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Criteria	Superior/ Exemplary ___ pts	Proficient ___ pts	Poor/Needs Development ___ pts	Unsatisfactory/ Significant Development Needed ___ pt	0 pts
Factual Information	Used many facts to support all arguments.	Used some facts to support all arguments.	Used few facts to support arguments.	Did not present facts to support arguments.	Student did not complete assignment
Comprehension	Demonstrated thorough understanding of information.	Demonstrated accurate understanding of important information.	Demonstrated minimal understanding of information.	Demonstrated misunderstanding of the information.	Student did not complete assignment
Persuasiveness	All arguments were logical and convincing.	Most arguments were logical and convincing.	Some arguments were logical and convincing.	Few arguments were logical and convincing.	Student did not complete assignment
Delivery	Communicated clearly and confidently; maintained eye contact; excellent voice inflection and delivery rate.	Communicated clearly; frequent eye contact; good voice and delivery rate.	Seldom communicated clearly; poor eye contact; poor voice and delivery rate.	Failed to communicate clearly; no eye contact; monotone delivery.	Student did not complete assignment
Rebuttal	Addressed all opponent arguments with counter-evidence.	Addressed most of opponent's arguments with counter-evidence.	Addressed some of opponent's arguments with counter-evidence.	Did not address opponent's arguments.	Student did not complete assignment

Problem Solving Rubric

Criteria	Superior/ Exemplary ___ pts	Proficient ___ pts	Poor/Needs Development ___ pts	Unsatisfactory/ Significant Development Needed ___ pt	0 pts
Defined Problem/Issue	Identified key elements of the problem/issue. Outlined the problem/issue effectively.	Some assistance needed in identifying key elements of the problem/issue and with outlining same.	Significant assistance needed to identify key problem/issue. Needed assistance outline same.	Unable to identify key problems/issues. Unable to outline.	Student did not complete assignment
Identified Process to Solve	Independently developed strategies and used logical reasoning to identify solution process.	Some assistance needed to develop strategies. Some assistance needed in logical reasoning.	Significant assistance needed to develop strategies and logical reasoning.	Unable to develop strategies to identify a solution process.	Student did not complete assignment
Evaluated Results	Independently tested solution process to identify errors, outstanding issues, or misunderstandings.	Some assistance needed to evaluate the solution process toward identifying errors, outstanding issues, or misunderstandings.	Significant assistance needed in evaluation solution process.	Unable to evaluate solution process.	Student did not complete assignment
Presentation of Findings and Solution	Independently constructed/developed model, described issues, solution, evaluation processes.	Some assistance needed to construct/develop a model, or to describe issues, solution, or evaluation process.	Significant assistance needed in presenting problem/issues, solutions, and evaluations.	Unable to	Student did not complete assignment

Discussion Rubric

Criteria	Superior/ Exemplary ___ pts	Proficient ___ pts	Poor/Needs Development ___ pts	Unsatisfactory/ Significant Development Needed ___ pt	0 pts
Critical Thinking	Initial response demonstrates a thorough understanding of the readings, concepts, and terminology. Utilized correct terminology and identified outside resources, research, life experience, and prior learning to support opinions. Appropriately cited all resources.	Initial response demonstrates a basic understanding of the readings, concepts, and terminology. Mostly used correct terminology and identified most resources, research, life experience, and prior learning. Appropriately cited most resources.	Initial response demonstrates a superficial understanding of the readings, concepts, and terminology. Did not utilize terminology in a substantive way. Identified a few resources or research. Did not support life experiences or prior learning with citations/research/interviews to support opinion.	Initial response did not demonstrate an understanding of the readings, concepts, or terminology. Did not utilize terminology presenting in the readings, concepts, or supporting learning materials. Did not identify resources, research. Did not support personal opinion or prior learning with supporting citations/research/interviews.	Student did not complete assignment
Contribution to Discussion	Peer response substantially contributed to the ongoing conversation/discussion showing mastery of the subject. Asked a question(s); contributed to the argument in a substantive way by providing addition resources, research,	Peer response somewhat contributed to discussion showing a basic understanding of the subject. Asked a clarifying question. Provided additional information through research, resources, prior learning, or life experience. Made an opposition statement with minimal	Affirmative or opposition response with explanation, but without continuing discussion. Provided minimal additional information through research, resources prior learning, or life experience.	Affirmative or opposition response with no supporting research, resources, prior learning or life experience.	Student did not complete assignment

