

## Portfolio Rubrics

### College of Science and Technology

#### I. Department: Chemistry and Physics:

##### Physics

	Poor (0 points)	Fair (1 point)	Good (2 points)	Excellent (3 points)
Objective	Completely omitted	Unclear, vague, Grammatical errors	Clear and concise	
Equipment	Completely omitted	Incomplete or incorrect	Mostly complete Inventory, Some items misidentified	Complete and correct
Theory	Completely omitted	Incorrect equations. No explanations how equations relate to experiment	Correct equations. Inadequate or incorrect explanations how equations relate to experiment	Complete and correct
Procedure	Completely Omitted	Incomplete or incorrect	Complete but unclear	Complete, clear and concise
Data	Completely omitted	Missing some data. Misleading or inaccurate data. Incorrect or missing units	Complete except for a few missing data	Complete, clear and accurate presentation
Conclusion	Completely omitted	Very brief not addressing significant points of the experiment	Complete except for missing a few important points	Complete, clear and accurate presentation

# Chemistry and Biochemistry & Molecular Biology:

## Writing Portfolio Assessment Rubric

Student Name \_\_\_\_\_ Class of \_\_\_\_\_

A successful portfolio has: (circle one)

- No significant patterns of sentence-level errors: Yes / No
- Effective, coherent, and unified paragraphs: Yes / No
- Appropriate use of rhetorical strategies and techniques to effectively complete the purpose of the piece of writing: Yes/ No
- Content that reflects college level analysis: Yes / No
- Use of citation method appropriate to the subject matter Yes/ No

(A “No” on any count constitutes a “Does Not Meet Expectations” judgment on the Portfolio.)

Faculty Member Name \_\_\_\_\_

\*\*\*\*\*

**Procedure:** All portfolios will be evaluated by two full-time members of the English Department. In the event of a disagreement, a third reader will evaluate the portfolio.



## II. Department: Mathematics & Computer Science

### CORE CURRICULUM STUDENT LEARNER OUTCOME (cSLO):

(1) Listen and effectively communicate ideas through written, spoken, and visual means.

<b>Criteria</b>	<b>3 - Excellent</b>	<b>2 - Good (or satisfactory)</b>	<b>1 - Fair (or needs improvement)</b>	<b>0 - Poor (or unacceptable)</b>	<b>Rating</b>
<b>Basic Information</b>	Student's name, contact information, title all present, clear and correct. Common professional fonts (Times New Roman, Arial, etc) used, common font size (between 10-12pnt), graphics if any used sparingly for a complete professional look.	Student's name, contact information, title all present, clear and correct. Some common professional fonts (Times New Roman, Arial, etc) used in addition to others, common font size (between 10-12pnt), may need to be slightly revised for a professional look.	Student's name, contact information, title all present, clear and correct. Common professional fonts (Times New Roman, Arial, etc) used, common font size (between 10-12pnt), needs revision for a professional look.	Much or all of the basic information is missing or too many unusual fonts and graphics distract from content. Needs substantial revision to achieve a professional look.	
<b>Abstract</b>					
<b>Research Question</b>					
<b>Importance of Research/Literature Review</b>					
<b>Methodology</b>					
<b>Results</b>					
<b>Writing Mechanics and Format</b>	No grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present	No more than 2 grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present	A few (more than 2) grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties	Many (more than 6) grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present	

**Excellent: 15-18 points,      Good: 10-14,      Fair: 6-9,      Poor: 0-5**

**Name of Evaluator:** \_\_\_\_\_

**Evaluator's Comments:**

**CORE CURRICULUM STUDENT LEARNER OUTCOME (cSLO):**

(2) Listen and effectively communicate ideas through written, spoken, and visual means.

<b>Criteria</b>	<b>3 - Excellent</b>	<b>2 - Good (or satisfactory)</b>	<b>1 - Fair (or needs improvement)</b>	<b>0 - Poor (or unacceptable)</b>	<b>Rating</b>
<b>Basic Information</b>	Student's name, contact information, title all present, clear and correct. Common professional fonts (Times New Roman, Arial, etc) used, common font size (between 10-12pnt), graphics if any used sparingly for a complete professional look.	Student's name, contact information, title all present, clear and correct. Some common professional fonts (Times New Roman, Arial, etc) used in addition to others, common font size (between 10-12pnt), may need to be slightly revised for a professional look.	Student's name, contact information, title all present, clear and correct. Common professional fonts (Times New Roman, Arial, etc) used, common font size (between 10-12pnt), needs revision for a professional look.	Much or all of the basic information is missing or too many unusual fonts and graphics distract from content. Needs substantial revision to achieve a professional look.	
<b>Introduction of him/her self, outline of achievements, and discussion of motivation towards graduate school in mathematics</b>	Student has clearly introduced him/her self, completely and clearly outlined their achievements, and discussed why he/she wants to study mathematics at a graduate level Applied mathematics vs. pure should be clear	Student has clearly introduced him/her self, completely and clearly outlined their achievements, and discussed why he/she wants to study mathematics at a graduate level, but may not be clear as to applied mathematics vs. pure should, or minor revisions are indicated	Student has introduced him/her self, outlined their achievements, and discussed why he/she wants to study mathematics at a graduate level, but may not be clear as to applied mathematics vs. pure should, or major revisions are indicated	Student has not clearly introduced him/her self, incompletely and not clearly outlined their achievements or failed to do so, and did not fully discuss why he/she wants to study mathematics at a graduate level (or at all)	
<b>Discussion of his/her growth</b>	Student clearly discusses his/her	Student clearly discusses his/her	Student discusses his/her tutoring,	Student fails to or unclearly	

<b>learning experiences, and how these impact their desire for a graduate degree in mathematics</b>	teaching, or learning experiences, and how these impact what his/her interest in graduate school	teaching, or learning experiences, and how these impact what his/her interest in graduate school, but minor revisions are necessary	learning experiences, and how these impact what his/her interest in graduate school, and major revisions are necessary	tutoring, or teaching, or learning experiences, and how these impact what she/he thinks they could achieve through graduate school	
<b>Future plans for after Graduate Degree is Earned</b>	Student clearly outlines future plans that are appropriate for the graduate degree that he/she is seeking	Student outlines future plans that are appropriate for the graduate degree that he/she is seeking but needs to make minor revisions	Student somewhat outlines future plans that are appropriate for the graduate degree that he/she is seeking but needs to make major revisions	Student fails to clearly outline future plans that are appropriate for the graduate degree that he/she is seeking	
<b>Summation-closing paragraph that gives a nice finish to the statement</b>	Summation-closing paragraph is strong, reviews major achievements, goals, and motivation graduate school.	With minor revisions, summation-closing paragraph is strong, reviews major achievements, goals, and motivation graduate school.	With major revisions, summation-closing paragraph could be strong, reviews major achievements, goals, and motivation graduate school..	Summation missing or inadequate – does not address achievement, or goals, or motivation for graduate school.	
<b>Writing Mechanics and Format</b>	No grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present	No more than 2 grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present	A few (more than 2) grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present	Many (more than 6) grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present	

**Total Points:** \_\_\_\_\_

**Excellent: 15-18 points,**

**Good: 10-14,**

**Fair: 6-9,**

**Poor: 0-5**

**Name of Evaluator:** \_\_\_\_\_

**Evaluator's Comments:**

**CORE CURRICULUM STUDENT LEARNER OUTCOME (cSLO):**

(3) Listen and effectively communicate ideas through written, spoken, and visual means.

