

Sample rubrics for LO 1, Reading Closely

Assignment / Rating	“Superior” (or similar)	“More than satisfactory” (or similar)	“Satisfactory” (or similar)	“Substandard” (or similar)	“Unacceptable” (or similar)
Brief written literary analysis	student found points of stylistic and thematic significance for every line	student found points of stylistic and thematic significance for most lines	student found points of stylistic and thematic significance for about half the lines	student found points of stylistic and thematic significance for few lines	student found points of stylistic and thematic significance for no lines
Extended literary analysis	a creative consideration of the form itself, beyond what was included in the "more than satisfactory"	a coherent connection between form and content which leads to a literary effect	some conceptualized literary effect	forms analyzed, but effect only as emphasis	forms unanalyzed, only summarized
Formal, structured “note set”: notes cover the text evenly?	attending as closely to the end as to the start			several big gaps going unaddressed	
Formal, structured “note set”: notes reflect more than one kind of attention to the text?	interested in a wide range of different features			only noting one kind of feature, and in a shallow way	
Formal, structured “note set”: notes useful for further interpretation?	strong sense of the whole text by scanning the notes, and they will help you observe patterns and notable features without having always to go back to the text			the notes don't evoke a good sense of the story, and would not help the student recall the text	
Formal, structured “note set”: notes useful for navigating back to specific moments in the text?	a well-organized separate document, indexed by page # if working on a print text or by distinctive search terms that would let you browse to a sentence in an ebook			scanned notes just scribbled in the margins of the text	
Brief written textual analysis	answered all prompts, examined all key textual details, included insightful explanation of literary relationship	answered all prompts and examined most of key textual details	failed to answer most paper prompts or examine most of key textual details	No work submitted	

Brief written textual interpretation	interpretation that accounts for all relevant texts/details, supporting a thesis, and explaining stakes of interpretation's conclusion	interpretation that accounts for all relevant texts/details, supporting thesis	one-sided interpretation that fails to include all relevant texts/details	failure to write paper or failure to directly answer key prompt question	
Freewriting: Addresses open-ended questions about your annotations-level observations: Why? How? So what? Questions lead to other questions?	questions follow from questions in increasingly bold and intellectually nuanced directions			questions, if asked, remain vague and unattached to analysis	
Freewriting: Shows evidence of intellectual perseverance: details unfold in more than one direction, more than one possible meaning (even incompatible ones) has emerged for textual features	every part of the freewrite explores interpretive potential from more than one angle			student never looks at different interpretive possibilities for specific moments in the text	
Freewriting: Makes connections between observations, even fleetingly linking together different ideas	multiple nuanced and complex connections among ideas			no connections across ideas	
Compare forms across texts	comparison found a pattern of such literary effects	explicated relationship as part of a program of literary effects	articulated a meaningful relationship between form and content	comparison that did not extend beyond shared form	lack of formal comparison
Mini-independent study project	complete all components, explain what was learned, and connect to other ideas learned in this or another course	complete all components and explain what was learned from research	failure to complete some components or failure to explain what learned	failure to complete all components or failure to explain what was learned	
Formal analysis: Paragraph organized around a single	the topic sentence is a precise, scope-appropriate, and contestable idea			the topic sentence is not an interpretive claim, and the paragraph lacks a unifying central idea	

interpretive claim (topic sentence)			
Formal analysis: Analysis-to-Evidence ratio is greater than 2:1	every piece of evidence yields a new and well-explored insight		the evidence is not analyzed or is only summarized/ paraphrased
Formal analysis: Contains properly cited evidence related to the text's form and style	imaginative use of evidence, properly cited		improperly cited or missing evidence, or no connection between evidence and claim
Formal analysis: Moves from one point to the next in a logical way that supports the main claim	the connection between points is not merely logically sound, but bold and compelling		the points in the analysis could be made in any order, and there is no logical progression or building to complexity

Sample rubric for LO 2, Understanding the Arts

Assignment / Rating	"Superior" (or similar)	"More than satisfactory" (or similar)	"Satisfactory" (or similar)	"Substandard" (or similar)	"Unacceptable" (or similar)
Analytical paper	A	A- / B+	B / B-	C range	D or lower

Superior: student was actively engaged in these activities every class period and demonstrated remarkable growth in presence, spatial awareness, and impulsive response over the course of the semester	More than Satisfactory: student was actively engaged in these activities most class periods and demonstrated moderate growth in presence, spatial awareness, and impulsive response over the course of the semester	Satisfactory: student was mostly engaged during these activities and demonstrated some growth in presence, spatial awareness, and impulsive response over the course of the semester	Substandard: participation in these activities was surface-level at best, no improvement shown over the course of the semester	Unacceptable: student is prone to distracting behavior, disrupted the class, refused to participate
---	---	--	--	---

