## Holistic Critical Thinking Scoring Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 4     | Consistently does all or almost all of the following:  
  - Accurately interprets evidence, statements, graphics, questions, etc.  
  - Identifies the salient arguments (reasons and claims) pro and con.  
  - Thoughtfully analyzes and evaluates major alternative points of view.  
  - Draws warranted, judicious, non-fallacious conclusions.  
  - Justifies key results and procedures, explains assumptions and reasons.  
  - Fair-mindedly follows where evidence and reasons lead. |
| 3     | Does most or many of the following:  
  - Accurately interprets evidence, statements, graphics, questions, etc.  
  - Identifies relevant arguments (reasons and claims) pro and con.  
  - Offers analyses and evaluations of obvious alternative points of view.  
  - Draws warranted, non-fallacious conclusions.  
  - Justifies some results or procedures, explains reasons.  
  - Fair-mindedly follows where evidence and reasons lead. |
| 2     | Does most or many of the following:  
  - Misinterprets evidence, statements, graphics, questions, etc.  
  - Fails to identify strong, relevant counter-arguments.  
  - Ignores or superficially evaluates obvious alternative points of view.  
  - Draws unwarranted or fallacious conclusions.  
  - Justifies few results or procedures, seldom explains reasons.  
  - Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions. |
| 1     | Consistently does all or almost all of the following:  
  - Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others.  
  - Fails to identify or hastily dismisses strong, relevant counter-arguments.  
  - Ignores or superficially evaluates obvious alternative points of view.  
  - Argues using fallacious or irrelevant reasons, and unwarranted claims.  
  - Does not justify results or procedures, nor explain reasons.  
  - Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.  
  - Exhibits close-mindedness or hostility to reason. |

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### Presentation Rubric


<table>
<thead>
<tr>
<th>Dimension</th>
<th>Professional</th>
<th>Adequate</th>
<th>Needs work</th>
<th>You're fired</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Full grasp (more than needed) of material in initial presentations and in answering questions later.</td>
<td>Solid presentation of material and answers all questions adequately but without elaboration.</td>
<td>Less than a full grasp of the information revealed rudimentary presentation and answers to questions.</td>
<td>No grasp of information, some misinformation, and unable to answer questions accurately.</td>
<td>B+</td>
</tr>
<tr>
<td>Organization</td>
<td>Information is presented in a logical interesting sequence that is easy for the audience to follow.</td>
<td>Information is presented in a logical sequence that is easy for the audience to follow but a bit dull.</td>
<td>Presentation jumps around a lot and is not easy to follow although it is possible.</td>
<td>Audience cannot follow presentations because it follows no logical sequence.</td>
<td>C</td>
</tr>
<tr>
<td>Graphics</td>
<td>Graphics explain and reinforce the rest of the presentation.</td>
<td>Graphics related to the text of the presentation.</td>
<td>Graphics are too few or not sufficiently related to the rest of the presentation.</td>
<td>Graphics are either not used or are superfluous.</td>
<td>B</td>
</tr>
<tr>
<td>English</td>
<td>No misspelled words or grammatical errors.</td>
<td>No more than two misspelled words or grammatical errors.</td>
<td>Three misspelled words or grammatical errors.</td>
<td>Four or more misspelled words or grammatical errors.</td>
<td>A</td>
</tr>
<tr>
<td>Elocution</td>
<td>Speaks clearly, correctly, and precisely, loud enough for audience to hear and slowly enough for easy understanding.</td>
<td>Speaks clearly, pronounces most words correctly, loud enough to be easily heard, and slow enough to be easily understood.</td>
<td>Speaks unclearly, mispronounces many major terms, and speaks too softly or rapidly to be easily understood.</td>
<td>Mumbles, mispronounces most important terms, and speaks too softly or rapidly to be understood at all.</td>
<td>C</td>
</tr>
<tr>
<td>Eye contact</td>
<td>Eye contact constant; minimal or no reading of notes.</td>
<td>Eye contact maintained except when consulting notes, which is too often.</td>
<td>Some eye contact, but mostly reading from notes.</td>
<td>No eye contact; reads from notes exclusively.</td>
<td>B-</td>
</tr>
</tbody>
</table>
Grading Rubric for Critical Essays

Student's Name_______________________________________

Competent/Credible/Complete
If you meet these first three standards, you are writing competently and you will earn a grade of “C.” (70-79)

1. Unity
   - Contains an identifiable thesis that contains a topic and a comment, unifies and controls the paper, and is maintained throughout the paper.
   - Contains paragraphs that are unified, coherent, and developed with some analysis.

