

Modern Languages: Cultural perspectives

Rubric to assess cultural knowledge of practices, products, and perspectives

	1	2	3	4
Accuracy	Most or all of the statements are inaccurate	Some statements are inaccurate and/or not completely accurate	A few statements are inaccurate and/or are mostly accurate	Most or all statements are accurate
Complexity	Most or all of the statements give very little elaboration (too short), show a black-and-white perspective, lack examples, lack comparisons and/or show no evidence of understanding the complexity of the issue	Some of the statements give some attempt at elaboration (but still short), still show signs of a black-and-white perspective, include some examples, make some comparisons, and /or show some evidence of understanding the complexity of the issue	Most of the statements give more elaborate answers (are lengthier), show a less black-and-white perspective, include several examples, include several comparisons, and /or show some evidence of understanding the complexity of the issue	Most or all of the statements are elaborate, include several perspectives, include several examples, make comparisons, and/or show clear evidence of understanding the complexity of the issue

Computer Science Peer evaluation tool
Oral Presentation Grade Template for PEERS
CS 399 Senior Seminar
Spring 2012

PRESENTER'S NAME:

PAPER:

DATE:

It will help if you've also read the paper!

When you grade someone else's presentation you should use the following criteria:

Slides - were the slides attractive and useful? Did the presenter stick to the point?

Content - was the content of the talk reflective of the paper? Did the presenter hit the right points?

Style - was the presentation style effective and interesting. Did the presenter say "Um" a lot? Did he hide behind the podium? Did they use their slides as talking points and add to the content of the slides?

Presence – was the presenter confident, comfortable and understandable? Were they nervous or hard to understand?

Understanding - did they seem to understand the paper and interpret it correctly? (I'm more willing to give more points to a harder paper.)

Opinion - did the presenter have an opinion about it and did they express it clearly?

Please grade everyone using these criteria and give them a score between 1 and 10 for each category with 1 being “Not a chance” and 10 being “Hit a home run”. Also add any comments you'd like to make with regards to the presentation.

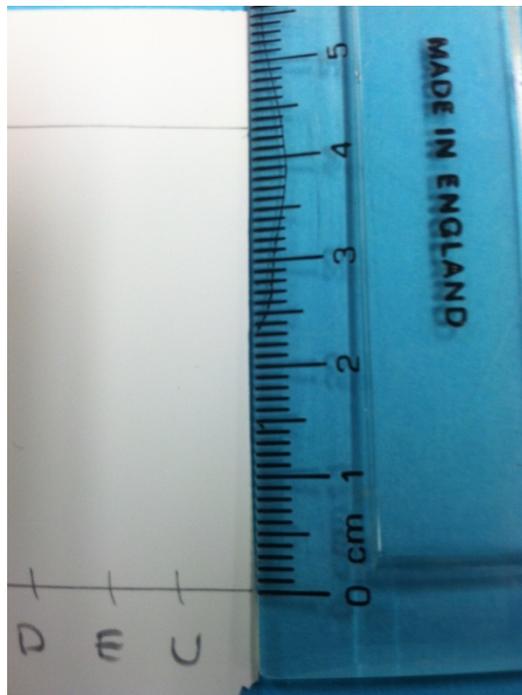
Slides	
Content	
Style	
Presence	
Understanding	
Opinion	

COMMENTS:

Chemistry Basic Measurement 1

Measurement Assessment: Below are several pictures of equipment you have used in lab for measurement. Follow the directions as noted for each picture.

- a) TLC—read the measurement on the ruler (which is shown next to the TLC plate) from the bottom line to the solvent front (top line)