Sample rubrics for LO 3, Seeking Meaning

Assignment / Rating	“Superior” (or similar)	“More than satisfactory” (or similar)	“Satisfactory” (or similar)	“Substandard” (or similar)	“Unacceptable” (or similar)
Apply theory to real-life problem: clarity	A range	B range	C range	D range	F
Apply theory to real-life problem: accuracy	A range	B range	C range	D range	F
Apply theory to real-life problem: rigor	A range	B range	C range	D range	F
Final project	completed all steps, included reflection, and reflection included not just how but why this project was done as a summation of the course	completed all steps of project and included reflection	completed project, but failed to include reflection	failure to complete or failure to include reflection component	
Short paper (300-500 words)	offer own commentary on essay's claims and text in question and "apply" insights to contemporary context	offer own commentary on essay's claims and text in question	failure to offer own commentary on essay's claims and/or text in question	failure to complete essay or to engage fairly essay's claims	
Pass/Fail quiz, given multiple times	Pass		Fail		

Sample rubrics for LO 4, Exploring Past and Present

Assignment / Rating	“Superior” (or similar)	“More than satisfactory” (or similar)	“Satisfactory” (or similar)	“Substandard” (or similar)	“Unacceptable” (or similar)
Analytical paper	A range	B range	C range	D range	F
Analytical paper (5-7 pp) (analysis and content)	successfully analyzes the substantial primary source in reply to the prompt and incorporates assigned secondary material for the context (rather than simply relying on lecture notes)	Slightly less comprehensive than “superior”	demonstrates some understanding of some of the main points and uses the primary source to analyze and illustrate these themes, and makes some attempt to include secondary material from the assigned articles	may provide some aspects of the "satisfactory" category but fall short in a number of areas and typically demonstrate that the author does not have a sufficient understanding of the documents or historical context.	cursory summary of a few points we covered in class without referencing any actual passages from text or using any of the secondary material
Analytical paper (5-7 pp) (documentation)	includes primary source quotes and examples from throughout the novel rather than limiting themselves to the first chapter, properly cited	Slightly less than “superior”: Perhaps a primary source is not quite as comprehensively analyzed	cites arguments and examples from the texts		typically have no citations
Analytical paper (5-7 pp) (thesis)	makes a cogent, nuanced thesis and follows through with this argument in the body of the paper	Slightly less than “superior”: perhaps some aspect of the thesis is not as thoroughly considered as the others	sufficiently conveys the author's argument and evidence		argument is wrong (or they do not have a thesis)
Analytical paper (5-7 pp) (form and presentation)	exceedingly well-written	Well-written	Sufficiently clear	Adequate at best	feel rushed, are abbreviated
Essay submitted in stages	exemplified student analysis and earned an A	engaged in analysis of primary and/or secondary sources, did well	fulfilled formal requirements, began to engage in analysis, and	struggled to fill formal requirements, earned a C	fundamental issues, earned a D or F, and returned to student

		to cite others, and earned up to a A-	earned up to a B+		
Students complete two essays of five to seven pages each	average over 90 percent on these two assignments	average over 80 percent on these two assignments	average over 70 percent on these two assignments	average over 60 percent on these two assignments	average below 60 percent on these two assignments
18 specific questions on final exam	At least 80% correct on questions	70-79% correct	60-69% correct	50-59% correct	Less than 50% correct
Choice: 7-8 pg primary source based paper or lesson plan focused on the art of teaching/interpreting a substantive historical document	clearly stated research question and argument, supported by a variety of primary source evidence; well organized, no grammatical, syntax or spelling issues; the paper engages contextual and/or thematic issues addressed in our course and uses secondary sources to help with analysis	mostly clear research question and argument; supported by primary source evidence; mostly well organized (may be some issues with organization, grammar, syntax etc.); some engagement with contextual and/or thematic issues addressed in course and use of secondary sources	the research question or thesis needs work and/or only appears at the end of the paper but there is some effort use primary source evidence creatively and to contextualize, to engage with course/secondary materials; paper could be better organized; issues with syntax/grammar/spelling	no research question or thesis; minimal effort to engage with primary source material; could be much better organized; very little (to no) engagement with context, secondary source materials	the paper/lesson plan does not engage with primary source, is not organized around a research question and argument, makes no attempt to engage with secondary materials and does not meet minimum standards for assignment

