BELLEVUE UNIVERSITY

DESIGN & DEVELOPMENT
FACULTY TRAINING

RUBRIC EXAMPLES
Version 1

LEARNING OBJECTIVES
Upon completion of this training tutorial, Faculty will be able to:

✓ Review various rubric examples.

OVERVIEW
A rubric is a scoring tool you can use to evaluate graded work. It provides a clear description of the characteristics of the work associated with each part, at varying levels of skills. Using rubrics for grading ensures that students clearly understand the assignment expectations and instructors grade consistently and efficiently. The University recommends that rubrics are used for grading. Instructional designers can help develop assessment rubrics; a few rubric examples are provided below.

NOTE: Rubrics can be graded based on points, percent, point range, or percent range.

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GENERAL ASSIGNMENT

CRITERIA	Beginning (50%)	Developing (70%)	Proficient (85%)	Exemplary (100%)
Assignment Compliance	Addresses few or none of the required aspects of the assignment. Complies with few or none of the assignment instructions. Adheres to few or none of the specified guidelines for format, citation, and/or style (e.g. APA Style).	Addresses some of the required aspects of the assignment. Complies with some assignment instructions. Adheres to some of the specified guidelines for format, citation, and/or style (e.g. APA Style).	Addresses most of the required aspects of the assignment. Complies with most assignment instructions. Adheres to most of the specified guidelines for format, citation, and/or style (e.g. APA Style).	Addresses all required aspects of the assignment. Complies with all assignment instructions. Adheres to all specified guidelines for format, citation, and/or style (e.g. APA Style).
Content	Information is outdated, incorrect, and/or not relevant. Authoritative sources are not used.	Some information is accurate and/or relevant, but additional accurate information is needed. Some sources used are authoritative.	Most information is accurate and relevant. Sources used are authoritative but additional sources would strengthen the discussion.	Information is accurate, relevant, and current. A variety of authoritative sources are used.
Analysis	Presentation of data or findings is inaccurate or lacks synthesis. Evidence presented is incomplete and/or may not be logically derived from the facts presented or discovered. Few or no assumptions or limitations are addressed.	Presentation of data or findings requires further synthesis. Some inaccuracies exist. Some evidence presented is incomplete and/or may not be logically derived from the facts presented or discovered. Addresses some assumptions or limitations.	Accurately synthesizes and presents most data or findings in an organized way. Evidence presented is mostly complete and logically derived from the facts presented or discovered. States relevant assumptions or limitations.	Accurately synthesizes and presents data or findings in an organized and insightful way. Evidence presented is complete and logically derived from the facts presented or discovered. States relevant assumptions and/or limitations
Writing or Presentation	Lacks appropriate or any purpose statement (thesis statement) in which the details support, advance, and bring clarity to topic. Lacks a visible pattern of organization (structure) and/or is not appropriate to subject.	Contains a purpose statement (thesis statement) but few details support, advance, and/or bring clarity to topic. Pattern of organization (structure) is somewhat evident and/or appropriate to subject.	Mostly clear purpose statement (thesis statement) in which most details support, advance and/or bring clarity to topic. Pattern of organization (structure) is mostly evident and/or appropriate to subject.	Clear purpose statement (thesis statement) in which all details support, advance and bring clarity to topic. Pattern of organization (structure) is evident and appropriate to subject.
Mechanics, Spelling, and Grammar	Contains many errors in style, punctuation, grammar, and/or spelling which interfere with meaning. Key messages are not conveyed.	Contains some errors in style, punctuation, word choice, grammar, and/or spelling which might interfere with meaning. Some key messages are conveyed.	Contains few errors in style, punctuation, word choice, grammar, and/or spelling which might interfere with meaning. Key messages are accurately conveyed.	No errors in style, word choice, punctuation, grammar, and/or spelling which could interfere with meaning. Key messages are accurately conveyed in a clear and concise manner.