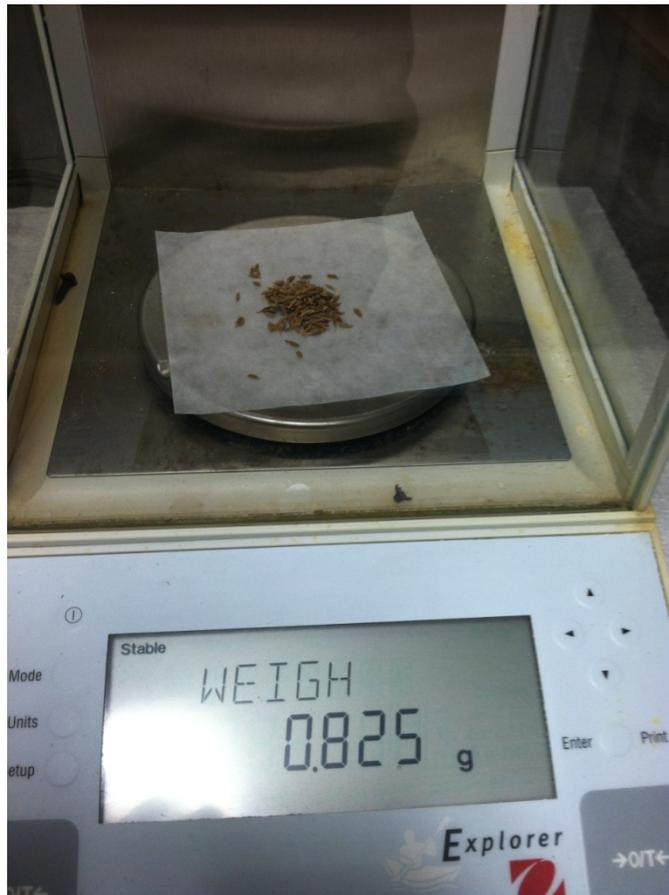


- b) Graduated cylinder—report the volume of orange liquid in the grad cylinder



Chemistry, Basic Measurement 2

- c) Balance—1) How many significant digits are shown on the balance below? 2) Which digit shown on the balance is an estimated number?



1)

2)

Rubric for Evaluation of Journalism Minors, 2011-2012 Academic Year

STUDENT:

CLASS YEAR:

COURSE:

TERM:

INSTRUCTOR:

As part of its Assessment Plan, the Journalism Program faculty agreed that all declared Journalism Minors would be assessed in at least one course during the 2011-12 academic year, with respect to their achievement of the Program's key learning goals. Please complete the following evaluation rubric for the student and the course/term indicated above. Below, please note briefly the type of evidence you are drawing on in making this evaluation.

Learning Goal	Competency	0	1	2	3	Not Applicable
Reporting and Information-Gathering	identify socially significant issues, formulate questions, and gather reliable information from a variety of sources and perspectives					
Written & Visual Communication	synthesize information into timely, accurate and compelling reports, in textual and/or visual media					
Ethics of Journalism	demonstrate an understanding of and commitment to the ethical foundations of journalistic practice					
Institutions & Social Contexts of Journalism	demonstrate an understanding of the economic, political and cultural institutions and systems within which journalism as a profession is situated and that shape journalistic practice					

For each category, choose the level at which the student demonstrates the following:

- | | |
|--|--|
| <ul style="list-style-type: none"> 0. Does not demonstrate this competency 1. Shows minimal competence | <ul style="list-style-type: none"> 2. Shows a clearly adequate and appropriate competence 3. Shows a high degree of competence |
|--|--|

If the course in reference to which you are making this assessment did not address one or more of these learning goals, please note by checking "Not Applicable" for that particular goal.

Basis for Evaluation:

Department of Mathematics

Rubric for Effective Use of Technology

Aspects of Student
Performance

4 = Exemplary

3 = Acceptable

2 = Borderline

1 = Unacceptable

Mastery of Syntax and Semantics	Knows a wide variety of algebraic, numeric, and graphic operations; can put together complex code; is able to find and fix errors	Knows the algebraic, numeric, and graphic operations that are most necessary for the course at hand; needs some help in finding and fixing errors	Knows only some of the algebraic, numeric, and graphic operations pertinent to the course at hand; has difficulty finding and fixing errors; relies mostly on copied templates	Knows very few of the algebraic, numeric, and graphic operations used in the course, cannot find errors nor fix them
Appropriate Use of Technology	Knows when and when not to use technology; uses clever means of solving problems; addresses problem at hand correctly; uses good judgment about choice of method and implementation; knows assumptions being made	Superfluous computations are included; some necessary computations are not included; sometimes uses technology in place of simple hand computations; sometimes uses inappropriate or inefficient methods; not enough	Frequently uses technology when hand computations are recommended; sometimes does not choose a proper method for the problem; sometimes does not know how to use technology for the problem; gives little attention to assumptions	Does not address assumptions at all; does not use technology to answer the question that is asked; uses technology in an incorrect way
Validation of Results	Checks numerics against graphs and algebraic results; verifies that results are sensible; understands subtleties in output; checks against easy cases; knows if solution is exact, and if not, how good an approximation	Often remembers to check results of one type of computation (numeric, graph, or algebraic) vs. another, usually realizes when a result doesn't make sense; sometimes checks easy cases; sometimes knows how good an	Sometimes checks results and realizes when a result doesn't make sense. Rarely verifies results in easy cases; pays little attention to whether a solution is exact or approximate; does not understand subtleties.	Rarely checks results or understands when a result does not make sense; doesn't understand the issue of approximation at all; doesn't see subtleties in a computation
Interpretation of Results	Uses evidence that sheds light on the situation; understands what the results imply and why; relates to previous knowledge; formulates further questions; integrates mathematical writing with computations	Can use technology to produce solid evidence; usually understands the implications of a result; occasionally formulates questions; usually integrates mathematical writing with computations	Sometimes does not realize what evidence the computations give or consequences they imply; very rarely formulates further questions; sometimes gives written interpretations, but inconsistently	Presents computations with little comment at all; does not seem to understand the implications of the computations