2. Evidence/Development
   - Develops appropriate, logical, and relevant supporting detail and/or evidence.
   - Includes appropriate and accurate quotations from primary and/or secondary sources as assigned.
   - Includes more specific, concrete evidence, analysis, and argumentation than opinion, plot summary, or abstract, general commentary.

3. Presentation and Design
   - Follows guidelines for standard academic English in terms of grammar, punctuation, usage, and documentation.
   - Follows the assignment’s and the MLA’s requirements for length, documentation, and/or format.

Skillful/Persuasive
If you meet all of the competency standards above and, in addition, achieve coherence and exhibit audience awareness, you are writing skillfully and you will earn a grade of “B.” (80-89)

4. Coherence
   - Uses words and sentences, rhythm and phrasing, variations and transitions, concreteness and specificity to reveal and emphasize the relationship between evidence and thesis.
   - Explains how, why, or in what way evidence/detail supports point/claim/thesis/topic/ideas.
   - All paragraphs are developed with adequate analysis of evidence/topic.
   - Incorporates evidence from primary and/or secondary sources smoothly, appropriately, and responsibly.

5. Audience Awareness
   - Demonstrates a sense that the writer knows what s/he’s doing and is addressing the targeted audience.
   - Builds credibility (ethos) through the appropriate use of language (e.g. word choice, sentence style), through evidence of close reading, and through thorough and balanced argumentation and analysis/research.

Distinctive
If you meet all of the competency standards, achieve coherence and exhibit audience awareness, and, in addition, demonstrate a mastery of one or more features of superior writing, you are writing distinctively and you will earn a grade of “A.” (90-100)

6. Distinction
   - Your writing stands out because of one or more of the following characteristics: complexity, originality, seamless coherence, extraordinary control, sophistication in thought, recognizable voice, compelling purpose, imagination, insight, thoroughness, and/or depth.

Essay Grade ______ +/− Points for special assignment requirements ______ =

Ineffective
If your paper does not meet competency standards, either because you have minor problems in all three competence areas (1-3 above) or major problems in one or two competence areas, you will earn a grade of “D” (60-69) or “F” (<60), and you should schedule a conference with me.
Designing Grading Rubrics Workshop 2007
Rubric Sampler

Poster Rubric
(http://www.howard-winn.k12.ia.us/ebblue/rubrics/poster_rubric.html)
4--Exceptional  3--Good  2--Acceptable  1--Unacceptable

Element                      Score

Focus
The intent/topic of the poster is very clear when you first look at it. It is clear that this graphic is a _____.  4 - 3 - 2 - 1

Main Ideas
The main ideas are appropriate to the topic and are presented correctly.  4 - 3 - 2 - 1

Supporting Details
Appropriate and accurate details support each main idea.  4 - 3 - 2 - 1

Purpose
The purpose of the poster is clearly accomplished.  4 - 3 - 2 - 1

Drawings and Illustrations
All illustrations, photographs, and drawings add to the purpose and interest of the poster.  4 - 3 - 2 - 1

Mechanics (C-U-P-S)
There are no errors in capitalization, usage, punctuation, or spelling.  4 - 3 - 2 - 1

Layout and Design
The overall organization, design, use of color, and use of space help to make the poster interesting and to communicate the message.  4 - 3 - 2 - 1

Creativity
The poster is highly original and creative.  4 - 3 - 2 - 1

Neat and Presentable
The poster is very neat and presentable.  4 - 3 - 2 - 1

Total:
History holistic grading scale

An essay earning an A
answers the questions thoroughly
demonstrates a clear understanding of the material
has strong, sophisticated presentation of material (clear structure; effective use of sources as evidence)
controlled, polished prose
offers broad perspective on events/ideas discussed

