

Keep Tool Kit Evaluation Rubrics (guidelines)

WRITING	A	B	C	D
Focus Organization/ Structure	Clearly stated main idea or thesis. Logical organization. Good structure to supporting paragraphs.	Thesis stated with reasonable clarity. Organization apparent, even if somewhat clunky. Supporting paragraphs have some apparent structure.	Thesis vague or poorly stated. Some sense of organization. Structure of supporting paragraphs sometimes weak.	No main idea. No apparent organization. Paragraphs not focused or structured.
Clarity of Ideas/ Concepts	Clearly articulated key ideas and concepts	Few mistakes in key ideas, little confusion in evidence/explanation	Key ideas often mistaken, some confusion in evidence/ideas	Substantial mistakes in defining key ideas, substantial or fatal confusion in evidence/explanation
Coherence	Reasoning flows logically and is easy to follow. All relevant steps/ideas included.	Logical sequence. Relevant steps/ideas included.	Generally logical in development. Some errors in sequencing or connections/relationships	Reasoning does not flow logically. Relevant information missing or replaced by irrelevant information
Completeness/ Development	Main elements are completely and accurately presented, explained, and/or supported. Conclusion fully realized.	Main elements are presented with reasonable accuracy and completeness. Conclusion reached.	Main elements are present but not complete. The knowledgeable reader is able to fill in the gaps.	Main elements are missing or incomplete.
Mechanics	Substantial spelling or grammatical errors. Correct citations included as needed.	Few spelling or grammatical errors. Correct citations included as needed.	Some spelling and grammatical errors. Incomplete citations.	Multiple spelling and grammatical errors. Needed citations lacking
Fluency	Good language flow, transition, and paragraph cohesion	Generally good language flow.	Inconsistent fluency. Some difficult to read sections.	Difficult to read. Jumpy. Paragraphs not focused.

Formative reflection: evidence of student recognition of connection between work and ISLOS	substantial	moderate	some	none	n/a
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Evidence of student of having met ISLOs:	(3) substantial evidence	(2) some evidence	(1) no evidence	(0) n/a
Effective Communication	substantial evidence	some evidence	no evidence	n/a
Quantitative Skills	substantial evidence	some evidence	no evidence	n/a
Critical Thinking	substantial evidence	some evidence	no evidence	n/a
Social Awareness and Diversity	substantial evidence	some evidence	no evidence	n/a
Ethical Responsibility	substantial evidence	some evidence	no evidence	n/a

Keep Tool Kit Evaluation Tally Sheet

WRITING	A	B	C	D
Focus Organization/ Structure				
Clarity of Ideas/ Concepts				
Coherence				
Completeness/ Development				
Mechanics & Sentence Fluency				

Formative reflection: evidence of student recognition of connection between work and ISLOS	substantial		moderate		some		none	

Evidence of student development of ISLOs:	(3) substantial evidence	(2) some evidence	(1) no evidence	(0) n/a
Effective Communication				
Quantitative Skills				
Critical Thinking				
Social Awareness and Diversity				
Ethical Responsibility				