**MAT 310 COURSE GOALS – STUDENT LEARNER OUTCOME (SLO):**

4. Prepare and present lesson and unit plans at different levels incorporating problem solving, reading, writing, and speaking, and the use of manipulatives and technology. (cSLO 1)

<b>Criteria</b>	<b>3 - Excellent</b>	<b>2 - Good (or satisfactory)</b>	<b>1 - Fair (or needs improvement)</b>	<b>0 - Poor (or unacceptable)</b>	<b>Rating</b>
<b>Basic Information</b>	Student's name, date, lesson title, grade level, content area: all present, clear and correct.	Student's name, date, lesson title, grade level, content area: missing no more than 1 item.	Student's name, date, lesson title, grade level, content area: missing more than 1 item.	Much or all of the basic information is missing.	
<b>NCTM/PDE standard</b>	Appropriate Standard Listed	Appropriate Standard Listed	Somewhat appropriate Standard Listed	Appropriate Standard not Listed or entirely missing	
<b>Student Learning Outcome(s) for lesson</b>	SLO(s) are listed, grade appropriate, assessable, conceptual goals vs. procedural goals addressed appropriately	SLO(s) are listed, grade appropriate, assessable, conceptual goals vs. procedural goals addressed appropriately with minor modification(s)	SLO(s) are listed, but may not be grade appropriate, or assessable, conceptual goals vs. procedural goals are not distinguished nor addressed appropriately	SLO(s) are not listed, or grade inappropriate, no distinction between conceptual goals vs. procedural goals	
<b>Student Prior Knowledge</b>	Lesson plan clearly and explicitly delineates students' prior content knowledge necessary for lesson's content	Lesson plan fairly clearly delineates most of students' prior content knowledge necessary for lesson's content	Lesson plan delineates some of students' prior content knowledge necessary for lesson's content	Lesson plan does not explicitly delineate students' prior content knowledge necessary for lesson's content	
<b>Content Motivation</b>	The lesson plan includes clear motivation for learning the mathematics content	The lesson plan includes motivation for learning the mathematics content but could be clearer or more direct	The lesson plan includes some motivation for learning the mathematics content, but not clearly or misses they key motivation	The lesson plan does not include motivation for learning the mathematics content	

<b>Content</b>	content is clear, mathematically correct, at the appropriate level for grade, appropriate amount for 1 lesson. Mathematical flow is natural and well organized. Appropriate and/or classic examples are used.	content is clear, mathematically correct, at the appropriate level for grade, appropriate amount for 1 lesson with minor revisions. Mathematical flow somewhat natural and reasonably well organized. Appropriate and/or classic examples are used.	content is somewhat clear, minor mathematical errors, may not be at the appropriate level for grade, inappropriate amount for 1 lesson. Mathematical flow is somewhat well organized. Some appropriate and/or classic examples are used.	content is not clear, contains mathematical errors, is not appropriate level for grade, or not an appropriate amount for 1 lesson. Mathematical flow is not natural or not well organized. Few or inappropriate examples are used.	
<b>Content Connection(s)</b>	Clear and explicit connection(s) are made among the lessons content and previous mathematics content	Most connection(s) are made among the lessons content and previous mathematics content	Some connection(s) are made among the lessons content and previous mathematics content	No explicit connection(s) are made among the lessons content and previous mathematics content	
<b>Supplemental Material(s)</b>	All necessary handouts, presentations, diagrams, etc. are provided, clear and complete	Most necessary handouts, presentations, diagrams, etc. are provided, clear and complete	Some necessary handouts, presentations, diagrams, etc. are provided, may not be clear or complete	Most if not all necessary handouts, presentations, diagrams, etc. are missing or incomplete	
<b>Homework</b>	Appropriate homework assignment is included	Appropriate homework assignment is included but needs small revisions	Some of the appropriate homework assignment is included, but is incomplete	No appropriate homework assignment is included	
<b>Assessment</b>	Appropriate and complete assessment of lesson's content is included	Appropriate and complete assessment of lesson's content is included but requires small revisions or inclusions	Appropriate but incomplete assessment of lesson's content is included	No appropriate or complete assessment of lesson's content is included	
<b>Common Errors &amp;</b>	Common errors and/or	Common errors and/or	Common errors and/or	Common errors and/or	



	with lesson's content are outlined and lesson addresses these	with lesson's content are outlined and lesson addresses most these	with lesson's content are outlined and lesson addresses just some of these	with lesson's content are not addressed	
<b>Writing Mechanics and Format</b>	No grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present	No more than 2 grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present	A few (more than 2) grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present	Many (more than 6) grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present	

**Total Points:** \_\_\_\_\_

**Excellent: 30-36 points,**

**Good: 20-29,**

**Fair: 12-19,**

**Poor: 0-11**

**Name of Evaluator:** \_\_\_\_\_

**Evaluator's Comments:**

**CORE CURRICULUM STUDENT LEARNER OUTCOME (cSLO):**

1. Listen and effectively communicate ideas through written, spoken, and visual means.

<b>Criteria</b>	<b>3 - Excellent</b>	<b>2 - Good (or satisfactory)</b>	<b>1 - Fair (or needs improvement)</b>	<b>0 - Poor (or unacceptable)</b>	<b>Rating</b>
<b>Basic Information</b>	Student's name, contact information, title all present, clear and correct. Common professional fonts (Times New Roman, Arial, etc) used, common font size (between 10-12pnt), graphics if any used sparingly for a complete professional look.	Student's name, contact information, title all present, clear and correct. Some common professional fonts (Times New Roman, Arial, etc) used in addition to others, common font size (between 10-12pnt), may need to be slightly revised for a professional look.	Student's name, contact information, title all present, clear and correct. Common professional fonts (Times New Roman, Arial, etc) used, common font size (between 10-12pnt), needs revision for a professional look.	Much or all of the basic information is missing or too many unusual fonts and graphics distract from content. Needs substantial revision to achieve a professional look.	
<b>Introduction of him/her self, outline of achievements, and discussion of motivation towards particular industry</b>	Student has clearly introduced him/her self, completely and clearly outlined their achievements, and discussed why he/she wants to work at industry	Student has clearly introduced him/her self, completely and clearly outlined their achievements, and discussed why he/she wants to work at industry, however minor revisions are indicated	Student has introduced him/her self, outlined their achievements, and discussed why he/she wants to work at industry, but major revisions are indicated	Student has not clearly introduced him/her self, incompletely and not clearly outlined their achievements or failed to do so, and did not fully discuss why he/she wants to work at industry	
<b>Discussion of his/her growth in mathematics, learning experiences,</b>	Student clearly discusses his/her tutoring, or teaching, or learning	Student clearly discusses his/her tutoring, or teaching, or learning	Student discusses his/her tutoring, or teaching, or learning experiences, and	Student fails to or unclearly discusses his/her tutoring, or teaching, or	