	personal experience, or prior learning; made an opposition statement with supporting research, resources, life experience, or prior learning.	supporting research, resources, life experience, or prior learning.			
Use of Resources to Support Opinion	Utilized appropriate academic resources through research, interviews with professionals in the field, provided support through research of personal life experience and prior learning. Properly cited all resources according to instructions.	Included academic resources through research, interviews with professionals in the field, supported through research of personal life experience and prior learning. Properly cited most resources according to instructions.	Included resources that were not all academically appropriate. Did not cite all resources, research, life experience, or prior learning appropriately according to instructions.	Included resources that were not academically appropriate. Did not cite resources, research, life experience, or prior learning appropriately according to instructions.	Student did not complete assignment
Quality of Work – proper grammar and proofreading	Submitted substantive initial response and peer response by due date. Thoroughly addressed the discussion topics utilizing research, resources, personal life experience, and/or prior learning. Appropriately cited all resources. Proofread and submitted with no errors in grammar, spelling, and format. Submitted responses showing respect to peers.	Submitted initial response and peer response by due date. Addressed the discussion topics utilizing research, resources, personal life experience, and/or prior learning. Appropriately cited most resources. Proofread and submitted with a few errors in grammar, spelling, and format. Submitted responses showing respect to peers.	Submitted initial response and peer response. Partially addressed discussion topics utilizing minimal research, resources, personal life experience, and/or prior learning. Appropriately cited some resources. Did not proofread - submitted with errors in grammar, spelling, and format. Submitted responses showing respect to peers.	Submitted initial response and peer response late. Minimally addressed discussion topics utilizing no research, resources, personal life experience, and/or prior learning. Did not cite resources. Did not proofread - submitted with significant errors in grammar, spelling, and format. Work needed on tone and sensitivity to peers.	Student did not complete assignment

Cooperative/Collaborative Learning Rubric (Groups)

Criteria	Superior/ Exemplary ____ pts	Proficient ____ pts	Poor/Needs Development ____ pts	Unsatisfactory/ Significant Development Needed ____ pt	0 pts
Contribution to group goals	Consistently and actively works toward group goals; willingly accepts and fulfills individual role within group	Works toward group goals without occasional prompting; accepts and fulfills individual role within group	Works toward group goals with occasional prompting	Works toward group goals only when prompted	Did not participate in group activities.
Consideration of others	Shows sensitivity to the feelings and learning needs of others; values the knowledge, opinion, and skills of all group members and encourages their contribution	Shows and expresses sensitivity to the feelings of others; encourages the participation of others	Shows sensitivity to the feelings of others	Needs occasional reminders to be sensitive to the feelings of others	Did not participate in group activities.
Contribution of knowledge	Consistently and actively contributes knowledge, opinions, and skills without prompting or reminding	Contributes knowledge, opinions, and skills without prompting or reminding	Contributes information to the group with occasional prompting or reminding	Contributes information to the group only when prompted	Did not participate in group activities.

Working and sharing with others	Helps the group identify necessary changes and encourages group action for change; always does the assigned work without having	Willingly participates in needed changes; usually does the assigned work and rarely needs reminding	Participates in needed changes with occasional prompting; often needs reminding to do the assigned work	Participates in needed changes when prompted and encouraged; always or often relies on others to do the work	Did not participate in group activities.

STUDENT PEER EVALUATION RUBRIC (Group member evaluation)

Criteria	Superior/ Exemplary ___ pts	Proficient ___ pts	Poor/Needs Development ___ pts	Unsatisfactory/ Significant Development Needed ___ pt	0 pts
Contribution	Always contributed to the goals of the group.	Most of the time contributed to the goals of the group.	Seldom contributed to the goals of the group.	Rarely contributed to the goals of the group.	Never participated in group activities.
Cooperation	Always very cooperative and ready to do the work to complete the assignment.	Mostly cooperative and work to complete the assignment	Seldom cooperated and did not support the group project.	Was argumentative and did not cooperate with group.	Did not participate in group activities.
Availability	Always available for meetings, calls, chats, or conferences.	Available most of the time for meetings, calls, chats, or conferences.	Seldom available for meetings, calls, chats, or conferences.	Rarely available for meetings, calls, chats, or conferences.	Did not participate in group activities.
Ideas/Planning	Always had ideas and offered ways to plan and execute the project for the benefit of the group.	Often had ideas and offered ways to plan and execute the project for the benefit of the group.			Did not participate in group activities.

