

Rubrics for Student Evaluation at GSSED

*\*\*All will be calculated as a percentage of the points explained in a course syllabus of each subject*

Learning Process	Criteria Number	Assessment Criteria	Targeted Activity
Evaluation for New Student Admission	Criteria 1	Evaluation for Student Admission	Admission Process
Coursework	Criteria 2	Class Participation	All subjects
	Criteria 3	Oral Presentation	Varies according to subject (refer to each subject's course syllabus)
	Criteria 4	In-Class Paper Assignment	
	Criteria 5	Essay Assessment	
Research	Criteria 6	Independent Study Evaluation	Independent Study
	Criteria 7	Thesis Evaluation	Thesis

Criteria 2: Class Participation (20 points) (○ to the area that suits with student performance)

Components	10 points	9-8 points	7-6 points	5-4 points	3-0 points
1.Frequency	Attends class regularly and never late	Attends class regularly, sometimes late	Absent few times but never late	Absent few times, always late	Almost absent
2.Quality	<i>Always contributes</i> to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings.	<i>Sometimes contributes</i> to the discussion in the aforementioned ways.	<i>Rarely contributes</i> to the discussion in the aforementioned ways but always having questions relating to the content.	<i>Rarely contributes</i> to the discussion in the aforementioned ways.	<i>Never contributes</i> to the discussion in the aforementioned ways.
Total	= 1+2				

Criteria 3: Oral Presentation Individual (30 points) Group (35 points) (○ to the area that suits with student performance, or write the suitable point)

Components	5 points	4-3 points	2-0 points
1. <i>Organization</i>	Presentation is clear, logical, and organized. Listener can follow line of reasoning.	Presentation is generally clear and well organized. A few minor points may be confusing.	Organization is haphazard; listener can follow presentation only with effort. Arguments are not clear.
2. <i>Style</i>	Level of presentation is appropriate for the audience. Presentation is a planned conversation, paced for audience understanding. Not a reading of a paper and can be heard by all.	Level of presentation is generally appropriate. Pacing is sometimes too fast or too slow. Presenter seems slightly uncomfortable at times, and audience occasionally has trouble hearing him/her.	Aspects of presentation are too elementary or too sophisticated for audience. Presenter seems uncomfortable and can be heard only if listener is very attentive. Much of the information is read.
3. <i>Use of Communication Aids</i>	Communication aids enhance presentation. <ul style="list-style-type: none"> <li>● The font on the visuals is readable.</li> <li>● Information is represented to maximize audience comprehension.</li> <li>● Main points stand out.</li> </ul>	Communication aids contribute to the quality of the presentation. <ul style="list-style-type: none"> <li>● Font size is mostly readable.</li> <li>● Appropriate information included.</li> <li>● Some material is not supported by visual aids.</li> </ul>	Communication aids are poorly prepared or used inappropriately. <ul style="list-style-type: none"> <li>● Font size is too small to read.</li> <li>● Too much information included.</li> <li>● Some unimportant information is highlighted, and make confusion.</li> </ul>
4. <i>Content:</i> Depth of Content  Accuracy of Content	Speaker provides complete explanations of key concepts and theories, drawing on relevant literature. Applications of theory illuminate issues. Information (names, facts, etc) included in the presentation is consistently accurate.	For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications are included. No significant errors are made. Errors may cause by to be the result of nervousness or oversight.	Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice. Listeners gain little from the presentation. Enough errors are made to distract a knowledgeable listener.
5. <i>Language Used:</i> Grammar and Word Choice  Freedom from Bias (e.g., sexism, racism etc.)	Sentences are complete and grammatical. They flow together easily. Words are well chosen; they express the intended meaning precisely. Both oral language and body language are free from bias.	Sentences are complete and grammatical for the most part. They flow together easily. With some exceptions, words are well chosen and precise. Presentation is free from bias with one or two minor exceptions.	Listeners are distracted by some grammatical errors and use of slang. Some sentences are halting, incomplete, or vocabulary is limited or inappropriate. Presentation includes some identifiable bias.