<b>impact their desire for a graduate degree in mathematics</b>	how these impact what his/her interest in industry	how these impact what his/her interests in industry are, but minor revisions are necessary	what his/her interests in industry are and major revisions are necessary	experiences, and how these impact what she/he thinks they could achieve through work in industry	
<b>Future plans for achievement with industry</b>	Student clearly outlines future plans that are appropriate for the industry he/she is seeking to join	Student outlines future plans that are appropriate for the industry that he/she is seeking to join but needs to make minor revisions	Student somewhat outlines future plans that are appropriate for the industry that he/she is seeking but needs to make major revisions	Student fails to clearly outline future plans that are appropriate for the industry he/she is seeking to join	
<b>Summation-closing paragraph that gives a nice finish to the statement</b>	Summation-closing paragraph is strong, reviews major achievements, goals, and motivation for job with industry.	With minor revisions, summation-closing paragraph is strong, reviews major achievements, goals, and motivation for job with industry.	With major revisions, summation-closing paragraph could be strong, reviews major achievements, goals, and motivation for job with industry	Summation missing or inadequate – does not address achievement, or goals, or motivation for job with industry.	
<b>Writing Mechanics and Format</b>	No grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present	No more than 2 grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present	A few (more than 2) grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present	Many (more than 6) grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present	

**Total Points:** \_\_\_\_\_

**Excellent: 15-18 points,**

**Good: 10-14,**

**Fair: 6-9,**

**Poor: 0-5**

**Name of Evaluator:** \_\_\_\_\_

**Evaluator's Comments:**

**CORE CURRICULUM STUDENT LEARNER OUTCOME (cSLO):**

2. Listen and effectively communicate ideas through written, spoken, and visual means.

**MAT 310 COURSE GOALS – STUDENT LEARNER OUTCOME (SLO):**

3. Make and explain personal decisions regarding the issues of class policies, classroom management, cooperative learning, and classroom diversity. (cSLO 1)

6. Demonstrate the use of a variety of teaching and motivational strategies. (cSLO 1)

<b>Criteria</b>	<b>3 - Excellent</b>	<b>2 - Good (or satisfactory)</b>	<b>1 - Fair (or needs improvement)</b>	<b>0 - Poor (or unacceptable)</b>	<b>Rating</b>
<b>Basic Information</b>	Student's name, contact information, title all present, clear and correct. Common professional fonts (Times New Roman, Arial, etc) used, common font size (between 10-12pnt), graphics if any used sparingly for a complete professional look.	Student's name, contact information, title all present, clear and correct. Some common professional fonts (Times New Roman, Arial, etc) used in addition to others, common font size (between 10-12pnt), may need to be slightly revised for a professional look.	Student's name, contact information, title all present, clear and correct. Common professional fonts (Times New Roman, Arial, etc) used, common font size (between 10-12pnt), needs revision for a professional look.	Much or all of the basic information is missing or too many unusual fonts and graphics distract from content. Needs substantial revision to achieve a professional look.	
<b>Introduction of him/her self, outline of achievements, and discussion of motivation towards the teaching profession</b>	Student has clearly introduced him/her self, completely and clearly outlined their achievements, and discussed why he/she wants to be a teacher	Student has introduced him/her self, clearly outlined their achievements, and discussed why he/she wants to be a teacher	Student has introduced him/her self, may not have completely and clearly outlined their achievements, and incompletely discussed why he/she wants to be a teacher	Student has not clearly introduced him/her self, incompletely and not clearly outlined their achievements or failed to do so, and did not fully discuss why he/she wants to be a teacher (or at all)	
<b>Discussion of</b>	Student clearly	Student does	Student does	Student fails to	

<p><b>teaching, learning experiences, and how these impact what she/he thinks they as a teacher should be doing</b></p>	<p>teaching, or learning experiences, and how these impact what she/he thinks they as a teacher should be doing Student discusses her/his experiences with classroom technologies and their impact on his/her (or student) learning</p>	<p>teaching, or learning experiences, and how these impact what she/he thinks they as a teacher should be doing but minor revisions are necessary for greatest impact Student discusses her/his experiences with classroom technologies and their impact on his/her (or student) learning but minor revisions are necessary for greatest impact</p>	<p>teaching, or learning experiences, and how these impact what she/he thinks they as a teacher should be doing but major revisions are necessary for greatest impact Student discusses her/his experiences with classroom technologies and their impact on his/her (or student) learning but major revisions are necessary for greatest impact</p>	<p>tutoring, or teaching, or learning experiences, and how these impact what she/he thinks they as a teacher should be doing Student fails to or unclearly discusses her/his experiences with classroom technologies and their impact on his/her (or student) learning</p>	
<p><b>Summation-closing paragraph that gives a nice finish to the statement</b></p>	<p>Summation-closing paragraph is strong, reviews major achievements, preferred pedagogy, and motivation for teaching.</p>	<p>With minor revisions, summation-closing paragraph can be strong, review major achievements, preferred pedagogy, and motivation for teaching.</p>	<p>With major revisions, summation-closing paragraph can be strong, review major achievements, preferred pedagogy, and motivation for teaching.</p>	<p>Summation missing or inadequate – does not address achievement, or pedagogy, or motivation for the teaching profession.</p>	
<p><b>Writing Mechanics and Format</b></p>	<p>No grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present</p>	<p>No more than 2 grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present</p>	<p>A few (more than 2) grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present</p>	<p>Many (more than 6) grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present</p>	

**Total Points:** \_\_\_\_\_

**Excellent: 12-15 points,**

**Good: 10-14,**

**Fair: 6-9,**

**Poor: 0-5**

**Name of Evaluator:** \_\_\_\_\_

**Evaluator's Comments:**

## **Computer Science**

### **DRAFT#3**

#### **Writing Proficiency Requirements for Computer Science Majors**

- 1. Writing Proficiency Requirements for Computer Science Majors (Page 2)**
- 2. Writing Intensive Courses in Computer Science for the Class of 2013 (Page 2)**
- 3. Writing Portfolio in Computer Science (Page 2)**
- 4. Writing Options for Item #2, #3, and #4 (Page 2)**
- 5. Due dates for the class of 2013 (Page 3)**
- 6. General Format for the Technical Papers for the WI courses (Page 3)**
- 7. General Rubric for Rating of the Technical Papers in the Writing Emphasis Courses (Page 4)**
- 8. Undergraduate Research Paper Rubric (Page 5)**
- 9. Personal Statement Rubric/ Format (Page 6)**
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- 11. Writing Proficiency Worksheet (Page 9)**

#### **Writing Intensive Courses in Computer Science for the class of 2013**

- 1) CSC-354: Database Management Systems
- 2) CSC-453: Compiler Construction
- 3) CSC-454: Software Engineering
- 4) One of the Computer Science capstone courses:
  - CSC-299: Internship in Computer Science or
  - CSC-498/499: Topics in Computer Science I or II

## **DUE DATES:**

**1) Draft of one of the four papers** is due the **end of November 2011** (students should give an electronic copy to their advisor and a hard copy to the department).

