

Unit Test Evaluation Rubric

School of Education



Student Name: _____
 Student Number: _____
 Course Number: _____
 Unit Number: _____

Format Evaluation

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
On each page: Student Name, ID Number, Course Number, Course Title	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restatement of the question (exactly as stated in the Study Guide)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examples are provided from life or work experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proper citation of referenced materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All responses typed, using a standard font, 12-point type size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Double-spaced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall neatness and readability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Essay Evaluation

	Strongly Disagree	Disagree	Agree	Strongly Agree
Essay 1 / Question: _____				
Student used standard essay format: Introduction/Body/Conclusion.	2	3	4	5
Student demonstrated an appropriate comprehension of readings (i.e. graduate level).	2	3	4	5
Student was able to respond fully to the assignment in an academic manner.	2	3	4	5
Student demonstrated the use of critical thinking while making connections to other materials.	2	3	4	5
Student demonstrated proper use of grammar, spelling, punctuation, citation style, etc.	2	3	4	5

Subtotal score for this question (out of 25): _____

Notes: _____

Essay 2 / Question:

Student used standard essay format: Introduction/Body/Conclusion.	2	3	4	5
Student demonstrated an appropriate comprehension of readings (i.e. graduate level).	2	3	4	5
Student was able to respond fully to the assignment in an academic manner.	2	3	4	5
Student demonstrated the use of critical thinking while making connections to other materials.	2	3	4	5
Student demonstrated proper use of grammar, spelling, punctuation, citation style, etc.	2	3	4	5

Subtotal score for this question (out of 25): _____

Notes: _____

(Evaluation continued on next page)

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Essay Evaluation (continued)

Essay 3 / Question: _____

Student used standard essay format: Introduction/Body/Conclusion.	2	3	4	5
Student demonstrated an appropriate comprehension of readings (i.e. graduate level).	2	3	4	5
Student was able to respond fully to the assignment in an academic manner.	2	3	4	5
Student demonstrated the use of critical thinking while making connections to other materials.	2	3	4	5
Student demonstrated proper use of grammar, spelling, punctuation, citation style, etc.	2	3	4	5

Subtotal score for this question (out of 25): _____

Notes: _____

Essay 4 / Question: _____

Student used standard essay format: Introduction/Body/Conclusion.	2	3	4	5
Student demonstrated an appropriate comprehension of readings (i.e. graduate level).	2	3	4	5
Student was able to respond fully to the assignment in an academic manner.	2	3	4	5
Student demonstrated the use of critical thinking while making connections to other materials.	2	3	4	5
Student demonstrated proper use of grammar, spelling, punctuation, citation style, etc.	2	3	4	5

Subtotal score for this question (out of 25): _____

Notes: _____

Students are encouraged to refer to the Descriptors (below) for the Unit Test Evaluation Rubric for more information about how essays are scored.

100 total points possible

Points earned for this exam: _____

Evaluated by _____

Professor

Date: _____

Copy of this form returned to student: _____

<p>Out of 100 Points Possible:</p> <p>90 – 100 = A 80 – 89 = B 70 – 79 = C 40 – 69 = F</p>
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	2	3	4	5
Organization: Introduction, Body and Conclusion	There appears to be no organization of the essay's content. Transitions confusing or unclear. Few topic sentences.	The organization of the essay is difficult to follow due to inadequate transitions and ramblings. Many paragraphs without topic sentences.	The essay is easily followed. Basic transitions are provided. Some paragraphs may lack topic sentences. .	The structure is clearly developed with effective transitions from point to point. Solid topic sentences.
Comprehension of the Readings	Essay demonstrates little understanding of (or occasionally misreads) the ideas in the assigned reading and does not critically evaluate/respond to those ideas in an analytical, persuasive manner.	Essay demonstrates a general understanding of the ideas in the assigned reading and only occasionally critically evaluates/responds to those ideas in an analytical, persuasive manner.	Essay demonstrates a solid understanding of the ideas in the assigned reading and critically evaluates/responds to those ideas in an analytical, persuasive manner.	Essay demonstrates an in depth understanding of the ideas in the assigned reading and critically evaluates/responds to those ideas in an analytical, persuasive manner.
Treatment of Key Concepts in the Assignment	The essay may not address the actual prompt; it may indicate serious misreading of the text; it may not use textual support (or may use it in a way that suggests failure to understand the text); it may be unclear, badly written or unacceptably brief.	Essay fails in some important way to fulfill the assignment. It may omit some part of the prompt, fail to provide minimal textual support for its points, or base its analysis on a misreading of some part of the text. Essay may be incomplete, awkward, insufficient, or illogical.	Essay typically addresses the assigned question intelligently but does not answer it fully and/or specifically. It is characterized by a good but general grasp of the text and by the ability to use the text to frame an apt but imprecise response to the prompt. It may use textual references and quotations sparingly.	Essay responds to the assignment clearly and directly with good development. Essay indicates a good understanding of the text and supports its points with appropriate textual references and/or quotations.
Analysis and Originality	Simplistic view of the topic with no alternative views. Writing is more descriptive than analytical.	May not make outside connections. Even balance between critical thinking and description.	Occasional insightful connections to outside material. Effective use of critical thinking in analysis.	Makes novel connections to outside materials. Analysis is fresh, posing new ways to think of the material.
Mechanics	Major problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and sentence fragments.	Problems in sentence structure, grammar, and diction (usually not major). Some errors in punctuation, citation style, and spelling. May have some run-on sentences and sentence fragments.	Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence and/or sentence fragment.	Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or sentence fragments.