

## Rubric for Judging Student Performance

I provide students with separate grading rubrics for the Final Project PowerPoint and the Research Log. Included here are abbreviated rubrics with a column added that reflect the DQP proficiencies I identified above. (Full rubrics are included with the assignment themselves.)

### Final Research Project: Information Technology/Business Research PowerPoint Presentation

Criteria	Competent 4	Sufficient 3	Sufficient 2	Deficient 1	DQP
Research topic/thesis	Includes introduction slide, which effectively defines the scope of the research thesis.	Includes introduction slide, which defines the thesis scope incompletely (missing parts, is too broad or narrow, etc.).	Includes, introduction slide, which does not define the scope of the thesis.	No introduction slide	Analytic inquiry
Development of thesis	PowerPoint evidences multiple points supporting the thesis. It is organized in a manner which not only anticipates likely questions but demonstrates awareness of the audience by posing and providing insightful answers to complex thesis questions.	PowerPoint evidences a few supporting points related to the thesis. It is organized and developed in a manner which shows some awareness of the audience by anticipating and answering basic thesis questions.	PowerPoint evidences one supporting points related to the thesis It is organized and developed in a manner which shows some awareness of the audience by anticipating and answering basic questions concerning the thesis.	PowerPoint does not demonstrate awareness of the audience. It lacks supporting points and fails to address relevant questions so the audience must work to extract meaning.	Analytic inquiry Communication fluency
Organization	Organizational pattern (specific introduction, conclusion, sequenced content within the body, and transitions) is clearly and consistently observable.	Organizational pattern (specific introduction, conclusion, sequenced content within the body, and transitions) is intermittently observable.	Organizational pattern (specific introduction, topic sentences, conclusion, sequenced content within the body, and transitions) is rarely observable.	Organizational pattern (specific introduction, topic sentences, conclusion, sequenced content within the body, and transitions) is not observable.	Analytic inquiry Communication fluency
Mechanics	Language is used that is stylistically consistent and free from distracting errors in usage, spelling or grammar, communicating meaning to the audience with clarity and fluency.	Language is used that has some consistency of style and few distracting errors in usage, spelling or grammar, generally conveying clear meaning to the audience.	Language is used that has little consistency of style and few distracting errors in usage, spelling or grammar, generally conveying clear meaning to the audience.	Language used that lacks consistency of style and/or contains major and distracting errors in usage, spelling or grammar.	Communication fluency
Use of Sources Effectively to Accomplish a Specific Purpose	Engages with sources actively. Communicates, organizes and synthesizes information from sources with clarity and depth. Integrates the information from all sources in a manner that clearly supports the thesis.	Communicates, organizes and synthesizes information from sources. Can articulate connections between sources and relates them to the thesis.	Communicates and organizes information from sources. Can summarize information from sources and relate them to the thesis.	Communicates some information from sources. Information is fragmented and/or used inappropriately (misquoted, taken out of context, etc.).	Information literacy Engaging diverse perspectives
Citation of Sources	Source attribution is clear and correct throughout PowerPoint. In-text and end citations are appropriate and correctly follow the APA standard. Demonstrates use of citation to connect ideas to a larger context.	Can quote, paraphrase, and summarize content from multiple types of sources. In-text and reference citations follow a consistent style. Can articulate the purpose of citation in connecting info.	Can quote and paraphrase content correctly. Efforts toward in-text and reference citation are present, with some errors or inconsistencies.	Work demonstrates scarce citation of credible or relevant sources.	Information literacy
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) distract from the understandability of the presentation, and speaker appears uncomfortable.	Communication fluency

Adapted from modified LEAP Value rubrics as part of the Fitchburg State University and Mount Wachusett Community College Quality Collaboratives.

## Research Audit Log Grading Rubric

Criteria	Competent 4	Sufficient 3	Sufficient 2	Deficient 1	
Determines Sources Necessary	Sources selected are directly related to assignment. Sources are chosen to provide evidence and demonstrate depth, currency, comparison, or context.	Sources selected are subject relevant in type and content and relate to key concepts. Sources are chosen to provide evidence and demonstrate depth and/or currency.	Most sources selected are subject-relevant in type and content, and relate to key concepts. Sources are chosen to provide evidence of support.	Is unable to identify appropriate types of sources, or explores sources that are tangential and/or not effective.	Information literacy
Access the Needed Information	Accesses information using advanced search strategies and techniques.	Accesses information using a variety of search strategies.	Searches for information using simple search strategies.	Searches for information without a strategy.	Information literacy
Access the Needed Information	Refines research based on information found. Identifies and uses cues in found sources to located related contextual information	Demonstrates ability to refine and revise a search based on search results. Retrieves information from a variety of sources.	Retrieves information from limited and/or similar sources.	Retrieves information that lacks relevance and quality.	Information literacy

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