-----(**Dues dates below may be changed**)-----

**2) One completed paper and draft of a second paper** is due **the end of Spring 2012** (students should give an electronic copy to their advisor and a hard copy to the department). Note that students may be recommend to take a special writing course in Fall 2012 if deemed necessary.

**3) Two completed papers and drafts of all papers** are due the end of Fall 2012 (students should give electronic copies to their advisor and hard copies to the department).

**4) All final versions of papers #1, #2, #3, and #4** are **due midterm Spring 2013** (students should give electronic copies to their advisor and hard copies to the department).

### **General format for the technical papers in the writing Emphasis Courses:**

- **Text format:** Font size= 12, single lines (46 lines per page using 1” left-right-top-bottom margins totaling a minimum of 138 lines of text)
- **Introduction section.** In this section Please include a very general description and nature of your technical or research work. For example if your paper is on creating a grammar for a hypothetical language, or if you did research on evolution of computer animation, Please introduce the reader to the subject.

Estimated total # of text lines: (Minimum 10 lines up to 1 page)

### **Technical/ Research Section.**

In this section explain the actual technical work you have done in the course (or your own research). For example if your work was on writing PHP codes for a server to interact with a particular database, include some parts of the code and fully (in your own words) explain the code and the database. Your explanation word by word has to be at minimum 92 lines (excluding the examples or the code).

Estimated total # of text lines: (Minimum 2 pages --92 lines)

**Conclusion section:** Explain difficulties/ success you experience at accomplishing your tasks in a very general way from a technical perspective only.

Estimated total # of text lines: (Minimum 10 lines up to 1 page)

**Recommendation and feedback Section:** In this section explain how our computer science program could have prepared you better for such technical work and writing.

Estimated total # of text lines: (Minimum 5 lines to 1 page).

**Note:** After meeting the minimum text lines, you may expand any of the sections to reach 3 pages of text (to go from 117 to 138 lines). You can also add reasonable sized examples and/ or images to reach five pages. If you are adding researched materials or making reference to our textbook, you must give proper citations

### **General Rubric for Rating of the Technical papers:**

4. Secure

Proficient

3. Satisfactory

Proficient

2. Needs improvement

1. Unacceptable

**Quantity:** 138 lines of appropriate text plus additional 2+ pages of examples & some images (has to be approved) to be qualified for a possible 3-4 (proficient rating).

### **Technical/ Computer Science Accuracy:**

4 (Secure/ Excellent)- Writing shows the student's clear understanding of computer science concepts and correct use of computer science and programming notations.

3 (Satisfactory/ Good) - Writing is understandable to the reader and shows the student's understanding of the computer science topics with some errors and/or omissions.

2 (Fair- needs improvement/ revision) - The meaning of the work is understandable, but much of the reasoning and notation used is confused, incorrect or absent and needs clarification and correction.

1 (Unsatisfactory) - Difficult to understand due to many serious errors or omissions in reasoning and/or notation.

### **Structure, clarity, and grammar of writing:**

4 (Secure/ Excellent)- Content is well written and well organized around a clear main idea with little or no errors in grammar and syntax.

3 (Satisfactory/ Good) -Content is clearly understandable, but writing may show some lack of clarity or disorganization in ideas Grammar & syntax errors are minor but noticeable enough to be distracting when read.

2 (Fair- needs improvement/ revision) - The main idea is understandable but writing is muddled or rambling and needs revision to be clear. Grammar & syntax error are frequent and serious enough to detract from the meaning.

1 (Unacceptable/ Unsatisfactory) - Difficult to understand due to many serious errors in reasoning and/or grammar.



## Undergraduate Research Paper Rubric Criteria

<b>Basic Information</b>	<b>4 - Excellent</b> Student's name, contact information, title all present, clear and correct. Common professional fonts (Times New Roman, Arial, etc) used, common font size (between 10-12pnt), graphics if any used sparingly for a complete professional look.	<b>3 - Good (or satisfactory)</b> Student's name, contact information, title all present, clear and correct. Some common professional fonts (Times New Roman, Arial, etc) used in addition to others, common font size (between 10-12pnt), may need to be slightly revised for a professional look.	<b>2 - Fair (or needs improvement)</b> Student's name, contact information, title all present, clear and correct. Common professional fonts (Times New Roman, Arial, etc) used, common font size (between 10-12pnt), needs revision for a professional look.	<b>1 - Poor (or unacceptable)</b> Much or all of the basic information is missing or too many unusual fonts and graphics distract from content. Needs substantial revision to achieve a professional look.
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### Abstract

### Research Question/Thesis

### Importance of Research/Literature Review

### Methodology

### Results

### Citations

### Bibliography

<b>Writing Mechanics and Format</b>	No grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present	No more than 2 grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present	A few (more than 2) grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present	Many (more than 6) grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present
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## Personal Statement Rubric/ Format

Criteria	4 - Excellent	3 - Good (or satisfactory)	2 - Fair (or needs improvement)	1 - Poor (or unacceptable)
<b>Basic Information</b>	Student's name, contact information, title all present, clear and correct. Common professional fonts (Times New Roman, Arial, etc) used, common font size (between 10-12pnt), graphics if any used sparingly for a complete professional look.	Student's name, contact information, title all present, clear and correct. Some common professional fonts (Times New Roman, Arial, etc) used in addition to others, common font size (between 10-12pnt), may need to be slightly revised for a professional look.	Student's name, contact information, title all present, clear and correct. Common professional fonts (Times New Roman, Arial, etc) used, common font size (between 10-12pnt), needs revision for a professional look.	Much or all of the basic information is missing or too many unusual fonts and graphics distract from content. Needs substantial revision to achieve a professional look.
<b>Introduction of him/herself, outline of achievements, and discussion of motivation towards particular industry</b>	Student has clearly introduced him/herself, completely and clearly outlined their achievements, and discussed why he/she wants to work at industry	Student has clearly introduced him/herself, completely and clearly outlined their achievements, and discussed why he/she wants to work at industry, however minor revisions are indicated	Student has introduced him/herself, outlined their achievements, and discussed why he/she wants to work at industry, but major revisions are indicated	Student has not clearly introduced him/herself, incompletely and not clearly outlined their achievements or failed to do so, and did not fully discuss why he/she wants to work at industry
<b>Discussion of his/her growth in computer science, learning experiences, and how these impact their desire for a graduate degree in computer science</b>	Student clearly discusses his/her tutoring, or teaching, or learning experiences, and how these impact what his/her interest in industry	Student clearly discusses his/her tutoring, or teaching, or learning experiences, and how these impact what his/her interests in industry are, but minor revisions are necessary	Student discusses his/her tutoring, or teaching, or learning experiences, and how these impact what his/her interests in industry are and major revisions are necessary	Student fails to or unclearly discusses his/her tutoring, or teaching, or learning experiences, and how these impact what she/he thinks they could achieve