DISCUSSION BOARD

CRITERIA	Unsubmitted	Novice/Needs Improvement	Good/Competent	Proficient/Excellent
Grammar & APA Use	**0 points**	**1 to 2 points**	**3 to 4 points**	**5 points**
	Not submitted	Writing contains multiple punctuation, grammar, and spelling usage, and missing or incorrect APA references.	Writing includes few errors in grammar, spelling, and punctuation, or APA citations and references.	Writing contains proper grammar, punctuation, and spelling with correctly formatted APA citations and references.
Logic, Critical Thinking, & Specifics	**0 points**	**1 to 23 points**	**24 to 30 points**	**31-35 points**
	Not submitted	Writing leaves out specific information and/or lacks sufficient reasoning or critical thought. Thoughts are not supported with evidence/research. Does not meet the word count.	Writing covered each position with supporting details and examples. Some evidence or research is provided.	Writing includes strong, memorable items, details, and examples. Student thoughts are supported with evidence/research.
Reply 1	**0 points**	**1 to 3 points**	**4 points**	**5 points**
	Not submitted	Response is incomplete or lacks reference to relevant concepts. The response may be unclear or contain many punctuation, grammar, and spelling errors. Does not meet the word count.	Response follows most instructions. Comment collaborates but lacks substance or doesn't offer new information. The response has many punctuation, grammar, and spelling errors.	Response follows instructions with clear beginning, middle and end. Response supports topics and classmates and uses relevant concepts. Few to no punctuation, grammar, or spelling errors
Reply 2	**0 points**	**1 to 3 points**	**4 points**	**5 points**
	Not submitted	Response is incomplete or lacks reference to relevant concepts. The response may be unclear or contain many punctuation, grammar, and spelling errors. Does not meet the word count.	Response follows most instructions. Comment collaborates but lacks substance or doesn't offer new information. The response has many punctuation, grammar, and spelling errors.	Response follows instructions with clear beginning, middle and end. Response supports topics and classmates and uses relevant concepts. Few to no punctuation, grammar, or spelling errors

REFLECTION

CRITERIA	Unsubmitted	Novice	Competent	Proficient
Logic, critical thinking, & specifics	**0 points**	**1 to 6 points**	**7 to 8 points**	**9 to 10 points**
	Not submitted	Not able to take a wholistic view of course, and thus unable to critically consider it well. May not use or uses weak specifics on things learned in the course. No examples used.	A good attempt to view the course wholistically and an attempt at critical consideration. Uses some specifics on things learned in the course. Some examples used.	Strong holistic view of course taken. Reflection is critically considered and uses specific information on helpful sources, interesting concepts, etc. Examples are given to fully illustrate points.
Integration of course concepts	**0 points**	**1 to 6 points**	**7 to 8 points**	**9 to 10 points**
	Not submitted	Weak integration of course terms and concepts.	Average integration of course terms and concepts.	Thorough to excellent integration of course terms and concepts.
Topics addressed	**0 points**	**1 to 16 points**	**17 to 21 points**	**22 to 25 points**
	Not submitted	Too few topics addressed. Topics are addressed weakly, with few details and/or little clarity.	Mostly all topics addressed, but coverage needs more details and/or more clarity.	All topics addressed. The topics addressed are clear and thorough detail and specifics are given.
Organization, format, & grammar	**0 points**	**1 to 2 points**	**3 to 4 points**	**5 points**
	Not submitted	Writing is unclear, unfocused, poorly formatted, and/or uses poor grammar.	Writing is mostly clear, mostly focused, formatted well, and uses good grammar.	Writing is clear and focused. The work is formatted well and shows a strong handle on grammar rules.

