

Rubric

Evaluation on 1-5 point scale.

1-Poor, 2-Needs Improvement, 3-Satisfactory, 4-Excellent, 5-Superior.

14-15 points earned => 3 credits, >= 12 points => 2 credits, >= 9 points => 1 credit

	5	4	3	2	1
How well is the project composed (i.e., followed instructions, met basic requirements for deadline and length, referenced 3+ scholarly pieces, flows well)?	No grammatical errors, Syntax effective, and narrative flows well. Formatting is correct. Sources are reputable and scholarly/professional	Grammatical errors do not detract from narrative. Syntax effective, with limited effect on flow. Formatting is correct.	Noticeable grammatical errors. Syntax is defective, but narrative communicates effectively. Maybe some errors in formatting.	Grammatical errors detract from assignment. Syntax is defective. Formatting is not correct or is not long enough.	Grammatical errors detract from assignment. Syntax and flow are challenging and ineffective. Formatting is incorrect and is not long enough.
Student reflectively used personal experiences as the narrative for the paper	Exceptional reflection of experiences and connection to COVID-19 circumstances	Narrative about personal experiences, with depth	Narrative about personal experiences, but lacking depth	Narrative about personal experiences, but lacking depth	Did not use personal experiences or narrative
How well did the student engage in academic or professional discovery	Applied 2+ theories/practices, related academic or professional discovery to individual goals with depth	Applied 1-2 theories/practices, related academic or professional discovery to individual goals with depth	Applied 1 theory/practice, related academic or professional discovery to individual goals minimally	Applied 1 theory/practice, unrelated to academic or professional discovery to individual goals minimally	Applied no theories or practices to narrative

*based on Dr. Jodi Linley's Introspective Paper Rubric in EPLS:6332