Department of History, 100-level Primary Source Analysis Assessment (DRAFT October 4, 2011)

Course number _____ Term: _____ Year: _____

If a category is not applicable to the assignment you're assessing, please enter N/A in
the points column

Category	Unacceptable 1	Acceptable 2	Exemplary 3	POINTS
ID <i>Student accurately identifies details about the creator/point of creation</i>				
ID Significance <i>Student able to explain the significance of the ID information in understanding creator's intentions, assumptions, and audience</i>				
Source Type <i>Student accurately identifies the type of source they're analyzing</i>				
Type Significance <i>Student able to explain the significance of the ID information to understand the creator's intentions, assumptions, and audience</i>				
Summary <i>Student accurately summarizes the contents of the source</i>				
Inference <i>Student mines the source for information about lived experience in the era of its creation</i>				
Context <i>Student brings contextual knowledge to bear on interpretation of the source</i>				
Limitations <i>Student shows comprehension of what the source can and cannot answer</i>				
Further Questions <i>Student able to formulate questions that, when answer, will help them better understand the source</i>				
TOTAL				

Environmental Sciences 1

ENVS Paper Rubric

Department of Environmental Studies, 240-level Assessment for Research Papers

	1 – Unacceptable	2- Lacking	3- Acceptable	4- Exemplary
Substantive Introduction	<ul style="list-style-type: none"> - missing or fails to adequately introduce the subject matter - fails to cite earlier works 	<ul style="list-style-type: none"> - fails to fully identify the context and purpose of the subject/ topic of the paper - fails to cite earlier work or cites only minimally - significant organizational issues or unclear research question/topic 	<ul style="list-style-type: none"> - identifies the context and purpose of the subject/topic of the paper - cites only some earlier work, fails to adequately develop the research question or has some organizational issues 	<ul style="list-style-type: none"> -clearly identifies the context and purpose of the subject/topic of the paper - cites earlier works sufficiently - develops research question/topic importance and relevance - logically organized
Content	<ul style="list-style-type: none"> - focuses on minutiae instead of important information - disorganized or poorly written (not grammatically correct) - no conclusion or illogical conclusions based upon evidence presented 	<ul style="list-style-type: none"> - failing in one of the “acceptable” areas 	<ul style="list-style-type: none"> - adequate identification of important themes in source materials with some insight into implications and connections - organized - materials included have a purpose and lead to a logical conclusion/supportive statement 	<ul style="list-style-type: none"> - substantive content identified and utilized - provides particular insight into the connections between source materials - well organized - a logical conclusion is inevitable given the materials utilized
Use of Primary Sources	<ul style="list-style-type: none"> - fails to cite primary literature 	<ul style="list-style-type: none"> - frequent misuse or minimal use of in-text citation (many mistakes as provided in “acceptable”) 	<ul style="list-style-type: none"> - few mistakes in the use of in-text citation, such as statements needing references, failure to cite all relevant materials or citation of the wrong materials 	<ul style="list-style-type: none"> - excellent usage of in-text citation