<p><b>6. <i>Responsiveness to Audience:</i></b> Verbal Interaction Body Language</p>	<p>Consistently clarifies, restates, and responds to questions. Summarizes when needed. Body language reflects comfort interacting with audience</p>	<p>Generally responsive to audience questions and needs. Misses some opportunities for interaction. Body language reflects some discomfort interacting with audience.</p>	<p>Responds to questions inadequately. Body language reveals a reluctance to interact with audience.</p>
<p><b>7. <i>Group Work</i></b></p>	<p>High participation in group discussion and presentation. Listened properly to other group members' ideas. Having proper role-sharing among members in the group.</p>	<p>Medium participation in group discussion and presentation. Not paying much attention in other group members' ideas. Role-sharing can't be seen much among members in the group.</p>	<p>Low participation in group discussion and presentation. Did not show enough attention in other group members' ideas. Only few members in charge of delivering group's output.</p>
<p><b>Total</b></p>	<p>= 1+2+3+4+5+6+7</p>		

Criteria 4: In-Class Paper Assignment (40 points) (○ to the area that suits with student performance, or write the suitable point)

Components	5 points	4 points	3 points	2-0 points
1.Depth of analysis	Paper goes beyond the assignment to explore the implications of arguments or evidence in new contexts.	Paper fully meets the parameters of the assignment with some degree of application.	Paper demonstrates understanding of the assignment.	Paper does not address the assignment.
2.Grasp of reading(s)	Paper represents the authors' arguments, evidence and conclusions accurately, fairly and eloquently.	Paper represents the author's arguments, evidence and conclusions accurately.	Paper represents the authors' arguments, evidence and conclusions accurately though not sufficiently clearly and there are minor inaccuracies.	Paper badly misrepresents the authors' arguments, evidence, and/or conclusions.
3.Thesis paragraph	<ul style="list-style-type: none"> <li>Clearly and eloquently identifies a demonstrable and nuanced central argument.</li> <li>Provides the reader with a clear sense of the nature of evidence that will follow. Guides the reader smoothly and logically into the body of the paper.</li> </ul>	<ul style="list-style-type: none"> <li>Thesis paragraph clearly identifies a demonstrable central argument.</li> <li>Gives the reader a reasonably good sense of the nature of evidence that will follow.</li> </ul>	<ul style="list-style-type: none"> <li>Thesis paragraph identifies a central argument that is demonstrable, though not stated sufficiently clearly.</li> <li>Thesis paragraph does not guide the reader into the body of the paper.</li> </ul>	<ul style="list-style-type: none"> <li>Thesis paragraph does not have a discernable central argument. The argument is not demonstrable.</li> </ul>
4.Evidence	<ul style="list-style-type: none"> <li>Evidence used to support the central point is rich, detailed and well chosen.</li> <li>Evidence sections employ appropriate illustrations and/or quotations.</li> <li>The connection between argument and evidence is clearly and compellingly articulated in all cases.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence used to support the central point is well chosen, though not particularly rich or detailed.</li> <li>The connection between argument and evidence is clearly articulated.</li> </ul>	<ul style="list-style-type: none"> <li>Connection between argument and evidence is not clearly articulated in all cases.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence used does not clearly support the main argument.</li> </ul>
5.Conclusion	(Elegantly) synthesizes and reframes key points from the paper.	Synthesizes and brings closure but does not examine new perspectives or questions.	Restates the same points as the topic paragraph without reframing them.	Is missing or cursory. Repeats the topic paragraph more-or-less verbatim.

6.Organization	<ul style="list-style-type: none"> <li>• Organization of paper as a whole is logical and quickly apparent.</li> <li>• Connections among paragraphs are clearly articulated.</li> <li>• Transitions between paragraphs are smooth.</li> <li>• Every paragraph makes one distinct and coherent point, expressed in a clear topic sentence; the parts of each paragraph connect logically and persuasively, and internal transitions are smooth.</li> </ul>	<ul style="list-style-type: none"> <li>• Organization of paper as a whole is logical and apparent, but transitions between paragraphs are not consistently smooth.</li> <li>• Every paragraph makes one distinct and coherent point and, for the most part, the parts of each paragraph connect logically and effectively.</li> <li>• In all but a few cases, the paragraph's point is expressed in a clear topic sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Organization of the paper as a whole can only be discerned with effort.</li> <li>• Not all parts of the paper fit the organizational structure.</li> <li>• Not all the parts of the paper are effectively integrated.</li> <li>• In a number of paragraphs, there is not a distinct or coherent point.</li> <li>• Topic sentences are missing or unclear in a number of paragraphs.</li> <li>• In a number of paragraphs, the parts do not connect logically.</li> </ul>	<ul style="list-style-type: none"> <li>• Organization of the paper as a whole is not logical or discernable.</li> <li>•</li> <li>•</li> </ul>
7.Clarity	<ul style="list-style-type: none"> <li>• Throughout the paper, wording is precise and unambiguous.</li> <li>• Sentence structure is consistently clear and lucid.</li> <li>• Quotations are all framed effectively in the text (i.e. integrated properly in terms of both grammar and meaning) and explicated where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper is for the most part precisely worded and unambiguous.</li> <li>• Sentence structure is mostly clear.</li> <li>• Quotations are framed effectively in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Wording is imprecise or ambiguous fairly often.</li> <li>• Sentence structure is often confusing.</li> <li>• Quotations are not framed effectively in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the paper, wording is imprecise or ambiguous.</li> <li>• Sentence structure is consistently confusing.</li> </ul>
8.Mechanics	<ul style="list-style-type: none"> <li>• Paper is clean and appropriately formatted.</li> <li>• There are no incomplete or run-on sentences.</li> <li>• Quotes are all properly attributed and cited.</li> <li>• There are virtually no spelling or grammatical errors.</li> </ul>	<ul style="list-style-type: none"> <li>• There are a few minor spelling or grammatical errors.</li> <li>• Quotes are all properly attributed and cited.</li> </ul>	<ul style="list-style-type: none"> <li>• There are a number of spelling and grammatical errors.</li> <li>• In a few places, quotes are not attributed and cited.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper is unacceptably sloppy.</li> <li>• Quotes are frequently not attributed or improperly cited.</li> </ul>
Total	1+2+3+4+5+6+7+8 (plagiarism = 0)			

