# Sample Rubric – Short Essay
(Analytic Rubric)

<table>
<thead>
<tr>
<th>Score</th>
<th>Content</th>
<th>Organization</th>
<th>Development</th>
<th>Use of Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Answer is appropriate to the question. Content is factually correct.</td>
<td>Clear sense of order. Begins with a thesis or topic sentence. Supporting points are presented in a logical progression.</td>
<td>Develops each point with may specific details. Answers question completely.</td>
<td>Uses technical or scientific terminology appropriately and correctly. No major grammatical or spelling errors.</td>
</tr>
<tr>
<td>3</td>
<td>Answer is appropriate to the question. Content may have one or two factual errors.</td>
<td>May lack a thesis sentence, but points are presented in a logical progression.</td>
<td>Each point supported with some details and evidence. All important points included.</td>
<td>Accurate word choice. No more than 2 major errors and a few minor errors.</td>
</tr>
<tr>
<td>2</td>
<td>Content relates peripherally to the question; contains significant factual errors.</td>
<td>Logic of argument is minimally perceivable. Points presented in a seemingly random fashion, but all support argument.</td>
<td>Sparse details or evidence. Question only partially answered.</td>
<td>Ordinary word choice; use of scientific terminology avoided. Some serious errors (but they don’t impair communication).</td>
</tr>
<tr>
<td>1</td>
<td>Content unrelated to question.</td>
<td>Lacks clear organizational plan. Reader is confused.</td>
<td>Statements are unsupported by any detail or explanation. Repetitious, incoherent, illogical development.</td>
<td>Limited vocabulary; errors impair communication.</td>
</tr>
</tbody>
</table>
Sample Rubric 2: Assessing Photographs
(Analytic Rubric) (Adapted from-Susan Hoisington, Photography, Cabrillo College)

1. Concept, idea, visualization:
5 pts Shows coherency of the concept with a high degree of originality and sophistication. The idea is well stated with visual elements and cues.
4 pts Shows coherency of the concept with some originality and sophistication. The idea is stated with visual elements and cues but needs to be more clear or more strongly evident.
3 pts Shows some coherency of the concept with commonly sued, cliché or stereotyped imagery. The idea is obtuse, and requires greater clarity through the use of visual elements and cues.
2 pts Lacks general coherency of the concept. Many of the visual elements and cues do not lead the viewer to the intended idea.
1 pt Lacks any coherency of the concept. Visual elements and cues do not lead the viewer to the intended idea.

2. Composition & design:
5 pts Shows strong internal integrity of the visual elements. Nothing needs to be added or removed - framing is superb.
4 pts Shows internal integrity of the visual elements. A visual element needs to be added, moved or removed - framing needs some slight adjustment.
3 pts Shows obvious weaknesses in the internal integrity of the visual elements. Many visual elements need to be added, moved or removed - framing needs definite adjustments.
2 pts Image is breaking apart - there is very little internal integrity of the visual elements. Most visual elements need to be rethought - framing needs major readjustment.
1 pt Visual integrity is nonexistent and image has broken apart. All of the visual elements need to be rethought - framing needs a complete overhaul.

3. Technical:
5 pts Shows master in the use of photographic equipment and techniques to attain the assignment parameters.
4 pts Shows a good command of the use of photographic equipment and techniques to attain most of the assignment parameters.
3 pts Shows some command of the use of photographic equipment and techniques to attain some of the assignment parameters.
2 pts Shows limited command of the use of photographic equipment and techniques to attain a few of the assignment parameters.
1 pt Shows little or no command of the use of photographic equipment and techniques to attain a few or none of the assignment parameters.
## Sample Rubric 7: Critical Thinking Scoring
*(Holistic Rubric)* *(Creators: Facione and Facione, 1994)*

<table>
<thead>
<tr>
<th>Score</th>
<th>Consistently does all or almost all of the following:</th>
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</thead>
</table>
| 4     | - 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. |
Sample Rubric 3: Oceanography 10 Lab Project  
(Holistic Rubric) Derived from: Dave Schwartz, Geology, Cabrillo College

An “A” grade (5 points):
* The contour lines are extremely smooth and evenly spaced with none of them touching each other.
  * Every water depth # has the appropriate contour line next to it and the entire map is “contoured”.
  * The overall presentation is excellent.
  * The cross section is accurate and complete and the bottoms of the canyons and top of the ridge are not flat.
  * The ends of the cross section are complete and the paper shows the vertical exaggeration.

A “B” grade (4 points):
* The contour lines are neat and smooth and appropriately spaced and some are touching, but very few.
  * Nearly all the water depth #’s are contoured, some may be missing, but very few.
  * The overall presentation is good and very few “shadows” are showing.
  * The cross section is accurate, but some information is missing, particularly on the ends.
  * Vertical exaggeration may or may not be shown.

A “C” grade (3 points):
* The contour lines are a little wide and show fringes, some may have double ends and some of them are obviously touching each other.
  * Some of the water depth #’s may not be contoured and the contour lines are all not evenly or properly spaced. There may be shadows on the map and the overall presentation is slightly sloppy.
  * The cross section is mostly accurate, but some information is off line and missing, particularly on the ends.
  * Vertical exaggeration may not be shown.

A “D” grade (2 points):
* The contour lines are sloppy and inaccurate and some are touching each other.
  * Several of the water depth #’s are not accurately contoured and the map is not complete.
  * The overall presentation is below average.
  * The cross section is inaccurate, and much information is off line and missing.
  * Vertical exaggeration may be shown.

A “F” grade (1 point):
* Contour lines are missing and inaccurate and many are touching each other.
  * Most of the water depth #’s are not accurately contoured or missing and the map is incomplete.
  * The overall presentation is far below average.
  * The cross section is mostly inaccurate, and most information is off line and missing.
  * Vertical exaggeration is shown.