Grading Rubric for Presentation:

Criteria	Outstanding	Acceptable	Need Improvement	Score
Conceptual understanding of subject matter	- Cover a good range of relevant concepts/ theories - Important ideas pertinent to the topic are skillfully applied	- Concepts/theories and important ideas pertinent to the topic are accurately used	- Concepts/theories and important ideas pertinent to the topic are not accurately used	
Analysis of Issues	- Thoroughly interpret and evaluate the information - Comprehensively analyze and synthesize the issues from multiple perspectives	- Information with some interpretation - Basic analysis or synthesis from two perspectives	- List information without interpretation - Superficially analyze or synthesize the issue - Single perspective is discussed	
Integration of sources and evidence	- Empirical evidence or information (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) is highly relevant	- Empirical evidence or information (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) is generally relevant	- Some information is inaccurate or unverifiable - Much of information included is not relevant and inadequate to support the topic.	
Responses to questions	- Responds appropriately to all questions, with answers that demonstrate knowledge and understanding	- Responds appropriately to the questions, with answers that demonstrate some knowledge and understanding	- Unable to responds the spot questions	
Transitions & Flow	- The presentation produces coherent understanding - Well-structured and different parts are well-integrated in a coherent manner	- Fair coherent understanding is demonstrated -Some degree of structure and efforts of integration	- Coherent understanding by the listener is not obtained - Lack of integration of each part of presentation	

Uses good body language, eye contact, appropriate voice tone	- Makes good eye contact with audience - Shows enthusiasm and confidence - Uses voice tone effectively	- Makes fairly good eye contact with audience - Shows some enthusiasm and confidence - Uses voice tone relatively	- Make little or no eye contact with audience - Shows little or no enthusiasm and confidence	
Appropriate time allocation and pace	- Allocated time appropriately and managed time effectively - Appropriate pace	- Marginally long or marginally short but uses time reasonably effectively - Reasonable pace	- Significantly too short or too long and did not use time effectively - Pace is significantly too fast	
Makes effective use of presentation tools (slides and/or handouts)	- Proper use of presentation tools with little or no distractions (e.g. appropriate animation/pictures, appropriate information on one slide, clear titles, etc.)	- Generally good use of presentation tools. - Some distractions but they are not overwhelming (e.g. reasonable animation/pictures, fair information on one slide, fair titles, etc.)	- Poor use of presentation tools and/or many distractions (e.g. too much animation/pictures, too much information on one slide, absence of titles, etc.)	

General Comments:

1 Grading Rubric for Comment Group

Assessment Criteria	Outstanding	Acceptable	Need Improvement
Provides relevant comments	• Comments are specific, relevant, thoughtful, reflective and original, provokes other questions or comments	• Most comments are appropriate and reflect some thoughtfulness	• Comments are superficial, off topic or simply restate questions
Provides meaningful feedback on information or research with application of theories/concepts	• Comments are based on solid knowledge on theories/concepts • Comments include specific suggestions for additional information or resources for consideration	• Comments indicate correct analysis of the information or research with some attempts on relating theories/concepts	• No comments are provided on information or research's accuracy, relevance and completeness • Analysis on the information or research is incorrect
Provides meaningful feedback on the logic, assumptions, and recommendations the presenters has drawn	• Comments include specific suggestions for improving or resolving problems with logic or assumptions and help to restate recommendations that are better supported by the evidence	• Comments illustrate useful analysis of logic and assumptions and identify potential problems	• No comments or comments provided are not logical or incorrectly state assumptions
Provides comments in a positive, encouraging, and constructive manner	• Comments praise specific strengths of the presentation as well as constructively address weaknesses with alternatives that might be considered	• Comments include positive feedback and suggestions	• Comments might be interpreted as insulting

2   Grading Rubric for Term Paper and Final Exam

CATEGORY	Excellent	Good	Satisfactory	Unsatisafactory	POINTS
	Assessment Rubrics				
Research Question	__ points	__ points	__ point	__ points	__/X
	Wrote clear, creative and interesting questions which fit the topic.	Wrote clear questions which fit the topic.	Wrote some questions which did not fit the topic.	Wrote mostly irrelevant questions	
Argument	points	points	point	points	__/X
	Arguments both well supported and compared to conflicting explanations	Main arguments valid, systematic, and well supported	Some arguments valid and well supported	Weak, invalid, or no argument, a simple assertion	__/X
Use of Data or Evidence	points	points	point	points	
	Fully exploits the richness of the data/evidence/ideas, and is sufficiently persuasive	feasible evidence, appropriately selected and not over-interpreted	Some appropriate use of evidence but uneven	Draws on little or no evidence, mostly relies on assertions or opinions, or evidence not clearly presented	
	points	points	point	points	

Organization and Writing	Structure enhances the argument, strong sections and logical flow. Clear writing	Structure supports the argument, clearly ordered sections fit together well. Some minor English errors.	Bad structure (inconsistent, redundant, or disconnected). Frequent English errors.	Needs significant re-organization. Too many grammatical errors Low readability.	___/X
				TOTAL POINTS	/X