Sample rubrics for LO 5, Observing, Experimenting, and Modeling

Assignment / Rating	“Superior” (or similar)	“More than satisfactory” (or similar)	“Satisfactory” (or similar)	“Substandard” (or similar)	“Unacceptable” (or similar)
Lab assignments	understand almost all of the material and performed in the A range	understood most the material and performed in the B range	didn't understand some of the material but understood most of it and performed in the C range	didn't understand the material and performed in the D range	didn't complete or clearly didn't understand the material
Weekly homework exam, analysis and results of their own dataset exported through Qualtrics	independently/ completely able to use observation and interpret empirical data to understand processes in the natural world	able to use observation and interpret empirical data to understand processes in the natural world	somewhat able to use observation and interpret empirical data to understand processes in the natural world	lacks the ability to use observation and interpret empirical data to understand processes in the natural world	completely lacks ability to use observation and interpret empirical data to understand processes in the natural world
Weekly homework exam, analysis and results of their own dataset exported through Qualtrics	independently/ completely able to calculate/ analyze empirical data sets	able to calculate/ analyze empirical data sets	somewhat able to calculate/ analyze empirical data sets	lacks the ability to calculate /analyze empirical data sets	completely lacks ability to calculate/ analyze empirical data sets
Annotated field sketches	Clean, detailed visuals. Interpretations are at the level of a student considerably farther along in the major. Excellent writing	Strong visual presentations. Interpretations go beyond the basics of what we discussed in class and show strong understanding. Good, clear written expression of ideas	Adequate visual presentation. Plausible interpretations, but lots of room left to go deeper. Writing is okay	Poor visual presentation. Interpretations may be plausible, but lack detail or aspects are confused. Writing is comprehensible, but muddled. A few items not turned in	Visual information presented is difficult or impossible to decipher. It is difficult to tell if the student actually understands what the data represent. Interpretations are geologically implausible. Writing is unclear. Substantial pieces of work

					were not turned in
repeatable quizzes and non-repeatable exams based mostly on course readings for comprehension and retention. Many assignments require students to find, assess, and cite scholarly and popular scientific literature. Most written reports require students to separate results from interpretations	Excellent performance on reading quizzes. Comprehensive use of literary sources. Interpretations always follow from the data.	Above average performance on reading quizzes. Extensive use of literature with clear strong understanding. Few errors in distinguishing between data and interpretation.	Average performance on reading quizzes. Adequate use of literature sources. Most distinguishing between data and interpretation is done correctly.	Poor performance on reading quizzes. Some relevant literature chosen and correctly cited, some not. Partial distinguishing between results & interpretations in written work.	Failing performance on reading quizzes. Absent or irrelevant literature sources chosen. No distinction made between results and interpretations in written work.
Students drafted, peer graded, and submitted a finalized version of a literature review on their topic of choice	complete scientific literacy and ability to assess the validity of scientific claims	student is mostly scientifically literate and able to assess the validity of scientific claims	some scientific literacy and ability to assess the validity of scientific claims	student is barely scientifically literate and unable to assess the validity of scientific claims	student is not scientifically literate and cannot assess the validity of scientific claims

Sample rubrics for LO 6, Comprehending Cross-Culturally

Assignment / Rating	“Superior” (or similar)	“More than satisfactory” (or similar)	“Satisfactory” (or similar)	“Substandard” (or similar)	“Unacceptable” (or similar)
Translate passage and answer grammar questions	at least 95% correct	90-94% correct	80-89% correct	60-79% correct	59% or below
three oral presentations over the semester based on course readings and material	provided a clear analysis and meaningful connection to multiple topics from the course	connected course material to topics beyond themes in the syllabus	met the standard	merely repeated the topic as presented in class, no meaningful development beyond course presentation	did not complete presentations
reflections and comprehension quizzes; essay questions	Shows an increased understanding of the cultural factors influencing human behavior and intergroup processes, which may, in turn lead to an increase in empathy	Shows an understanding of the cultural factors influencing human behavior and intergroup processes	Some understanding of the cultural factors that influence human behavior	Minimal understanding of the cultural factors that influence human behavior and intergroup processes	Unable to critically analyze or discuss texts related to culture
provide commentary on three passages from primary readings and to consider how the passages illuminate our understanding off women and gender in the ancient world, concentrating on both the historical lives of women and the ideological construction of gender	95-100%	85-94%	75-84%	65-74%	0-64%
presented in the target language on a cultural monument or location	offered a reading of the monument that was nuanced and	able to elaborate this meaning via reference to	offered a culturally-contingent understanding of	rudimentary understanding of the cultural-	not able to recognize that the understanding of

	incorporated examples from multiple sources	examples from course readings	the monument without providing specific evidence	contingency of these objects	a cultural object is framed by cultural contexts
analyze the history of environmentalism in target culture	developed a clear argument about the chosen topic			not on topic	
Students completed 25+ written homework assignments, 2 short essays, and a final exam in the target language	students easily comprehended the material and were able to make connections between texts in the course	able to provide answers that demonstrated comprehension and ability to analyze the material	able to comprehend but not able to provide critical analysis of the texts	failure to complete a number of assignments, which makes a full assessment of the student's performance impossible to determine	