<b>Future plans for achievement with industry</b>	Student clearly outlines future plans that are appropriate for the industry he/she is seeking to join	Student outlines future plans that are appropriate for the industry that he/she is seeking to join but needs to make minor revisions	Student somewhat outlines future plans that are appropriate for the industry that he/she is seeking but needs to make major revisions	Student fails to clearly outline future plans that are appropriate for the industry he/she is seeking to join
<b>Summation-closing paragraph that gives a nice finish to the statement</b>	Summation-closing paragraph is strong, reviews major achievements, goals, and motivation for job with industry.	With minor revisions, summation-closing paragraph is strong, reviews major achievements, goals, and motivation for job with industry.	With major revisions, summation-closing paragraph could be strong, reviews major achievements, goals, and motivation for job with industry	Summation missing or inadequate – does not address achievement, or goals, or motivation for job with industry.
<b>Writing Mechanics and Format</b>	No grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present	No more than 2 grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present	A few (more than 2) grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present	Many (more than 6) grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present

### Conference Presentation Rubric

<b>Criteria</b>	<b>3 - Excellent</b>	<b>2 - Good (or satisfactory)</b>	<b>1 - Fair (or needs improvement)</b>	<b>0 - Poor (or unacceptable)</b>
<b>Basic Information</b>	Student's name, contact information, title all present, clear and correct. Common professional fonts (Times New Roman, Arial, etc) used, common font size (between 10-12pnt), graphics if	Student's name, contact information, title all present, clear and correct. Some common professional fonts (Times New Roman, Arial, etc) used in addition to others,	Student's name, contact information, title all present, clear and correct. Common professional fonts (Times New Roman, Arial, etc) used, common font size	Much or all of the basic information is missing or too many unusual fonts and graphics distract from content. Needs substantial revision to achieve a professional look.

professional look.	12pt), may need to be slightly revised for a professional look.	revision for a professional look.
--------------------	-----------------------------------------------------------------	-----------------------------------

**Abstract**

**Research Question**

**Importance of Research/Literature Review**

**Methodology**

**Results**

<b>Writing Mechanics and Format</b>	No grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present	No more than 2 grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present	A few (more than 2) grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present	Many (more than 6) grammatical (English or mathematics) errors, spelling errors, typos, or stylistic difficulties present
-------------------------------------	-----------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------

**Writing Proficiency Worksheet**

**SID:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**Student Major:** ComputerScience

- 4. Secure
- 3. Satisfactory
- 2. Needs improvement
- 1. Unacceptable

	<b>Subject</b>	<b>Date Submitted</b>	<b>Quantity rating</b>	<b>Technical Accuracy Rating</b>	<b>Clarity and Grammar Rating</b>
Paper #1					
Paper #2					
Paper#3					
Paper #4					
	<b>Course NO</b>	<b>Course Name</b>	<b>Term Completed</b>	<b>Grade (P/F)</b>	
WI Course #1					
WI Course #2					
WI Course #3					
WI Course #4					

**Term Completed**

**Other writing materials submitted:**

ENG-101 & WPE

Satisfactory Completed                      Yes                      No

If not satisfactory, please explain the reason in the space provided below and return to the student.

Certified by:

Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

Chairperson: \_\_\_\_\_ Date: \_\_\_\_\_



Department of Mathematics and Computer Science

**Mathematics Program Writing Rubri**

Student Name: \_\_\_\_\_

Semester/Year

**Rubric for Math Writing Assignments:**

Course Number: \_\_\_\_\_

Assignment Description:

<b>Assignment #</b>	<b>4 - Excellent</b>	<b>3 - Satisfactory</b>	<b>2 - Needs Improvement</b>	<b>1 – Unsatisfactory</b>	<b>Rating</b>
	Completely satisfies the given specifications with few or no grammatical or notational errors.	Adequate and satisfies given specifications but needs minor revisions. Enough errors to notice, but they do not distract from the meaning.	Major revision is needed for meeting specifications. Enough errors to be distracting and begin to interfere with meaning.	Does not meet specifications. Errors are so pervasive as to make reading difficult and the meaning hard to understand.	
				<b>Date Submitted</b>	
<b>First Draft</b>					
<b>Revised</b>					

Describe Specific Revisions to First Draft Needed to Pass:

### III. Department: Biology and Environmental Science

Name: \_\_\_\_\_

Graduating Class: \_\_\_\_\_

Advisor: \_\_\_\_\_

Item	Due	First submitted (date)	Revision Submitted (date)	Rubric Score (rubric should be attached)	Passed (>75%) Y/N
Resumé	Dec. Jr Year				
Cover letter	Dec. Jr Year				
Personal Statement	Dec. Jr Year				
Lab Report 1	Dec. Jr Year				
Lab Report 2	Senior Year				
Research Paper	Senior Year				
Capstone	Senior Year				
Other					

- **Resumé:** An up-to-date resumé should be included in your portfolio.
- **Cover Letter:** A standard cover letter that can be used for an internship, job or graduate school application.
- **Personal Statement:** The personal statement should be appropriate for an internship or graduate school application.
- **Two lab reports:** One from Genetics or from first semester Junior year and one from a 300 or 400 level course.
- **Research Paper:** At least one research paper authored in one of the science classes required for the major
- **Capstone:** Everything from summer research internships: abstract, PowerPoint and/or poster or the research paper from the senior seminar capstone class or a comprehensive report about a study abroad experience.
- **Other:** This can be an additional research paper or lab report that is of exceptional quality and should be included in the portfolio to accurately reflect the student's ability. It may also be a publication or other document that enhances the portfolio.