Criteria 5: Essay Assessment (30 points) (○ to the area that suits with student performance, or write the suitable point)

Components	8-10 points	5-7 points	2-4 points	0-1 points
<b>1.Content and Development</b>	Content is accurate, focused, and consistent; exhibits control in development of ideas; unified with a fresh insight; essentially error free	Content is somewhat accurate and fairly clear; offers solid but less accurate reasoning; contains some appropriate details and examples; has some mechanical errors	Content is somewhat vague or only loosely related to the writing task; at times may be off topic or too broad with limited support; repeated weaknesses in mechanics; pattern of flaws	Content unclear; lapses in coherence or no relation to writing task; offers simplistic, undeveloped support for ideas; mechanical errors so severe that writer's ideas are hidden
<b>2.Organization and Structure</b>	Method of organization is well-suited to thesis; clear intro, body, and conclusion with effective transitions	Organization supports thesis and purpose; sequence of ideas could be improved	Some signs of logical organization. May have abrupt or illogical shifts and ineffective flow of ideas	Poorly organized or demonstrates serious problems with progression of ideas; a written form of speech
<b>3.Critical Thinking</b>	Skillfully evaluates information gathered from observation, experience, reflection, or reasoning	Adequately demonstrates reasonable relationships among ideas	Simplistic analysis of complex issue; limited clarity and complexion of thought	Insufficient reasoning and lacks complexity of thought
<b>Total</b>	<b>= 1+2+3</b>			

Criteria 6: Independent Study (20 points) (○ to the area that suits with student performance)

Components	4 points		3 points		2 points		1 points	
1. Clearly defined thesis/critical question	The paper formulates an important scholarly question and offers a thesis that is clearly articulated.		The paper formulates a reasonable scholarly question and offers a thesis that is adequately articulated.		The paper does not clearly articulate a scholarly question and thesis although it attempts one.		The paper does not have a clear thesis.	
2. Use of primary sources	The paper skillfully references and interprets primary source material in a way that is integral to the paper.		The paper makes a clear use of primary source material in support of the author's claims.		The paper refers to appropriate sources, but the references do not adequately support the arguments.		The paper does not draw from primary sources.	
3. Use of secondary sources	The paper relates its arguments to contexts of scholarly discourse in such a way as to shed new light on the principal scholarly question.		The paper competently and appropriately relates its arguments to contexts of scholarly discourse.		The paper relies too heavily on secondary sources and not sufficiently on the students' own work.		The paper uses secondary sources in ways that do not support the central thesis.	
4. Appropriateness of research methods	The paper utilizes a research methodology that is very appropriate to the subject.		The paper demonstrates an adequate grasp of scholarly methodology.		The paper does not adequately use accepted methodologies.		The paper shows no consistent methodology.	
5. Writing	The paper reflects mastery of the arts of scholarly writing—organization, style, grammar, punctuation, spelling, diction, formatting.		The paper reflects competence in the arts of scholarly writing.		The paper reflects notable deficiencies in some aspects of scholarly writing.		The paper reflects serious deficiencies in scholarly writing skills.	
<b>Total</b>	<b>= 1+2+3+4+5 (plagiarism = F)</b>							
Total Rubric Points	18-20	17	16	13-15	12	11	10	9 and below
Grade	A	A-	B+	B	B-	C+	C	Not qualifying



Criteria 7: Thesis (40 points) (○ to the area that suits with student performance, or write the suitable point)