Environmental Sciences 2

	1 – Unacceptable	2- Lacking	3- Acceptable	4- Exemplary
Citation Formatting	- fails to adhere to the stated formatting guidelines	- inconsistencies in the use of the stated formatting guidelines (many mistakes as stated under “acceptable”)	- almost perfect usage of formatting guidelines (punctuation or other minor errors only, or some mistakes in order of references in-text or footnote numbers)	- publishable usage of formatting guidelines
Bibliography	- missing or unintelligible	- present but in need of significant formatting or organization, many resources missing	- minor mistakes in formatting or single missing resources	- publishable bibliography
Student Performance	- fails to meet stated deadlines and does not communicate with professor, lack of effort	- fails to meet several stated deadlines, fails to communicate adequately, lack of consistent effort	- meets most deadlines, addresses most issues with professor, relatively consistent effort applied	- meets all deadlines, asks questions when necessary and communicates with professor, consistent effort is obvious

Dance Ensemble

Personal/Peer Evaluation Form

Dancer being assessed _____

Person who is assessing _____

Rehearsal Process	Unsuccessful: 1 / 2	Beginning: 3 / 4	Developing: 5 / 6	Accomplished: 7 / 8	Exemplary: 9 / 10	Score
Personal Responsibility	Shows a lack of responsibility	Shows only a little responsibility	Demonstrates a basic level of responsibility	Demonstrates a strong level of responsibility	Demonstrates an exemplary level of responsibility	
Preparedness	Never comes to rehearsal prepared	Is prepared only a little for rehearsal	Is prepared half the time	Is prepared the majority of the time	Is always prepared	
Collaboration/Cooperation	Shows no willingness to collaborate	Collaborates very little with others	Collaborates well half the time	Collaborates well most of the time	Always willing to cooperate & Collaborate	
Performance/Presentation Skills	Unsuccessful: 1 / 2	Beginning: 3/4	Developing: 5/6	Accomplished: 7/8	Exemplary: 9/10	Score
Final Showing/Performance	Does not present themselves at all	Has moments of displayed confidence, but mostly seems disconnected from the performance	Has an equal mix of presenting themselves and being disconnected from the experience	Is mostly confident in their performance and is engaged in the process	Is totally aware of their presence on stage and is able to send energy out to the audience and to their fellow performers	
Overall Growth	Unsuccessful: 1 / 2	Beginning: 1 / 2	Developing: 5 / 6	Accomplished: 7 / 8	Exemplary: 9 / 10	Score
Personal Development since start of term	Does not display any level of personal growth	Has made a little growth as a dancer & performer, but is mostly at the same level	Has made some good advances in their personal understanding of movement, but can still use work on several concepts	Shows a lot of growth and has made some significant developments as a dancer and performer	Has reached a new level of their dance training and can demonstrate a solid understanding of all of the movement concepts covered throughout the term	
					Total Score	

2011-2012 Measure of Assessment – Art History

Measure (Art History Learning Goals 3, 4)

In all courses at the 200-level and above, students will write papers emphasizing skills of close critical reading of art historical literature. Assignments will require comparative analysis of at least two different methodologies or interpretive approaches in assigned articles. Papers by majors will be evaluated by the instructor to identify strengths and weaknesses in the handling of these skills.

Holistic Rubric for Assessing Student Measure

1) Sophisticated – essay clearly reflects a strong analytical grasp of differing methodological approaches to a particular art historical issue within scholarly articles. Student is able to critically identify theoretical distinctions in readings and explain how they see these approaches applied through the scholars' supporting examples and evidence. Student is also able to critique the methods of theoretical application in the readings, indicating both strengths and scholarly weaknesses in how analytical perspectives are developed, articulated and presented using visual and textual evidence. Student can also advance some of their own interpretive ideas, either expanding upon or diverging from a scholar's position or argument.

2) Acceptable – essay demonstrates student's ability to identify different methodological approaches in art historical literature and explain how the analytical approaches differ. Essay also indicates the student's critical understanding of what constitutes strong and weak scholarly arguments in terms of identifying how analytical arguments and interpretations are presented and supported with visual and textual sources.

3) Developing competence – essay reflects fundamental understanding of a reading's methodological approach and an ability to discuss comparative methodology in relation to assigned articles. Can define the theoretical approach, but lacks the ability to critically identify more complex issues of strengths and weaknesses of scholarly argumentation.

4) Inadequate – essay demonstrates little understanding of art historical theories and methodological perspectives in readings. Cannot identify the theoretical framework of readings and cannot critically analyze strong versus weak forms of scholarly argumentation, as well as supporting use of visual and textual examples.