**Biology and Environmental Science Writing Portfolio Common Rubric for Cover Letters**

Cover Letter Rubric	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
	90-100%	75-89%	55-74%	Below 55%
<b>Opening Paragraph/ Introduction (20%)</b>	The paragraph identifies who you are, the position you are interested in, how you heard of the opportunity and that you are genuinely interested. The paragraph grabs the attention of the reader.	The paragraph does not grab the reader’s attention or is missing one of the required components listed under “exceeds expectations”.	The paragraph does not grab the reader’s attention and is missing one of the required components listed under “exceeds expectations”. OR the paragraph does grab the reader’s attention but is missing two of the required components.	The paragraph does not grab the reader’s attention and is missing more than one of the required components.
<b>Middle Paragraph/ Identification of Skill and Experience (30%)</b>	The paragraph identifies one or two of your strongest qualifications and clearly relates these to the job description. The paragraph also emphasizes the resume, explains why you are interested and how you can benefit the company.	The paragraph weakly identifies one or two qualifications and relates these to the job description. The paragraph does not give the reader a desire to look at the resume. The paragraph barely explains why you are interested and how you can benefit the company.	The paragraph does not identify one or two qualifications, or does not relate the qualifications to the job description. The paragraph does not give the reader a desire to look at the resume. The paragraph does not convey why you are interested and how you can benefit the company.	The paragraph does not bring out qualifications, does not relate to the job description and/or does not convey your interest or how you can benefit the company.
<b>Closing Paragraph (20%)</b>	The paragraph thanks the reader for their time. The paragraph includes your contact information and is assertive about how you will follow up and after a given time period.	The paragraph may or may not thank the reader. The paragraph includes contact information but is not assertive or does not leave room for follow-up.	The paragraph may or may not thank the reader. The paragraph does not include contact information and is not assertive or does not leave room for follow-up.	The paragraph does not thank the reader. The paragraph does not include contact information and is not assertive and does not leave room for follow-up.
<b>Layout and format (15%)</b>	The letter uses business format with date and addresses at the top and a signature at the bottom. The receiver is accurately addressed. The letter contains all the required components with the correct spacing between paragraphs.	The letter uses business format with one mistake. The receiver is accurately addressed. The letter contains all the required components with the correct spacing between paragraphs.	The letter uses business format with one or more mistakes. The receiver is not accurately addressed. OR the letter does not contain all the required components with the correct spacing between paragraphs.	The letter does not use business format. The receiver is not accurately addressed. The letter does not contain all the required components with the correct spacing between paragraphs.
<b>Mechanics (15%)</b> Spelling, punctuation, capitalization, italics	There are no spelling, punctuation, capitalization or grammar errors.	There are 1-3 errors in spelling, punctuation, capitalization or grammar.	There are 4-5 errors in spelling, punctuation, capitalization or grammar.	There are more than 5 errors in spelling, punctuation, capitalization or grammar.

## Biology Writing Portfolio Common Rubric for Personal Statements

Personal Statement Rubric	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
	90-100%	75-89%	55-74%	Below 55%
<b>Purpose (Thesis Statement) (20%)</b>	The purpose of the personal statement is clearly conveyed. The opening paragraph grabs the attention of the reader with a thesis statement that clearly names the topic and outlines the main points to be discussed.	The purpose is clearly conveyed, but the opening paragraph does not grab the reader's attention or the thesis statement is missing or unsupported with additional information.	The purpose is unclear, and the opening paragraph does not grab the reader's attention or the thesis statement is missing or unsupported with additional information.	The purpose is unclear, the thesis statement is missing, and the opening paragraph does not engage the reader.
<b>Organization (25%)</b>	The order of ideas is engaging and fully developed. The progression is logical, unforced and easy to follow. It reaches a well-stated conclusion that is consistent with the content.	The organization supports the thesis. The progression is logical but somewhat forced. It reaches a conclusion that is consistent with the content.	The organization is difficult to discern. The progression is not always logical, and the conclusion is not completely consistent with the content.	There is little or no organization. The progression is illogical and/or the conclusion is either missing or completely inconsistent with the content.
<b>Content (30%)</b>	The content offers significant information about the writer. All of the evidence and examples are specific and relevant, and the explanations given show how each piece of evidence supports the writer's position.	The content offers relevant information about the writer. Examples are given to support the information, but, in some cases, the examples do not clearly support the premise.	The content offers relevant information about the writer, but there are few, if any, examples that support the information.	There is insufficient information for the reader to learn much about the author and no examples to support the information that is presented.
<b>Writing (15%)</b>	The language is colorful and varied, and the writing is clear and interesting. The writing is authentic and original, and it sounds natural. It is not repetitive.	The writing is clear and interesting, but the choice of language loses some of the authenticity and originality of the document.	The writing is somewhat clear, but the language is dull with some repetition. The document sounds somewhat forced.	The writing is difficult to follow and detracts from the content. The language is uninteresting and repetitive with excessive use of clichés. It sounds forced and unoriginal.
<b>Mechanics (10%)</b> Spelling, punctuation, capitalization, grammar	There are no spelling, punctuation, capitalization or grammar errors.	There are 1-3 errors in spelling, punctuation, capitalization or grammar.	There are 4-5 errors in spelling, punctuation, capitalization or grammar.	There are more than 5 errors in spelling, punctuation, capitalization or grammar.

**Rubric for Biology Research Paper:**

<b>Research Paper Rubric</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Does Not Meet Expectations</b>
	<b>90-100%</b>	<b>75-89%</b>	<b>55-74%</b>	<b>Below 55%</b>
<b>CONTENT (65%)</b> Clear thesis statement (main idea), logical and systematic development of thesis, supporting details and examples, strong conclusion, factual accuracy, originality, content organization - introductory paragraph, body of paper, summary paragraph, and conclusion	The thesis is stated clearly in one sentence in a strong introductory paragraph and well developed with supporting details throughout the body. Concise summary and strong conclusion are given. The content is logical, original, and accurate.	The thesis is stated clearly in a good introductory paragraph; more supporting details could be presented. Content is accurate and logical for the most part. Content organization is adequate.	The thesis needs to be stated more clearly and developed more systematically in the body of the paper. More supporting details and examples are needed. The introductory paragraph and conclusion are not strong.	The thesis is unclear and not developed. The content is not logically or systematically presented. Most content is inaccurate or not supported with details. Major problems with content organization. No originality.
<b>REFERENCES (15%)</b> References cited correctly in text and formatted correctly in reference list; adherence to guidelines regarding format of references and number of references	Perfect in fulfilling all directives appropriately. All references used are of scholarly quality and are important to the researched topic.	Contains all required elements but minor errors in formatting. References used appear sufficient.	Minor errors and omissions. A few references are missing and/or cited/formatted incorrectly. Some references used are not important to the topic or not good quality.	Major errors in citations and formatting and omissions. Did not follow guidelines. Most references used are not important and poor quality or completely lacking references.
<b>MECHANICS OF WRITING (20%)</b> Adherence to guidelines regarding page length, fonts, spacing, margins, cover page; correct grammar, punctuation, and spelling; sentence structure (well-structured and varied); transitions (logical flow and connection of ideas); sequencing (logical order); proper language	Paper is clear and well written. Guidelines met completely. Correct grammar, punctuation, and spelling. Well-structured, clear, concise, and varied sentences. Logical and cohesive organization.	Minor errors in guidelines, grammar, punctuation, and spelling. Average organization, some areas could be better organized.	Several elements in guidelines not met. Major grammatical and spelling errors. Improper use of language. Several areas could be better organized. Little to no cohesion.	Guidelines not met. Unclear. Poor organization. Not cohesive. Major errors in grammar, punctuation, spelling, and language usage.
<b>Totals for columns</b>				

