Learning Styles Rubric

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| Criteria | % Value | No Submission | 1: Unsatisfactory0-75% | 2: Less Than Satisfactory76-80% | 3: Satisfactory81-88% | 4: Good89-92% | 5: Excellent93-100% |
| **% Scaling** |  | 0% | 75% | 80% | 88% | 92% | 100% |
| **Content – 75%** |
| **Designed a 4 hour class that would accommodate the learning style of each of the students** | 15% | None | Barely designs a 4 hour class that does not accommodate the learning style of each student. | Minimally designs a 4 hour class that would accommodate the learning style of each student. | Designs a 4 hour class but does not clearly accommodate the learning style of each student. | Clearly designs a 4 hour class but does not clearly accommodate the learning style of each student. | Clearly designs a 4 hour class that would clearly accommodate the learning style of each student. |
| **Composed the learner objectives for the course** | 15% | None | Incorrectly composes the learner objectives for the class design.Uses Blooms taxonomy and the A, B, C, D format for objectives with many errors. | Minimally composes the learner objectives for the class design. Uses Blooms taxonomy and the A, B, C, Dformat for objectives with some errors. | Composes the learner objectives for the class design. Uses Blooms taxonomy and the A, B, C, D format for objectives with few errors. | Clearly composes the learner objectives for the class design. Uses Blooms taxonomy appropriately and the A, B, C, Dformat for objectives, but not expertly. | Clearly composes the learner objectives for the class design. Expertly uses Blooms taxonomy appropriately and the A, B, C, Dformat for objectives. |
| **Outline the class content and agenda** | 10% | None | Barely outlines the class content and agenda - substantiallyunorganized. | Minimally outlines the class content and agenda - somewhat unorganized. | Outlines the class content and agenda, but neither is clear. | Clearly outlines the class content or agenda, but not both. | Clearly outlines the class content and agenda. |
| **Describe the learning activities and the rationale for the learning activities selected for thegroup of students** | 15% | None | Barely describes the learning activities and explains the rationale for the learning activities you have selected for your group of students. | Minimally describes the learning activities and explains the rationale for the learning activities you have selected for your group of students. | Describes the learning activities and explains the rationale for the learning activities you have selected for your group of students. | Clearly describes the learning activities and explains the rationale for the learning activities you have selected for your group of students. Description is not always comprehensive. | Clearly and comprehensively describes the learning activities and explains the rationale for the learning activities you have selected for your group of students. |
| **Describe the strategies to assess learning based on the learner objectives** | 15% | None | Barely describes the strategies to assess learning based on the learner objectives. There is no logical connection between the assessment strategies and the learner objectives. | Minimally describes the strategies to assess learning based on the learner objectives. There is little logical connection between the assessment strategies and the learner objectives. | Describes the strategies to assess learning based on the learner objectives. There is a logical connection between the assessment strategies and the learner objectives. | Clearly describes the strategies to assess learning based on the learner objectives. Description is not always comprehensive. There is a logical connection between the assessment strategies and the learner objectives, although the connection is not evident without description. | Clearly and comprehensively describes the strategies to assess learning based on the learner objective. There is a clearly evident logical connection between the assessment strategies and the learner objectives. |
| **Scholarly references Utilizes at least 3 scholarly, peer-reviewed resources less than 5 years old other in addition to course materials** | 3% | None | Selected literature is irrelevant and insufficient. Does not meet stated criteria. Does not use evidence-based sources when available. Uses only course materials. | Weak selection of sufficient and relevant literature (less than 5 years old) no scholarly, peer-reviewed references used - other than course materials) Uses only course materials. | Fair selection of sufficient and relevant literature (less than 5 years old) at least 1 scholarly, peer-reviewed references used - other than course materials) Does not use evidence-based sources when available. | Partial selection of sufficient and relevant literature (less than 5 years old) at least 2 scholarly, peer-reviewed references used - other than course materials) Uses evidence-based sources when available. | Excellent selection of sufficient and relevant literature (less than 5 years old) at least 3 scholarly, peer-reviewed references used - other than course materials) Uses evidence-based sources when available. |
| **Length** | 2% | None | Unacceptable adherence to assignment length criteria (less than or more than 50 percent of stated criteria). | Poor adherence to assignment length criteria (within 50percent of stated criteria).  | Weak adherence to assignment length criteria (within 25 percent of stated criteria)**.** | Adequate adherence to assignment length criteria (within 10percent of stated criteria). | Excellent adherence to assignment length criteria (within stated criteria). |
| **Organization and Effectiveness – 20%** |
| **Thesis Developmentand Purpose** | 8% | None | Paper lacks any discernible overall purpose or organizing claim. | The main thesis claims are insufficiently developed and/or vague; purpose is not clear. | The main thesis claims are apparent and appropriate to purpose. | The main thesis claims are clear and forecast the development of the paper. It is descriptive, reflective of the arguments, and appropriate to the purpose. | The main thesis claims are comprehensive; contained within the thesis is the essence of the paper. Thesis statement makes the purpose of the paper clear. |
| **Paragraph Development and Transitions** | 7% | None | Paragraphs and transitions consistently lack unity and coherence. No apparent connections between paragraphs are established. Transitions are inappropriate to purpose and scope. Organization is disjointed. | Some paragraphs and transitions may lack logical progression of ideas, unity, coherence, and/or cohesiveness. Some degree of organization is evident. | Paragraphs are generally competent, but ideas may show some inconsistency in organization and/or in their relationships to each other. | A logical progression of ideas between paragraphs is apparent. Paragraphs exhibit a unity, coherence, and cohesiveness. Topic sentences and concluding remarks are appropriate to purpose. | There is a sophisticated construction of paragraphs and transitions. Ideas progress and relate to each other. Paragraph and transition construction guide the reader. Paragraph structure is seamless. |
| **Mechanics of Writing(includes spelling, punctuation, grammar, language use)** | 5% | None | Surface errors are pervasive enough that they impede communication of meaning.Inappropriate word choice and sentence construction are used. | Frequent and repetitive mechanical errors distract the reader. Inconsistencies in language choice (register), sentence structure, and word choice are present. | Some mechanical errors or typos are present, but are not overly distracting to the reader. Correct sentence structure and audience-appropriate language are used.  | Prose is largely free of mechanical errors, although a few may be present.A variety of sentence structures and effective figures of speech are used.  | Writer is clearly in command of standard, written, academic English. |
| **Format – 5%** |
| **APA Format** | 4% | None | Correct APA format is not evident in the paper. | Correct APA format is infrequently used in the paper: cover page, margins, double-spacing, font size, and all other elements of APA. | Correct APA format is inconsistently used in the paper: cover page, margins, double-spacing, and all other elements of APA. | Correct APA format is mostly used in the paper: cover page, margins, double-spacing, font size, and all other elements of APA. | Correct APA format is consistently used in the paper: cover page, margins, double-spacing, font size, and all other elements of APA. Such as headings and pagination. |
| **Research Citations(In-text citations for paraphrasing and direct quotes, and reference page listing and formatting, as appropriate to assignment)** | 1% | None | No reference page is included. No citations are used. | Reference page is present. Citations are inconsistently used. | Reference page is included and lists sources used in the paper. Sources are appropriately documented, although some errors may be present. | Reference page is present and fully inclusive of all cited sources. Documentation is appropriate and GCU style is usually correct. | In-text citations and a reference page are complete. The documentation of cited sources is free of error. |