Written Assignments Rubric

Criteria	Superior/ Exemplary ___ pts	Proficient ___ pts	Poor/Needs Development ___ pts	Unsatisfactory/ Significant Development Needed ___ pt	0 pts
Organization	High degree of attention to logic and reasoning. Reader is able to draw the conclusion and encouraged to think about the topic.	Logically organized. Used transitions between ideas and paragraphs to create coherence.	Some points remain misplaced and stray from the topic. Transitions evident but inconsistently used.	Lacks coherence and logical organization. Significant errors in organization.	Did not complete
Argument	Synthesizes ideas, in-depth analysis, and evidences original thought and support for the topic.	Original thinking and develops ideas with sufficient and supporting evidence.	Minimal reasoning applied with original thought.	Lacks reasoning, topics are underdeveloped and unoriginal.	Did not complete
Development	High degree of critical thinking with well-developed ideas. High quality and quantity resources appropriate to topic.	Topic development shows critical thinking main topics with supporting resources.	Limited evidence of critical thinking regarding detail and/or development of topics.	Lacks detail and show little critical thinking. Resources do not support topics.	Did not complete
Grammar & Mechanics	Proper grammar and formatting.	Few errors in grammar and formatting.	Spelling, grammar, and punctuation errors. Reader is distracted from topic.	Significant spelling, punctuation, and grammatical errors. Reader is distracted and document is difficult to read.	Did not complete

Writing Style	Tone and style are consistent throughout. Convinces reader to follow writer's rationale and critical thinking. Presents arguments in a new way and/or introducing new material in support of argument.	Tone and style are mostly consistent throughout. Presents material in support of argument.	Tone and style are somewhat inconsistent. Difficult to follow support of argument.	Inconsistent tone and style indicating material in support of argument is not original or written by the same author.	Did not complete
Format	Professional appearance of document beyond formatting guidelines.	Meet the formatting guidelines.	Generally formatted according to guidelines.	Did not follow document-formatting guidelines.	Did not complete
Sources/Citations	Utilized a variety of sources. Properly cited and footnoted.	Utilized a variety of resources. Minor errors in citing sources.	Limited use of varied sources. Significant errors/missing citations.	No citations included.	Did not complete

"The final criteria for assessment of class participation …

1. **Preparation:** the extent of your reading, analyzing and understanding of the material, demonstrated by contribution to discussion.

2. **Contribution to discussion:** the extent to which you volunteered answers, asked relevant questions, expressed your own opinions and analyzed the contributions of others.

3. **Group skills:** the extent to which you allowed others to contribute, avoided class domination, shared ideas with others, assisted others, provided positive feedback to others and exhibited tolerance and respect for others.

4. **Communication skills:** the quality of your expression, clarity, conciseness, use of appropriate vocabulary, confidence.

5. **Attendance:** includes punctuality." (Dancer and Kamvounias, p. 448)

Rubric for Final Project

Criteria	Superior/ Exemplary ___ pts	Proficient ___ pts	Poor/Needs Development ___ pts	Unsatisfactory/ Significant Development Needed ___ pts	0 pts
Course Requirements	Follows directions; fulfills specifications of assignments; uses appropriate methodology/format **15 pts.**	Follows most directions, fulfills most specifications, somewhat appropriate methodology/format **12 pts.**	Follows some directions; fulfills a few specifications; weak methodology/format **8 pts.**	Does not follow directions; does not fulfill specifications; inappropriate or missing methodology/format **4 pts.**	Did not complete. **0 pts.**
Technical Aspects	Images clear and well composed; sound is clear; effective editing **25 pts.**	Images fairly clear and well composed; sound is mostly clear; editing somewhat effective **20 pts.**	Some images unclear and not very well composed, sound sometimes difficult to hear; weak editing **15 pts.**	Images unclear and not well composed; sound difficult to hear; little or no editing **10 pts.**	Did not complete. **O pts.**
Content	Effective organization; ideas easy to follow; creative and original **30 pts.**	Good organization, ideas fairly easy to follow; some creativity and originality **25 pts.**	Weak organization, some ideas difficult to follow; minimal creativity and originality **20 pts.**	Poorly organized; ideas difficulty to follow; little or no creativity and originality **15 pts.**	Did not complete. **0 pts.**
Competence	Demonstrates knowledge of key concepts; makes connections to course readings; provides details/examples **30 pts.**	Demonstrates knowledge of some ideas; makes some connections; provides a few details/examples **25 pts.**	Demonstrates limited knowledge of ideas; makes a few connections; provides minimal details/examples **20 pts.**	Demonstrates no knowledge of ideas; little or no connections; lacking in details/examples **15 pts.**	Did not complete. **0 pts.**

