RUBRICS DEVELOPED ON DAY 1 AS PART OF THE TEAM EXCERCISES

ORGANIZATION

Example 1	Superior	Adequate	Insufficient
Organization	Clear, logical flow signposting to let readers Know where they are and where they are Going	Argument flows but the reader is asked to "do too much" to keep track of where they are in the argument	Jumping between ideas Confusion about where ideas fit in the big picture

Example 2	Superior	Adequate	Insufficient
Organization Clear, logical, progression, specific aims/goals/hypotheses Aims met/goals achieved/hypotheses tested	Exceeds Expectations	Meets	Doesn't Meet

SOURCES

	Advanced (3)	Intermediate (2)	Novice (3)
Ethical use of sources	Used to construct new Knowledge	Able to find, and use, and cite Appropriate sources	Able to identify sources and basic disciplinary citation style.
Critical Use of Sources	Synthesizes and contextualizes sources to construct an original argument	Some good sources and some attempt at putting the sources in conversation with one another	Uncritically accepts and reports ideas of sources and inadequate sources
Synthesis	Integrate multiple sources to support multiple points	Some evidence of source integration	Summary without synthesis

SYNTHESIS

	Superior	Adequate	Insufficient
Overall	Combining information in a manner that makes a contribution to the larger conversation	Adequate 1. Recognizing that there is a larger conversation but not being able to make a significant contribution, or 2. have all the right stuff but not able to connect all the information to their own ideas	Can't really do either 1. or 2.
Controlling Idea	Fully developed, sustained, original	Not fully developed and/or sustained	Absent or poorly developed

Audience

	3	2	1
Audience	Writing is tailored to appropriate Audience	Inconsistent awareness of audience	Writing does not match the intended audience

Clarity and Complexity

	3	2	1
Balance of Clarity And Complexity	Achieves clarity with sacrificing Complexity of ideas	Achieves clarity but oversimplifies some Aspects of the argument/subject	Clear but vacuous or complex but obscure

Evidence

	Superior	Adequate	Insufficient
Evidence	Sources used in sufficient number and relevant manner with deep understanding and insightful use of evidence. Cited properly.	Sources used in sufficient number and relevant manner with basic understanding. Cited properly.	Evidence that doesn't fit and that is not directly relevant or is excessive anecdotal evidence

Revisions

	3	2	1
Self-Assessment	Substantial revision of ideas, structure, thesis, etc	Some revision of structure or ideas	No significant revision beyond mechanics/cutting and pasting

Grammar

	Advanced	Intermediate	novice
Writing consistent with basic grammatical conventions	Highly consistent	Mostly/frequently	sometimes inconsistent

Writing within the Discipline

	Advanced	Intermediate	novice
Writing within disciplinary conventions	Can create original work in professionally publishable style, (not necessary to publish)	Competently uses main writing elements of the discipline	Recognition of basic elements of disciplinary style of writing

Other Rubrics Items, Not fully developed yet

	Exceeds expectations	Meets "ish"	Doesn't meet Lost confused bewildered and frightened
Critical debatable thesis, question	xx	xx	xx
Analysis	xx	xx	xx
Clear distinction between author's voice and sources	xx	xx	xx

	Exceeds expectations	Meets Expections "ish"	Doesn't meet expectations Lost, confused, bewildered, and frightened
Readable	xx	xx	xx
Concise	xx	xx	xx
Clear	xx	xx	xx
Sensitive to audience	xx	xx	xx
Coherent sentence structure	xx	xx	xx
no emotions	xx	xx	xx

RUBRICS DEVELOPED BY SLU DISCIPLINARY TEAMS ON DAY TWO

Science Table (Aileen – Antun – Aswini – Jessica – Sam - Matt)

	Champion	Contender	Loser
Evidence/Data	Synthesizes sources & data to construct a new idea	Uses sources & data to evaluate ideas	Reports on sources & data
Organization	Intentional flow of ideas that leads the reader through a logical argument	Some assembly required	Missing pieces
Audience (student at slightly lower level)	Explains and interprets evidence and ideas using text, equations and diagrams (as the expert)	Presents appropriate text, equations and diagrams	Tacks on evidence and diagrams (for an audience who knows more)

Social Science Table (Serge – Cathy – Steve – Leah - Mindy) (selected intentionally one rubric for the institutional level, one for the program level and one for the course level)

	3	2	1
Synthesis of Evidence	Integrates sources to reach a particular conclusion	Compares/contrasts multiple sources	Reports or lists sources
Writing accords with disciplinary conventions	Evidence of mastery of disciplinary conventions	Employs disciplinary conventions	Attempts to use disciplinary conventions
Audience	writing is tailored to an appropriate audience	recognizes the intended audience	ignores audience/audience inappropriate

Humanities and Arts Table (Kirk, Marina, Mary Jane, Mark, Pedro, Christine)

	Publishable 3	2	Novice/Apprentice Level 1
Sources	Synthesizes	Evaluates	Reports ideas
Idea development (used this in lieu of clarity/complexity balance)	Theorizes	Analyses	Describes someone else's analysis (or work of art)
Mechanics	Consistently conforms with mechanical conventions	Sometimes conforms with mechanical conventions which only distracts the reading	Occasionally conforms with mechanical conventions which interferes with meaning

Interdisciplinary Table (Eve, Carrie, Val, Alison)

	3	2	1
Use of sources	Synthesize	Evaluate	Report of summarize
Multiple perspectives	Integrates multiple perspectives	Compares and contrasts	Reports without connections
Balance of clarity and complexity	Clarity and complexity achieved	Achieves complexity at the expense of clarity	Demonstrates clarity but over-simplifies