An essay earning a B+
clearly answers the question posed
demonstrates a clearer understanding (overall) of the material than a C
pulls together a lot of material
makes good points, and has good organization overall, but has some problems convincing use of evidence
may be vague in places, especially in use of lecture material
needs to consider counter arguments

An essay earning a C+
answers question posed, but may ramble off point a bit; thesis and body not as well connected as B
some difficulties with organization (long paragraphs; paragraphs jumble together several ideas)
needs more evidence, more discussion of evidence (uses evidence, but needs more; discussion is clear, but thin in places)
has gaps in use of lecture material
may be hard to follow because of choice of wording/phrasing
<table>
<thead>
<tr>
<th>Distinguished (3)</th>
<th>Satisfactory (2)</th>
<th>Borderline (1)</th>
<th>Unsatisfactory (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FORMAT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title Page</td>
<td>Contains title, name, date, course, teacher, period.</td>
<td>Missing one except title or name.</td>
<td>Missing two except title or name.</td>
</tr>
<tr>
<td>Sequence</td>
<td>Logically sequenced: Question, Hypoth., Test, Mater./Proc., Data, Anal./Conclusion. All present.</td>
<td>Not more than one category missing or out of sequence.</td>
<td>Not more than 2 categories missing or out of sequence.</td>
</tr>
<tr>
<td>Clarity</td>
<td>Lab report sections clearly distinct from each other; grammatically correct English; figures/graphics correctly titled &amp; labeled.</td>
<td>Sections clearly labeled but not separated; English generally correct; figures/graphics correctly labeled but not titled.</td>
<td>Sections labeled but not separated; frequent errors in grammar; figures/graphics labeled but contain errors in units, axes or headings.</td>
</tr>
<tr>
<td><strong>REPRODUCIBILITY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hypothesis</td>
<td>Clear explanation of purpose; educates by providing context.</td>
<td>Gives a correct purpose with some framework</td>
<td>Declares a purpose that is correct.</td>
</tr>
<tr>
<td>Design</td>
<td>Clear step-by-step description of experimental procedures; labeled diagrams/drawings of any apparatuses/devices used to carry out the experiment.</td>
<td>Step-by-step description that misses not more than one key detail; diagrams/drawings included but not labeled</td>
<td>Step-by-step description that misses not more than two key details; apparatuses/devices mentioned but not shown.</td>
</tr>
<tr>
<td>Detail</td>
<td>Includes formulas/calculations used to analyze data &amp; explains their use. Records observations and explains their import. All original data included.</td>
<td>Includes formulas and calculations used to analyze data. Records observations, sometimes their import. Most original data included.</td>
<td>Includes formulas and some calculations used to analyze data. Records some observations. Some original data included.</td>
</tr>
<tr>
<td><strong>CONCLUSION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Framework</td>
<td>Restates the hypothesis, supports or refutes it and explains the role of the test in making the decision.</td>
<td>Restates the hypothesis and supports or refutes it.</td>
<td>Supports or refutes the hypothesis without restating it.</td>
</tr>
<tr>
<td>Evidence</td>
<td>Uses data powerfully as evidence to support statements.</td>
<td>Uses data to support statements.</td>
<td>Refers to data in the body of the report as support.</td>
</tr>
<tr>
<td>Logic</td>
<td>Conclusion is logically forced from data and prior knowledge.</td>
<td>Conclusion is logical but not thoroughly defended.</td>
<td>The conclusion is logical but poorly defended</td>
</tr>
<tr>
<td>Error</td>
<td>Identifies sources of error and explains effect on results.</td>
<td>Identifies sources of error.</td>
<td>Suggests possibility of error but identifies no sources.</td>
</tr>
<tr>
<td>Context</td>
<td>The exp. is made meaningful by discussion of its scientific or societal implications; proposals for further investigation are made.</td>
<td>An application or use of the work is provided; a proposal for further investigation is made.</td>
<td>The work is generally ascribed to be useful but no rationale is provided for thinking so.</td>
</tr>
</tbody>
</table>
Designing Grading Rubrics Workshop 2007
Rubric Sampler