Research Paper Rubric Example

Criteria	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pts
Quality of research	• Cited 6 or more sources • Sources reliable and properly cited. • All information relevant to topic • Sufficient information provided to support all elements of topic. • Research in-depth and the beyond the obvious, revealing new insights gained.	• Cited 5 sources • Sources mostly reliable. Citation errors minor. • Most information relevant to thesis. • Sufficient information provided • Research of sufficient depth.	• Failed to cite 5 sources • Source reliability questionable. Omitted information does not interfere with ability of reader to find the source. • Some information relevant to thesis. • Information provided to support some elements of topic • Surface research.	• Failed to cite sources • Source reliability questionable. Omitted information does not interfere with ability of reader to find the source. • Some information relevant to thesis. • Information provided to support some elements of topic • Surface research.
Content	• Topic interesting, of appropriate breadth for length of paper & an appropriate topic for research. • Support for thesis complex, complete, & in-depth. • Writer involved with subject, not merely doing an assignment. • Clear and appropriate organization, with effective transitions, introduction, and conclusion.	• Topic somewhat broad or narrow for length of paper and/or a questionable topic for research. • Support for thesis sufficient but lacking in depth or complexity. • Organization, transitions, introduction, and conclusion slightly lacking clarity and/or appropriateness.	• Topic too broad or narrow for length of paper and/or a poor topic for research. • Support for thesis barely sufficient, and/or. • Organization, transitions, introduction, and conclusion lacking clarity and/or appropriateness.	• Topic too broad or narrow for length of paper and/or a poor topic for research. • Support for thesis barely sufficient, and/or. • Organization, transitions, introduction, and conclusion lacking clarity and/or appropriateness.
Works Cited/Bibliography	• All sources properly cited in both paper and bibliography. • No more errors in format or punctuation.	• All sources properly cited in both paper and bibliography. • Two errors in format or punctuation.	• Not all sources properly cited in both paper and bibliography. • More than three errors in format or punctuation.	• Not all sources properly cited in both paper and bibliography. • More than four errors in format or punctuation

Grammar and Mechanics	- Consistent and appropriate voice. - Sophisticated and precise word choice. - No spelling errors. - No errors in agreement, pronouns/antecedents, or tense. - No punctuation or capitalization errors. - Met all style and min/max page requirements	- Voice mostly consistent and appropriate. - Fairly effective word choice. - No more than two spelling errors. - Fewer than one errors in agreement, pronouns/ antecedents, or tense. - Fewer than two punctuation or capitalization errors. - Met most style and min/max page requirements	- Voice somewhat consistent and appropriate. - Correct word choice. - More than three spelling errors. - More than two errors in agreement, pronouns/ antecedents, or tense. - More than three punctuation or capitalization errors. - Failed to meet style and/or min/max page requirements	- Voice somewhat consistent and appropriate. - Correct word choice. - More than four spelling errors. - More than three errors in agreement, pronouns/ antecedents, or tense. - More than four punctuation or capitalization errors. - Failed to meet style and/or min/max page requirements
Plagiarism	- Student's work is original - Sources cited and not paraphrased - Reliable sources - Roes not heavily rely on Wikipedia, or other unreliable sources	- Student's work is not original - Relies on paraphrasing - Sources are not reliable	Student copies and pastes information with citation	Student's work is merely copied and pasted from sources without citation