2012 – 2013 Measure of Assessment – Art History (Rough Draft)

Measure (Art History Learning Goals 1, 2)

2012-2013 assessment activities will focus more fully on foundational learning goals in the Introductory Art History courses, Art 105 – Art History I and Art 106- Art History II. These courses are the gateway offerings to the Art History major and most students who elect to major or minor in Art History do so based on their exposure to the discipline in these courses. A decision to major or minor in Art History is also influenced by the student's perception of art historical skills and interests nurtured in this introductory sequence.

Analytic Rubric for Assessing Student Exams and Papers – Art History Learning Goals 1, 2

1) Identification of key formal and technical elements of Western art styles

- a) Exemplary – demonstrates a full understanding of the distinctive stylistic language and the major formal elements associated with a particular artist or artistic movement. Also comprehends how the style differs from other artistic tendencies.
- b) Satisfactory – is able to identify the primary formal features of a particular style or artistic trend, but may not demonstrate a comparative knowledge of other styles.
- c) Below Expectation – cannot recognize the artistic movement and is not able to demonstrate a clear knowledge of major formal or stylistic elements.

2) Identification of the symbolic themes and iconographic meaning of works of art

- a) Exemplary – demonstrates strong understanding of the symbolic content or narrative theme of an artistic image, which may be historical, religious, mythological or literary. Also able to explain or interpret the artist's aesthetic approach to depicting the iconographic meaning, explaining the connection between style and content. Exemplary student analyses will also often reflect an effort at independent interpretation of iconographic meaning based on their understanding of the artist's oeuvre, art historical period or cultural context.
- b) Satisfactory – accurate understanding of symbolic or narrative meaning of an image, but may not attempt a more independent interpretive analysis of iconographic meaning or explain the connection between content and stylistic expression.
- c) Below Expectation – cannot accurately identify or define the iconographic theme of a work of art

3) Interpretation of the socio-historical, political, religious and intellectual contexts for visual culture

Art History, continued

a) Exemplary – reflects strong understanding of the meaning of a work of art in relation to historical background, context and ideological systems of belief. Exemplary student analyses will demonstrate an ability to explain how selection of iconographic theme or style was influenced by a specific religious, philosophical or political point of view.

b) Satisfactory – is able to relate a work of art to its socio-historical time period in a more broad and general way, but lacks the ability to articulate a more specific contextual meaning for art.

c) Below Expectation – lacks ability to place work of art in an historical time frame or cultural period and explain its social content and meaning.

*Knox College
Department of Educational Studies
Practicum Evaluation*

Teacher Candidate Name:

Cooperating Teacher Name:

School Name:

Grade Level/Subjects Taught:

The Teacher Candidate Understands:	N/A	Developing	Proficient	Exceptional
The diverse characteristics and abilities of each student.				
How individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences.				
Major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines.				
The relationship of knowledge within the disciplines to other content areas and to life applications.				
When and how to adjust plans based on outcome data, as well as student needs, goals, and responses.				
Principles of and strategies for effective classroom and behavior management.				

Additional Comments:

*Knox College
Department of Educational Studies
Practicum Evaluation*

The Teacher Candidate is able to:	N/A	Developing	Proficient	Exceptional
Use differing viewpoints, theories, and methods of inquiry in teaching subject matter concepts.				
Engage students in the processes of critical thinking and inquiry and addresses standards of evidence of the disciplines.				
Demonstrate fluency in technology systems.				
Facilitate learning experiences that make connections to other content areas and to life experiences.				
Differentiate instruction by using a variety of strategies that support critical and creative thinking, problem-solving.				
Monitor and adjusts strategies in response to feedback from the student.				
Vary his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students.				
Maximize instructional time (e.g., minimizes transitional time)				
Implement appropriate evidence-based instructional strategies.				
Integrate reading, writing, and oral communication to engage students in content learning;				
Use various types of assessment procedures appropriately, including making accommodations for individual students in specific contexts.				

Additional Comments:

*Knox College
Department of Educational Studies
Practicum Evaluation*

The Teacher Candidate:	N/A	Developing	Proficient	Exceptional
Works well with other teachers and support staff.				
Knows and models standard conventions of written and oral communications;				
Understands the importance of modeling appropriate dispositions in the classroom.				
Models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect.				
Reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth.				
Collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students' learning and school improvement.				
Create a safe and healthy environment that maximizes student learning.				
Dresses professionally.				
Is punctual.				

Additional Comments:

NAME:

SIGNATURE:

DATE: