐ The results were presented in narrative or graphic forms but not both.  The outline or mind-map gives a general idea of how the research will fit into the final paper, but some parts are missing or some connections are		•		
appropriately used. ☐ The demographic questions are limited to those that might make a difference to your thesis.  Survey Analysis (Stage 4) Due Week 6  Survey Analysis (Stage 4) Due Week 6  Due Week 6  Survey Analysis (Stage 5) Due Week 8  Analysis (Stage 4) Due Week 8  Analysis (Stage 4) Due Week 6  Analyse the data, but there are some mistakes in how used.  Analyze the data, but there are some mistakes in how used.  Analyze the data, but there are some mistakes in how used.  Analyze the data, but there are some mistakes in how used.  Analyze the data, but there are some mistakes in how used.  Analyze the data, but there are some mistakes in how used.  Analyze the data, but there are some mistakes in how used.  Analyze the data, but there are some mistakes in how used.  Analyze the data.  Brows in a formation can be wrung out of these data.  Analyze the				
dvantage. □ The demographic questions are limited to those that might make a difference to your thesis.  Survey Analysis (Stage 4) □ SSPS or Excel was effectively used to collate, cross-reference, and analyze the data. □ Every method was used to gain as much information from the data as possible. □ The results were presented in both narrative and graphic forms.  Outline or mind-map (Stage 5) Due Week 8  Outline or mind-map (Stage 5) Due Week 8  □ The demographic questions are too general and either too many or too few. □ SSPS or Excel was used to collate, cross-reference, and analyze the data, but there are some mistakes in how used. □ More information can be wrung out of these data. □ The results were presented in narrative or graphic forms but not both. □ The outline or mind-map shows clearly where every aspect of the research done will go in the final paper. □ The outline or mind-map some connections are				
questions are limited to those that might make a difference to your thesis.  Survey Analysis (Stage 4)  Due Week 6  SPSPS or Excel was effectively used to collate, cross-reference, and analyze the data.  □ Every method was used to gain as much information from the data as possible.  □ The results were presented in both narrative and graphic forms.  Outline or mind-map (Stage 5) Due Week 8  Questions are limited to those that might make a difference to your thesis.  Demographic questions are too general and either too many or too few.  SSPS or Excel was used to collate, cross-reference, and analyze the data, but there are some mistakes in how used.  □ More information can be wrung out of these data.  □ The results were presented in narrative or graphic forms but not both.  Outline or mind-map (Stage 5) Due Week 8  The outline or mind-map gives a general idea of how the research will fit into the final paper, but some parts are missing or some connections are				
those that might make a difference to your thesis.  Survey Analysis (Stage 4)  Due Week 6  SSPS or Excel was effectively used to collate, cross-reference, and analyze the data.  Every method was used to gain as much information from the data as possible.  The results were presented in both narrative and graphic forms.  Outline or mind-map (Stage 5) Due Week 8  The outline or mind-map shows clearly where every aspect of the research done will go in the final paper.  Thou was used to collate, cross-reference, and analyze the data, but there are some mistakes in how used.  More information can be wrung out of these data.  The results were presented in narrative or graphic forms but not both.  The outline or mind-map gives a general idea of how the research will fit into the final paper, but some parts are missing or some connections are				
difference to your thesis.				or topic.
Due Week 6  Due Week 8  Due Week 8  Due Week 8  Due Week 8  Due SSPS or Excel was used to collate, cross-reference, and analyze the data, but there are some mistakes in how used.  Due Week 6  Due Week 6  Due Week 6  Due Week 8  Due SSPS or Excel was used to collate, cross-reference, and analyze the data, but there are some mistakes in how used.  Due Week 8  Due SPS or Excel was used to collate, cross-reference, and analyze the data, but there are some mistakes in how used.  Due Week 8  Due SPS or Excel was used to collate, cross-reference, and analyze the data, but there are some mistakes in how used.  Due Week 8  Due Very little analysis of the data was done.  Due The results were presented in narrative or graphic forms but not both.  The outline or mind-map gives a general idea of how the research will fit into the final paper, but some parts are missing or some connections are				
Due Week 6  effectively used to collate, cross-reference, and analyze the data.  □ Every method was used to gain as much information from the data as possible.  □ The results were presented in both narrative and graphic forms.  Dutline or mind-map (Stage 5) Due Week 8  effectively used to collate, cross-reference, and analyze the data, but there are some mistakes in how used.  □ More information can be wrung out of these data. □ The results were presented in narrative or graphic forms but not both.  The outline or mind-map gives a general idea of how the research will fit into the final paper, but some parts are missing or some connections are				
cross-reference, and analyze the data, but there are some mistakes in how used. □ Every method was used to gain as much information from the data as possible. □ The results were presented in both narrative and graphic forms.  □ The outline or mind-map (Stage 5) Due Week 8    Cross-reference, and and analyze the data, but there are some mistakes in how used. □ More information can be wrung out of these data. □ The results were presented in narrative or graphic forms but not both. □ The outline or mind-map gives a general idea of how the research will fit into the final paper, but some parts are missing or some connections are				