Performance Rubric

Criteria	Points 0	Points 1	Points 2	Points 3
Character Development	No evidence of appropriate acting technique* for character development	Some evidence of appropriate acting technique* for character development	Sufficient evidence of appropriate acting technique* for character development	Exemplary evidence of appropriate acting technique* for character development
Vocal Quality	Inarticulate and no clear vocal choices	Articulation is a problem and some vocal choices are apparent	Demonstrates consistent vocal choices that reflects character	Clear and nuanced vocal interpretation that reflects character
Movement Quality	Little or no physical commitment that reflects character movement with body	Some physicality that reflects character movement with body	Adequate physicality that reflects character movement with body	Exemplary physicality that reflects character movement with body
Interpretation/ Preparation	No interpretation of text or evidence of preparation	Some interpretation of text or evidence of preparation	Adequate interpretation and preparation of text but lacks nuanced approach to material	Exemplary interpretation of text and subtle nuanced approach to material

Performance Assessment Rubric

Criteria	0	1	2	3	4
Tone Quality	No understanding of tonal quality concepts.	Basic understanding of tonal quality concepts is not yet developed.	Strong basic approach is demonstrated. Slow to correct minor problems.	Excellent tone is achieved most of the time. Faults and problems are infrequent. Minor problems are quickly corrected.	Excellent tone is achieved throughout the performance. Tone is uniform, consistent, and well-controlled.
Intonation (n/a for piano)	Melodic and harmonic intonation is poor throughout.	Melodic and harmonic intonation is inconsistent. Intonation problems are seldom corrected.	Intonation is often good but inconsistent. Attempted to correct obvious problems.	Melodic and harmonic intonation is very good. Problems are quickly corrected.	Melodic and harmonic intonation is virtually without fault throughout the selection.
Technique	No understanding of basic technique.	Basic problems exist with technique. Good technique is only demonstrated some of the time.	Technical facility is good most of the time. Correct technique is demonstrated most of the time.	Coordination, accuracy, and flexibility are very good. Demonstrates excellent knowledge and command of technique.	Coordination, accuracy, and flexibility are excellent. Demonstrates thorough knowledge and command of technique.
Rhythm/Tempo	Rhythms are not performed as written. Tempo is not controlled.	Basic rhythmic accuracy is demonstrated in simple passages, although rapid and complex passages are weak. Tempo is not always controlled.	Rhythmic accuracy and precision are good. Demonstrates good awareness of pulse and tempo, although occasional problems	Rhythmic accuracy and precision are very good. Tempo is appropriate and consistent most of the time. Rhythmic interpretation or variations are appropriate, with only minor inconsistencies.	Rhythmic accuracy and precision are nearly exact. Tempo is appropriate and consistent throughout. Rhythmic interpretations or variations are appropriate for the selection.

				occur.	
Musicality / Interpretation	No sense of phrasing or musical style.	Very little meaningful stylistic interpretation of musical passages. Style is undeveloped and inconsistent. Musical phrasing is mostly mechanical and non-musical.	Stylistic accuracy is demonstrated some of the time. Stylistic interpretation is demonstrated some of the time, but is often rigid and mechanical. Musical phrasing is basic but not always consistent.	Stylistically accurate and consistent most of the time. Some passages may lack stylistic interpretation but do not detract from the performance. Musical phrasing is natural most of the time.	Stylistically accurate and consistent throughout. Seldom rigid or mechanical. Excellent and meaningful phrasing and interpretation.
Dynamics	No dynamic range.	Limited dynamic range.	Some successful attempts at basic dynamic variation, though limited in scope and range.	Good use of dynamics throughout, with some lack of dynamic control.	Excellent use of dynamics throughout. Full dynamic range is demonstrated.
Memorization (piano/voice only)	Not memorized. Requires the music to complete the performance.	Poorly memorized, several noticeable memorization errors.	Generally well-memorized, a minor noticeable flaw or error.	Well-memorized, a small flaw noticeable to only those who know the music.	Excellent memorization and effortless recall throughout.
Language Skills (voice only)	Text contains numerous mispronunciations, including poor formations of vowels and/or consonants.	Text contains several mispronunciations, including poor formations of vowels and/or consonants.	Text contains some mispronunciations, including inaccurate vowels and/or consonants.	Text is pronounced correctly most of the time. Demonstrates very good understanding of textual nuances.	Text is artistically declaimed; pronunciation is correct. Demonstrates excellent understanding of textual nuances.

Professionalism	Unprofessional behavior or demeanor, and/or unprofessional appearance/attire.	Some unprofessional elements of behavior, demeanor, and/or appearance/attire.	Appearance/attire and demeanor within bounds acceptable for student performances.	A minor slip in professional appearance/attire or demeanor.	Appearance/attire and demeanor professional.