Components	5 points	4 points	3 points	0-2 points
1. Overall Impression	Author directly addresses main question or issue. Author is able to synthesize the knowledge in new ways.	Author competently addresses main question or issue, but does not add much new insight into the subject.	Author attempts to address main question or issue, but fails.	Essay does NOT address main question or issue, and it is obvious that author has not retained any information from the course.
2. Argument	Essay contains a clear argument—i.e., lets the reader know exactly what the author is trying to communicate.	An argument is present, but reader must reconstruct it from the text.	Author attempts, but fails, to make an argument	No attempt is made to articulate an argument.
3. Evidence	Provides compelling and accurate evidence that convinces reader to accept main argument. The importance/relevance of all pieces of evidence is clearly stated. There are no gaps in reasoning—i.e., the reader does not need to assume anything or do additional research to accept main argument.	Provides necessary evidence to convince reader of most aspects of the main argument but not all. The importance/relevance of some evidence presented may not be totally clear. Reader must make a few mental leaps or do some additional research to fully accept all aspects of main argument.	Not enough evidence is provided to support author's argument, or evidence is incomplete, incorrect, or oversimplified. Information from lectures and readings is not effectively used.	Either no evidence is provided, or there are numerous factual mistakes, omissions or oversimplifications. There is little or no mention of information from lectures and readings.
4. Counter-Evidence	The author considers the evidence, or alternate interpretations of evidence, that could be used to refute or weaken his/her argument, and thoughtfully responds to it.	Author acknowledges that counter-evidence or alternative interpretations exists, and lists them fully, but does not effectively explain to reader why his/her argument still stands.	Author acknowledges some of the most obvious counter-evidence and alternative explanations, but is not comprehensive in this task. There is little or no attempt made to respond to them.	No acknowledgement of counter-evidence or alternative interpretations.
5. Sources	Evidence is used from a wide range of sources, including lectures and course readings. When required, author also consults scholarly books, websites, journal articles, etc.	Evidence is used from many sources, but author relies heavily on a more limited set of sources. If outside sources are used, they are primarily non-scholarly and/or web-based.	Uses only a few of the sources provided in class, or does not go beyond what has been provided by professor when required to do additional research.	Does not use sources, only minimally uses sources provided by instructor, or relies exclusively on non-scholarly outside sources.

6. Citations	All evidence is properly cited in footnotes or endnotes.	All evidence is cited in footnotes or endnotes, but there are some minor problems with completeness or format of some citations.	Some pieces are unreferenced or inaccurately referenced, and there are problems with completeness and format of citations.	No attempt is made to cite evidence.
7. Organization	Essay contains an intro, main body, and conclusion. Introduction lays out main argument and gives an outline of what the reader can expect in the essay. The conclusion brings everything together, acknowledges potential shortcomings of the paper, and gives the reader a sense of what further work might be done to advance the subject matter described in the paper.	Essay contains an intro, main body, and conclusion. The introduction lays out the main argument but gives the reader little idea of what to expect in the essay. The conclusion nicely summarizes the main argument and evidence, but does not move beyond what has already been presented in the paper.	Essay contains an intro, main body, and conclusion. The introduction gives the reader an idea of what to expect in the paper, but does not effectively lay out the main argument. It may begin with a set of rhetorical questions, or an anecdote that is never fully explained. The conclusion does little more than restate the problematic introduction.	Essay has no clear organizational pattern.
8. Clarity and Style	All sentences are grammatically correct and clearly written. No words are misused or unnecessarily fancy. Technical terms, words from other languages, and words from other historical periods are always explained. All information is accurate and up-to-date. Paper has been spell-checked AND proofread (ideally by you and somebody else), and contains no errors.	All sentences are grammatically correct and clearly written. An occasional word is misused or unnecessarily fancy. Technical terms, words from other languages, and words from other historical periods are usually, but not always, explained. All information is accurate and up-to-date. Paper has been spell-checked and proofread, and contains no more than a few minor errors, but not adversely affect the reader's ability to understand.	A few sentences are grammatically incorrect or not clearly written. Several words are misused. Technical terms, words from other languages, and words from other historical periods are rarely explained. Not all information is accurate and up-to-date. Paper has been spell-checked and proofread, but still contains several errors.	Paper is full of grammatical errors and bad writing. Several words are misused. Technical terms, words from other languages, and words from other historical periods are rarely explained. Not all information is accurate and up-to-date. Paper has not been spell-checked or proofread, and contains numerous errors. Reader has a difficult time understanding essay because of errors.
Total	= 1+2+3+4+5+6+7+8 (plagiarism = F)			