PRESENTATION/POWERPOINT

CRITERIA	Below Average (0-69%)	Average (70%-79%)	Above Average (80%-89%)	Excellent (90%-100%)
Organization 10%	The outline, summary or references slides are not included.	Either the outline, summary or references slide is not included. Details do not appear pertinent based on the assignment.	The presentation includes an outline, summary and references slide, but does not include pertinent details or a logical organization of main points. The summary does not provide a review of the presentation.	The presentation includes a clear and explicit outline or agenda for the assignment. Main points are presented clearly and logically. A summary/conclusion slide is included and provides a detailed review of the presentation. A references slide is included.
References 10%	Portions of the presentation are cut and pasted or are plagiarized; sources do not present a complete picture of the topics being investigated; presentation lacks compelling evidence.	References are not from appropriate academic or professional sources. Student cites websites as primary sources of supporting research. Student relies on many quotes from other authors to support the presentation.	A good variety of sources, but some main points would be stronger with additional sources.	All main points are well-supported by multiple sources; a good balance of academic research and professional publications; sources are current.
Writing Mechanics 20%	Errors show obvious carelessness in proofreading. Evidence of many grammatical errors, spelling errors, and punctuation errors in the slides or notes.	Grammar was disjointed – one or very few major grammar problems in the slides or notes. Few to some spelling errors. Punctuation inconsistent.	A few errors in spelling, grammar, punctuation, and/or sentence structure that detract somewhat from the presentation.	No errors in spelling, grammar, punctuation, or sentence structure.
Notes Pages 20%	The presentation does not include Notes Pages. Slides are not interpreted or explained clearly.	The presentation is disjointed; many thoughts are presented at once with no clear flow or integration of ideas explained or interpreted in the Notes Pages. The notes do not provide clear support for the slides.	The notes are readable but a bit rough in spots; improvements can be made to guide the reader more smoothly, but the overall style is sufficient for both business and technical readers.	In the Notes Pages, the reader is guided by clear main points, sufficient supporting details, effective transitions and sequencing; technical concepts are explained clearly to a healthcare decision maker.
Content 30%	Information is outdated, incorrect, and not relevant; background information is inadequate; readers are confused because of large gaps in content; the submission does not meet the requirements of the assignment.	The presentation contains many assumptions and is not well-explained. Concepts are stated but not explained or elaborated upon in the Notes Pages or slides.	Content of the presentation is presented accurately but would benefit from a more thorough investigation; content has small gaps, which weaken the presentation in spots.	Information is accurate, relevant, and current; background information is concise and sufficient; alternatives are viable and well-investigated.
APA Format 10%	Not in APA format; sources not cited properly or at all.	Several mistakes in APA format. Citations and/or references contain several errors.	APA format is used but noticeable errors were missed in the editing process; citations are present but need to be fixed.	APA format with no noticeable errors; citations in body of the presentation or Notes Pages match the reference page.

GROUP ASSIGNMENT

Criteria	Not Submitted	Novice/Adequate	Good/Competent	Excellent/Proficient
Grammar & APA use	0	1-3 Writing contains multiple punctuation, grammar, and spelling usage errors, and has missing or incorrect APA references.	3-3 Writing includes few errors in grammar, spelling, and punctuation, or in APA citations and references.	4-5 Writing contains proper grammar, punctuation, and spelling, with correctly formatted APA citations and references.
Evaluation of concepts	0	1-13 Some to nearly all the concepts are addressed. Limited to adequate reasoning and arguments were given for chosen options.	14-17 Nearly all of the concepts are addressed. Average to moderate discussion of choices, reasons, and arguments for chosen options.	18-20 All of the concepts are addressed. Thoroughly weighs reasons and arguments for all 8 questions. Appropriate use of course materials and outside sources in helping to justify chosen options.
Logic, critical thinking, specifics	0	1-9 Writing leaves out specific information, and/or makes it difficult to understand reason or critical thought. Thoughts are not supported with evidence/research. Does not meet word requirement.	10-12 Writing covers each position with supporting details and competent to good critical thought. Some evidence or research is provided. Meets the word minimum.	13-15 Writing includes strong, memorable items, details, and examples. Critical thoughts are supported with excellent evidence/research. Exceeds the word minimum.
Integration of marketing concepts	0	1-2 Weak summary and integration of marketing terms and concepts into responses.	3-4 Average to moderate summary and integration of marketing terms and concepts into the responses.	5 Thorough to excellent summary and integration of marketing terms and concepts into the responses.
Group member participation	0	1-2 Evidence that not all group members participated equitably.	3-4 Evidence that nearly all group members participated equitably.	5 Evidence that all group members participated equitably.

VERSIONING

Version	Date	Developer	Description
1	03.27.2024	Janel Heitz	Document Creation

DISCLAIMER

Process for this training tutorial is outlined using the Chrome browser; screen captures may vary if utilizing a different browser but the steps are the same. While the contents of this tutorial represent the current process (based on Version date), Blackboard Ultra regularly makes updates to the Ultra LMS. For questions or to request an update to this tutorial, submit a service ticket.