analyze the data.  □ Every method was used to gain as much information from the data as possible.  □ The results were presented in both narrative and graphic forms.  Outline or mind-map (Stage 5) Due Week 8  The outline or mind-map shows clearly where every aspect of the research done will go in the final paper.  There are some mistakes in how used.  □ More information can be wrung out of these data. □ The results were presented in narrative or graphic forms but not both.  The outline or mind-map gives a general idea of how the research will fit into the final paper, but some parts are missing or some connections are	Due Week 6			
□ Every method was used to gain as much information from the data as possible. □ The results were presented in both narrative and graphic forms. □ The outline or mind-map (Stage 5) Due Week 8		T	and analyze the data, but	
to gain as much information from the data as possible.  The results were presented in both narrative and graphic forms.  The outline or mind-map (Stage 5) Due Week 8  The outline or mind-map shows clearly where every aspect of the research done will go in the final paper.  To gain as much information can be wrung out of these data.  The results were presented in narrative or graphic forms but not both.  The outline or mind-map gives a general idea of how the research will fit into the final paper, but some parts are missing or some connections are			there are some mistakes in	
information from the data as possible.  ☐ The results were presented in both narrative and graphic forms.  Outline or mind-map (Stage 5) Due Week 8  The outline or mind-map shows clearly where every aspect of the research done will go in the final paper.  Description of these data.  ☐ The results were presented in narrative or graphic forms but not both.  The outline or mind-map gives a general idea of how the research will fit into the final paper, but some parts are missing or some connections are  written up in narrative or generated in graphic form.  The outline or mind-map is unfocused or incomplete.			how used.	the data was done.
as possible. ☐ The results were presented in both narrative and graphic forms.  Outline or mind-map (Stage 5) Due Week 8  The outline or mind-map shows clearly where every aspect of the research done will go in the final paper.  The results were presented in narrative or graphic forms but not both.  The outline or mind-map gives a general idea of how the research will fit into the final paper, but some parts are missing or some connections are			☐ More information can	☐ The results were not
The results were presented in both narrative and graphic forms.  Outline or mind-map (Stage 5) Due Week 8  The outline or mind-map shows clearly where every aspect of the research done will go in the final paper.  The outline or mind-map gives a general idea of how the research will fit into the final paper, but some parts are missing or some connections are  The outline or mind-map gives a general idea of how the research will fit into the final paper, but some parts are missing or some connections are		information from the data		written up in narrative or
presented in both narrative and graphic forms.  Outline or mind-map (Stage 5) Due Week 8  The outline or mind-map shows clearly where every aspect of the research done will go in the final paper.  The outline or mind-map gives a general idea of how the research will fit into the final paper, but some parts are missing or some connections are  The outline or mind-map gives a general idea of how the research will fit into the final paper, but some parts are missing or some connections are		as possible.	☐ The results were	generated in graphic form.
And graphic forms.  Outline or mind-map (Stage 5) Due Week 8  The outline or mind-map shows clearly where every aspect of the research done will go in the final paper.  The outline or mind-map gives a general idea of how the research will fit into the final paper, but some parts are missing or some connections are  The outline or mind-map is unfocused or incomplete.		☐ The results were	presented in narrative or	
Outline or mind-map (Stage 5) Due Week 8  The outline or mind-map shows clearly where every aspect of the research done will go in the final paper.  The outline or mind-map gives a general idea of how the research will fit into the final paper, but some parts are missing or some connections are		presented in both narrative	graphic forms but not	
shows clearly where every aspect of the research done will go in the final paper.  shows clearly where every aspect of the research done will go in the final paper.  gives a general idea of how the research will fit into the final paper, but some parts are missing or some connections are		and graphic forms.	both.	
aspect of the research done will go in the final paper.  how the research will fit into the final paper, but some parts are missing or some connections are	Outline or mind-map	The outline or mind-map	The outline or mind-map	The outline or mind-map
aspect of the research done will go in the final paper.  how the research will fit into the final paper, but some parts are missing or some connections are	(Stage 5) Due Week 8	shows clearly where every	gives a general idea of	is unfocused or
will go in the final paper. into the final paper, but some parts are missing or some connections are	-			incomplete.
some parts are missing or some connections are		will go in the final paper.	into the final paper, but	_
some connections are				
uncicar.			unclear.	

Stevens, Dannelle D. and Antonia J. Levi. Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning. Sterling, VA: Stylus, 2005.

\*\*You may also contact Gwendolyn Hale at the Writing Center (1036) or drop by to check out more books on rubrics.