

Learning Foundations Rubrics

WRITE

Beginner: Students demonstrate awareness of the context and purpose of their writing, which is to make an evidence-based argument. They organize their writing in a manner that is generally effective given the purpose. They use appropriate content to develop and support their ideas. There may be errors in syntax and mechanics, but not enough to pose a significant barrier to understanding.

Write

Students demonstrate awareness of the context and purpose of their writing.

Students organize in a manner that is effective for the purpose

Students use appropriate content to develop and support their ideas

Students use appropriate syntax and mechanics.

Meets Expectations

There is a clear argument or thesis that addresses the entire purpose.

The argument flows clearly throughout the paper, shaping the entire structure.

The essay consistently employs appropriate evidence to support the author's claims

Sentences are largely clear, though there may be occasional errors with syntax, grammar or spelling.

INFORMATION LITERACY

Beginner: Students demonstrate the ability to access appropriate information through basic search strategies. They cite sources appropriately and articulate the value of accurate citations. Their papers are free of plagiarism.

Information Literacy

Student uses relevant sources.

Student uses appropriate sources.

Student consistently applies a citation style.

Student appropriately attributes ideas and content to sources.

Meets Expectations

70-100% of sources are relevant to the project.

70-100% of sources are appropriate (based on disciplinary criteria).

Correctly applies the chosen citation style 90-100% of the time.

Includes citations or attributions for information / ideas that are not the student's own 90-100% of the time.

METACOGNITION

Beginner: Students begin to identify their intellectual abilities and dispositions. They recognize that there are different problem-solving processes and learning strategies.

Metacognition

Students identify their learning strategies.

Students identify their intellectual abilities and dispositions.

Students identify their problem-solving processes.

Meets Expectations

Student can identify specific learning strategies that they used in the class.

Student identifies specific strengths and weaknesses of their learning.

Students articulate specific problem-solving approaches they used to address a weakness of their learning.