

Recommended rubrics for grading the ESSAY Type Question

Traits	4	3	2	1
Focus & Details	There is one clear, well focused topic. Main ideas are clear and are well supported by detailed and accurate information.	There is one clear, well focused topic. Main ideas are clear but are not well supported by detailed information.	There is one topic. Main ideas are somewhat clear.	The topic and main ideas are not clear.
Organization	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction states the main topic. A conclusion is included.	There is no clear introduction, structure, or conclusion.
Voice	The author's purpose of writing is very clear, and there is strong evidence of attention to audience. The author's extensive knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author's knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is evidence of attention to audience. The author's knowledge and/or experience with the topic is/are limited.	The author's purpose of writing is unclear.
Word Choice	The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced	The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone.	The author uses words that communicate clearly, but the writing lacks variety.	The writer uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.
Sentence Structure, Grammar, Mechanics, & Spelling	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.

<http://www.readwritethink.org/files/resources/printouts/Essay%20Rubric.pdf>

How to grade: 4 is the highest and 1 is the lowest

1. HPS = 20 points

Criteria	Score
1. Focus & Details	4
2. Organization	3
3. Voice	2
4. Word Choice	3
5. Sentence Structure, Grammar, Mechanics, & Spelling	4
Total:	16

**2. Score = 16/20
=.8= 80%**

Recommended Rubrics for Workshop Activities

Table 1

Criteria for Key Performance Indicators	1	2	3	4	5
1. Interpersonal Skills in Group Work					
2. Participation to Achieve Group Goals					
3. Procedural Knowledge					
4. Safety					
5. Use of Equipment					
6. Work Area					
7. Accuracy of work					
8. Return of Equipment					

Note:

For group work consider item #1 to 8

For individual performance consider item #3 to 8 only

Table 2: LABORATORY SKILLS RUBRIC

Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
	<50%	50 - 62%	63 - 78%	79 - 88%	89 - 100%

1. Interpersonal Skills in Group Work	Never interacts	Rarely to interacts positively within a group, even with prompting, and shows frequent lack of sensitivity to others' feelings and abilities in opinions expressed	Interacts with other group members if prompted, but sometimes expresses opinions which are insensitive to the abilities and feelings of others	Interacts with all group members spontaneously and contributes in a way that is sensitive to the abilities and feelings of others	Interacts positively with all group members, encourages such interaction in others, and is always sensitive to the abilities and feelings of others' contributions
2. Participation to Achieve Group Goals	No commitment	Shows little commitment to group goals and fails to perform assigned roles	Demonstrates commitment to group goals, but has difficulty performing assigned roles	Demonstrates commitment to group goals and carries out assigned roles effectively	Actively helps to identify group goals and works effectively to meet them in all roles assumed
3. Procedural Knowledge	Never show appropriate or inappropriate skill.	Selects appropriate or inappropriate skills and/or strategies required by the task and makes critical errors in applying them	Selects and applies appropriate skills and/or strategies required by the task, but makes a number of non-critical errors in doing so	Selects and applies the appropriate strategies and/or skills specific to the task without significant errors	Selects and applies appropriate strategies and/or skills specific to the task without error, and applies some in innovative ways
4. Safety	Never follow safety procedures	Requires constant reminders to follow safety procedures	Requires some reminders to follow safety procedures	Follows safety procedures with only minimal reminders	Routinely follows safety procedures
5. Use of Equipment	Improper use of tools & equipment	Uses tools, equipment and materials with limited competence	Uses tools, equipment and materials with some competence	Uses tools, equipment and materials with considerable competence	Uses tools, equipment and materials with a high degree of competence
6. Work Area	Refuse to clean the area	Requires constant reminders to clean work	Requires some reminders to clean work area	Cleans work area with only minimal reminders	Routinely keeps work area clean without reminders

		area			
7. Accuracy of work	Failed to finished the work	The circuit needs rewiring	The circuit works with major rectification when tested	The circuit works with minor rectification when tested	The circuit works without any rectification when tested
8.Return of Equipment	Never attempt to return the equipment	Requires constant reminders to return equipment	Requires some reminders to return equipment	Returns equipment with only minimal reminders	Always returns equipment with no reminders

Reference: www.hwdsb.on.ca/hillpark/.../laboratory_skills_rubric_snc1d.doc

Table 3: Permutation table:

Ave	% equiv	Ave	% equiv	Ave	% equiv	Ave	% equiv	Ave	% equiv
5.0	100	4.0	88	3.0	78	2.0	62	1.0	50
4.9	98	3.9	87	2.9	77	1.9	60	0.9	49
4.8	96	3.8	86	2.8	76	1.8	58	0.8	48
4.7	95	3.7	85	2.7	74	1.7	57	0.7	47
4.6	94	3.6	84	2.6	72	1.6	56	0.6	46
4.5	93	3.5	83	2.5	70	1.5	55	0.5	45
4.4	92	3.4	82	2.4	69	1.4	54	0.4	44

4.3	91	3.3	81	2.3	67	1.3	53	0.3	43
4.2	90	3.2	80	2.2	65	1.2	52	0.2	42
4.1	89	3.1	79	2.1	63	1.1	51	0.1	41

Note: colored red is failed based on 70% passing.

How to compute:

1. Accomplish the table 1 and rate the student's performance according to the key performance indicator in table 2.
5 being the highest and 1 being the lowest.
2. For group work consider items 1 to 8:
3. Add each item:
example a student gets 4 in every criterion: $4 \times 8 = 32$ and divide 32 by 8

 $32/8 = 4$
4. Refer to table 3 for the equivalent of 4 = 88%
5. Therefore the grade is 88%