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| --- | --- |
|  | **Blank Rubric – (template available in .doc form online) All terms below should have been thoroughly covered in class:** |
|  | **D: More weaknesses than strengths;** needs extreme improvement; unacceptable | **C: (An equal number of strengths and weaknesses;** Needs improvement;acceptable but not good. | **B: More strengths than weaknesses;** Good, but needs improvement | **A: Mostly strengths; trivial weaknesses; needs almost no improvement; excellent** |
| Important quality of assignment or learning objective | **Almost always, (negative description)** | **About half the time, (negative description), But sometimes (highlight positive qualities to right)** | **Most of the time (positive description**But sometimes (highlight negative qualities to left) | **almost always (Positive, desired qualities)**(Hint: use the LEAST words possible. Use list form when possible. The goal is for you and the student to easily grasp key descriptors.  |
| Important quality of assignment or learning objective | **Almost always, (negative description)** | **About half the time, (negative description), But sometimes (highlight positive qualities to right)** | **Most of the time (positive description**But sometimes (highlight negative qualities to left) | **Almost always,**  |
| Important quality of assignment or learning objective | **Almost always, (negative description)** | **About half the time, (negative description), But sometimes (highlight positive qualities to right)** | **Most of the time (positive description**But sometimes (highlight negative qualities to left) | **Almost always,**  |
| Important quality of assignment or learning objective | **Almost always, (negative description)** | **About half the time, (negative description), But sometimes (highlight positive qualities to right)** | **Most of the time (positive description**But sometimes (highlight negative qualities to left) | **Almost always**  |

Three excellent sites with sample rubrics (more are posted on the Academy website). <https://www.cbd.int/ibd/2008/Resources/teachers/appendix3.shtml> <http://www.hunter.cuny.edu/academicassessment/Toolbox/Sample%20Tools> <http://www.cmu.edu/teaching/assessment/assesslearning/rubrics.html>

**A sample of verbs for writing learning objectives (not comprehensive):**

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| **Type of Learning**  | **Definition**  | **Example Action Words**  |
| Remembering  | Recalling information  | Recognize, name, retrieve, describe, list, define, identify, outline, reproduce  |
| Understanding  | Explaining ideas or concepts  | Explain, summarize, paraphrase, classify, interpret, distinguish, defend, discuss  |
| Applying  | Using information in another situation  | Use, execute, carry out, implement, classify, solve, demonstrate, compute  |
| Analyzing  | Breaking info. into parts to explore understanding and relationships  | Analyze, organize, compare, deconstruct, dissect, differentiate, diagram, combine  |
| Evaluating  | Justifying a decision or course of action  | Judge, critique, experiment, hypothesize, appraise, assess, justify  |
| Creating  | Generating new ideas, products, or ways of viewing  | Produce, design, construct, plan,  |