**Biology Writing Portfolio Common Rubric for Resumes**

Resume Rubric	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
	90-100%	75-89%	55-74%	Below 55%
<b>Presentation and Format (30%)</b>	The document is attractive. Attention is drawn to the content. The material is easy to read. Guidelines for length, layout, spacing and alignment are satisfied.	Formatting guidelines for length, layout, spacing and alignment are almost always followed. A few problems in the format, but readability and attractiveness are not affected.	Formatting is consistently inconsistent. Readability and attractiveness are negatively affected.	Guidelines for formatting are not followed. The resume is difficult to read and is unattractive.
<b>Style (15%)</b>	Fonts are consistent and easy to read. Font sizes vary appropriately for headings and text. Use of font styles (italics, bold, etc) is used consistently and improves readability.	There are one to two inconsistencies in the fonts and styles, but the text is still easy to read.	The text is difficult to read because of several inconsistencies in the fonts and styles.	No consistency of fonts and styles. The resume is difficult to read as a result and reflects negatively on the author.
<b>Content (30%)</b>	It contains all necessary sections including contact information, education, internships, jobs, volunteering, honors and awards, scholarships, references. Relevant education and experience substantiate position sought and are presented in reverse chronological order. Action phrases are used to describe duties and skills.	Almost all necessary items are included. There are 1-2 errors in the content such as a missing section or non-action verbs. Relevant education and experience mostly support position sought.	Several content areas are missing. There are errors in presentation. Relevant education and experience provide little support for position sought.	There are many errors and/or omissions in the content. Major sections are missing. Position sought is not supported by relevant education and experience.
<b>Grammar and Vocabulary (15%)</b>	Accurate English grammar and vocabulary are used.	There are 1-3 errors in the use of English grammar and vocabulary.	There are 4-5 errors in English grammar and vocabulary.	There are more than 5 errors in English grammar and vocabulary.
<b>Mechanics (10%)</b> Spelling, punctuation, capitalization, italics	There are no spelling, punctuation or capitalization errors.	There are 1-3 errors in spelling, punctuation or capitalization.	There are 4-5 errors in spelling, punctuation or capitalization.	There are more than 5 errors in spelling, punctuation or capitalization.

## IV. Department: Nursing and Health Sciences

The information for Nursing is being compiled by the department. Please check at a later date.

### Health Sciences:

#### HPR 130: Character Counts Paper

20 pts

Name \_\_\_\_\_

	Met(5 pts)	PartiallyMet (3)	Not Met (0)	Comments
1. Follows instruction for a 1-2 page paper, double-spaced				
2. Describes positive qualities.	Fully describes positive qualities in complete detail	Partially describes positive qualities	No details are given	
3. Describes distracting qualities	Fully describes distracting qualities	Partially describes distracting qualities	No details are given	
4. Relates qualities to career choice	Fully relates qualities to career	Partially relates qualities to career	No relationship given	
<b>TOTAL POINTS</b>				

## **HPR 130: Intro to HPER**

### **Assignment: "Character Counts"**

Compose a 1-2 page typed, double-spaced paper that describes your "qualities" and how they may (1) affect your choice of career and (2) how they may increase your potential for securing a particular job. Also, identify any distracting characteristics that may detract from your potential success.

**HPR 415: Annotated Bibliography**

Name \_\_\_\_\_

	Met (5 pts)	Partially Met (3)	Not Met (0)	Comments
Referenced Citation				
Paraphrased Article				
Validity of Article				
Usefulness of Article				
Correct APA Style				
Total Points				

**HPR 415: Research Project**

Review of Literature (40 pts)

Name \_\_\_\_\_

	<b>Exemplary (100%)</b>	<b>Adequate (80%)</b>	<b>Inadequate (0%)</b>
Introductory Statement: Purpose Clearly stated (5 pts)	Clearly states the purpose (5)	States the purpose (3)	Does not state the purpose (0)
Literature Review: Discussion Well organized (10 pts)	Well organized; uses transitions to flow from ideas (10)	Somewhat organized (8)	No evidence of organization (0)
Thorough (supported w/ sufficient data) (10 pts)	Well-supported; ample evidence of data noted (10)	Somewhat supported with data (8)	Not supported with ample data (0)
Clarity (5 pts)	Easy to read, (5) effective use of transitions/smooth	Mostly readable, few distractions (3)	Difficult to (0) read/understand w/out re-reading
<u>APA Style:</u>  12 pt font, Times New Roman, Doubled-spaced, paragraphs correctly formatted (3 pts)	Follows APA format (3)	Mostly follows APA format (2)	Does not follow APA format (0)
Correct Referencing (2 pts)	Uses correct referencing (author,date,yr) (2)	Mostly uses correct referencing (1)	Does not use correct referencing (0)
Grammar/Spelling/Punctuation (5 pts)	Free of syntax, grammar, punctuation errors (5)	Mostly free of syntax errors (3)	Many errors (0)



TOTAL (40 pts)			
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Suggestions:

## HPR 415: Research Project

### Introduction (40 pts)

Name \_\_\_\_\_

	<b>Exemplary (100%)</b>	<b>Adequate (80%)</b>	<b>Inadequate (0%)</b>
Identifies the problem: (10 pts)	Clearly identifies the problem	Identifies the problem	Does not present the problem
Thesis Statement: (10 pts)	Clearly stated at end of last paragraph	Stated in body of Introduction	No evidence of thesis statement
Clarity	Easy to read, effective use of transitions/smooth	Mostly readable, few distractions	Difficult to read/understand w/out re-reading
<u>APA Style:</u> 12 pt font (2 pts)	Follows APA format	Mostly follows APA format	Does not follow APA format
Times New Roman (2 pts)	Uses Times New Roman		Does not use Times New Roman
Doubled-Spaced (2 pts)	Double spaces document		Does not double space
1" margins (2pts)	Uses proper margins		Does not use proper margins

Unjustified paragraphs (2 pts)	Document is unjustified		Document is not unjustified
Correct Referencing (2 pts)	Uses correct referencing (author, date, yr)	Mostly uses correct referencing	Does not use correct referencing
Grammar/Spelling/Punctuation (3 pts)	Free of syntax, grammar, punctuation errors	Mostly free of syntax errors	Many errors
TOTAL (40 pts)			

Suggestions:

Conclusion  
25 pts

Name \_\_\_\_\_

Restates Thesis 5 pts	
Statements move from specific to general 5 pts	
Summarizes major points 5 pts	
Gives final analysis /suggest future research in area 5 pts	
Concluding statement grabs attention of audience 5 pts	
TOTAL 25 pts	

Suggestions:

**HPR 415: Issues and Trends**

Rationale

20 pts

Grader \_\_\_\_\_

Name \_\_\_\_\_

Importance of Topic	4 pts	
Data/Statistics that support topic	10 pts	
APA Format	4 pts	
Grammar	2 pts	
<b>TOTAL</b>	<b>20 pts</b>	