Laboratory Notebook Grading Rubric
(http://www.rickhershberger.com/bioactivesite/lab/notebook_rubric.htm)

For a grade of "C", your notebook should enable you to repeat and interpret your experiment.
  o The procedures are recorded in sufficient detail to allow the original investigator to accurately
    repeat his/her own experiment without the use of any lab handouts. (No missing or inaccurate
    steps.)
  o The description of the procedures includes all calculations used to prepare and conduct the
    experiment and all calculations performed on the data obtained. All calculations and
    measurements include the units of measure used (g, ml, min, etc.).
  o The results recorded (observations and measurements) provide a complete description of the
    outcomes of the experiment, and are documented in sufficient detail to allow the investigator to
    draw accurate conclusions.

For a grade of "B", your notebook should allow someone else to repeat and interpret your experiment.
  o The standards for the "C" grade are met.
  o The procedures are recorded in sufficient detail and with such clarity of writing as to allow an
    independent investigator (i.e. next year's student or another researcher continuing the research
    project) to accurately repeat the original investigator's experiment without the use of any lab
    handouts. (No missing or inaccurate steps.)
  o The results recorded (observations and measurements) provide a complete description of the
    outcomes of the experiment, and are documented in sufficient detail and with such clarity of
    writing as to allow an independent investigator to draw accurate conclusions.
  o All tables, figures, and charts have full descriptions. All tables, graphs, and figures have titles or
    captions. All graph axes and table columns and rows have labels. All units of measure are
    indicated.
  o The dates and times of key activities are documented.
  o The sources and lot numbers of all samples and reagents and the identity of each measuring
    device and analytical instrument are accurately recorded.

For a grade of "A", your notebook should allow someone else to fully understand the goals, rationale, materials, methods, procedures, results, and conclusions of your experiment.
  o The standards for the "B" grade are met.
  o The notebook contains explanations of the goals of the experiment or project, any hypothesis(es)
    being tested, and any predicted or anticipated outcomes.
  o The notebook contains descriptions of the experimental methods or approaches to be used, and
    how the experiment is designed.
  o The independent (manipulated), dependent (responding), controlled, and uncontrolled variables
    are described.
  o The notebook contains descriptions of the conclusions and interpretations drawn by the
    experimenter, and how those conclusions relate to the goals of the work, the hypothesis being
    tested, and/or the predicted outcomes.
  o The notebook contains the investigator's reflections on problems, mistakes, shortcomings, or
    unusual observations during the conduct or interpretation of the experiment.
  o The notebook is fully in compliance with standards for record keeping in commercial laboratories.
## Cooperative Groupwork Rubric

http://coe.west.asu.edu/students/eringstrom/explorer/cooprubic.htm

<table>
<thead>
<tr>
<th>Contributions</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.</td>
<td>Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!</td>
<td>Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.</td>
<td>Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time-management</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.</td>
<td>Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.</td>
<td>Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.</td>
<td>Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of Work</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides work of the highest quality.</td>
<td>Provides high quality work.</td>
<td>Provides work that occasionally needs to be checked/redone by other group members to ensure quality.</td>
<td>Provides work that usually needs to be checked/redone by others to ensure quality.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attitude</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).</td>
<td>Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).</td>
<td>Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).</td>
<td>Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).</td>
<td></td>
</tr>
</tbody>
</table>

## Resources


  - AAHE’s list of assessment websites

- [http://jonathan.mueller.faculty.noctrl.edu/toolbox/rubrics.htm](http://jonathan.mueller.faculty.noctrl.edu/toolbox/rubrics.htm)
  - Info on rubrics from the Authentic Assessment Toolbox

- [http://rubistar.4teachers.org](http://rubistar.4teachers.org)
  - Create rubrics online with their editable templates

  - A five-part tutorial on creating and implementing rubrics

Helping Faculty with Rubric Development
NINFD - June 28, 2005