Comments:

**HPR 415: Issues and Trends**

Rationale

20 pts

Grader \_\_\_\_\_

Name \_\_\_\_\_

Importance of Topic	4 pts	
Data/Statistics that support topic	4 pts	
APA Format	2 pts	
Grammar	2 pts	
<b>TOTAL</b>	<b>20 pts</b>	

Comments:

**HPR 415: Research Project Evaluation  
(85 pts)**

Project Title \_\_\_\_\_ Name \_\_\_\_\_

Abstract (5 pts)		
Introduction (10 pts)		
Statement of the Problem (5 pts)		
Rationale (20 pts)		
Review of Literature (25 pts)		
Conclusion (5 pts)		
Reference Page (5 pts)		
OVERALL (5 pts)  (Clear, Cogent - convincing,  Thorough, Well-organized)		
APA Format (5)		
TOTAL (85 pts)		

Comments:

## HPER 325 – Drug Prevention/Education/Treatment Paper

### Grading Rubric

	Meets Expectations (100%)	Partially Meets Expectations (80%)	Does Not Meet Expectations (0%)	Score
Drug program availability (5)	Clearly describes availability of drug program	Omits some important elements of drug program	Does not present drug program availability at all	
Screening & assessment (5)	Concisely states drug program screening & assessment procedures	Only includes a few examples of drug program screening & assessment	No mention of drug program screening & assessment	
Drug plan goals (8)	Briefly explains goals surrounding drug program	Identifies a few goals associated with drug program	Omits goals associated with drug program	
Drug program intervention (8)	Correctly describes drug program intervention	Basically identifies a few drug program intervention strategies	No drug program intervention included	
Dignity (10)	Completely identifies how program ensures patient dignity	Partially identifies how program ensures patient dignity	Does not state how program ensures patient dignity	
Targeted subgroups (10)	Includes current subgroups for particular drug program	Only includes general subgroups for all drug programs	Targeted subgroups not mentioned	
Criminal justice system (10)	Discusses relationship with criminal justice system for particular drug program	Generalizes criminal justice system response for all drug programs	Omits criminal justice system relationship	
Community involvement (10)	Presents current status and recommendations for particular drug program	Includes only general status and generalized recommendations drug programs	Does not include any community involvement issues in drug programs	
Clarity (8)	Logical progression, good readability,  Smooth transitions	Mostly presented in logical progression with a few distractions	Difficult to read, lacks logical sequence	
APA Style (8)	Follows APA format	Mostly follows APA format	Does not follow APA format	
References	Uses correct	Contains mostly error-	Referencing is not	



(8)	references	free references	correct	
Paper mechanics (8)	No syntax, grammar, punctuation errors	Mostly free of syntax, grammar, punctuation errors	Many errors	
Punctuality (2)	Submitted on or before due date		Late submission	

Total (100): \_\_\_\_\_

## HPR 275: Disease Prevention for the Elderly

### Case Study: Part II

After you interview your “patient,” you will type a 2-3 page assessment on your findings.

**Format:** Paragraph format, typed, double-spaced, not to exceed 3 pages.

**Due Date:** Last day of class, stapled together with part I.

**Includes:**

- ✓ Paragraph describing your assessment of the health status of the individual (i.e., excellent, average, above-average, below average, poor). This paragraph must use concrete examples from part I to back-up your assessment.
- ✓ Advice that you might give as a follow-up if you were a health care practitioner. Must include THREE pieces of advice based on your findings.
  - Can include: exercise, nutrition, sleep, activities of daily living, social interaction, vitamin intake
  - MUST include why you are giving this advice (e.g., I would recommend that my patient begin to strength train with light weights 3 x per week and intake more calcium due to osteoporosis.).

Remember, no matter how healthy we are, we can always do something better.

To be graded:	Meets expectations (9-10)	Partially meets (7-8)	Does not meet (0-6)
Grammar/spelling/punctuation	Free of syntax, grammar, word choice, punctuation errors	Mostly free of syntax, grammar, word choice, punctuation errors	Many errors
Health status assessment	Clearly, precisely written with plausible reasons	Is not clearly written or is not written with plausible reasons	Neither clearly written nor written with plausible reasons
Advice # 1 (with back-up)	Clearly, precisely describes with plausible reasons	Is not clearly written or is not written with plausible reasons	Neither clearly written nor written with plausible reasons
Advice # 2 (with back-up)	Clearly, precisely describes with plausible reasons	Is not clearly written or is not written with plausible reasons	Neither clearly written nor written with plausible reasons
Advice # 3 (with back-up)	Clearly, precisely describes with plausible reasons	Is not clearly written or is not written with plausible reasons	Neither clearly written nor written with plausible reasons
Conclusion Statements	Clear summary of all findings	Clear summary of most findings	Unclear or inadequate summary findings

## Internship Seminar: Resume

**Due: Next class**

**Point value of entire assignment: 36 points**

**Directions:**

1. Using class discussions and the book on reserve in the library, formulate your resume.
2. Remember to use standard formats for a health-related resume

Remember that you are graded on layout, grammar, spelling, punctuation and style. Be sure to double-check your work before you hand it in. Take your time with assignment; you will be sending it out to potential internship sites!

Grading rubric for writing (Possibility of 36 points)

Topic	Meets expectations	Partially meets	Does not meet
Layout is aesthetically pleasing			
Columns are lined-up			
Clear presentation of ideas			
Correct language mechanics (spelling, punctuation, grammar)			
Proper verb tenses			
Proper word choice			
Relevant examples			
Clear relationship b/n point of view & examples			
Letter is geared toward health field			

Aesthetics (Professional lay-out and look)			
Space of paper used adequately			
Reference list is complete			

This sheet must be attached to completed assignment. Please note: this assignment will be graded and handed back to you for re-submission following corrections.

## Internship Seminar: Cover Letter

**Point value of entire assignment:**

**Directions:**

1. Using class discussions and the book on reserve in the library, formulate a cover letter that is tailored to you and your goals.
2. Remember to include at least 3 complete paragraphs and to use proper business letter format.
3. If you already have a possible internship site in mind, write the cover letter to them.

Remember that you are graded on content, grammar, spelling, punctuation and style. Be sure to double-check your work before you hand it in. Take your time with these answers because we will be using these questions as a basis for the semester.

Grading rubric for writing (Possibility of 21 points)

Topic	Meets expectations	Partially meets	Does not meet
Business letter format			
Clear presentation of ideas			
Sentences are coherent and flow into paragraphs			
Correct language mechanics (spelling, punctuation, grammar)			
Proper word choice			
Relevant examples			
Clear relationship b/n point of view & examples			
Letter is geared toward a particular opening			
Aesthetics (Professional lay-out)			

and look)			
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This sheet must be attached to completed assignment.

Please note: this assignment will be graded and handed back to you for re-submission following corrections.

