Rubrics (Assignment 1)

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| Outcome | 4.5-5 | 3.5-4 | 3 | 2 | 0-1 |
| *Content* is complete,  accurate, and well organized | Definitely  demonstrates  all of these | One of these  factors may be  missing, such  as being well  organized | Two of these factors are partly missing, such as being too short and some inaccuracies | Only one of these factors can actually be considered well done | Paper does not demonstrate  any of these factors at a  university level |
| Good *design examples* are complete, clear and make sense. The design points reference relevant design principles and are well justified and explained (i.e., no ***jargon***). | Demonstrates all of these. | One of these factors may be missing (e.g., an example doesn't clearly match the design elements or the design principles. | Two of these factors are partly missing, such as mismatched design principles and the justification is not clear (uses too many jargons, such as *intuitive*). | Only one of these factors is actually met. | Examples/points are missing or don't demonstrate any of these factors. |
| *Bad design examples* are complete, clear and make sense. The violated points reference relevant design principles and are well justified and explained (no jargon). | Demonstrates all of these. | One of these factors may be missing (e.g., example doesn't clearly match the design elements or the design principles don't seem to match the violated design element). | Two of these factors are partly missing, such as mismatched design principles and the justification is not clear (uses too many jargons, such as *intuitive*). | Only one of these factors is actually met. | Examples/points are missing or don't demonstrate any of these factors. |
| *Design suggestions* are complete, clearly described, based on principles, and justified. If it uses marked-up screenshots, they make sense. They are well explained and free of jargon. | Demonstrates all of these. | One of these factors may be missing (e.g., the reasoning for the improvement does not involve design principles or does not seem to make sense) | Two of these factors are partly missing, such as using appropriate design principles and the justification is not clear (uses too many jargons, such as *intuitive*). | Only one of these factors is actually met. | Suggestions are missing or don't demonstrate any of these factors. |
| Spelling | No errors, has obviously been proofread | Minor errors | A few errors should have been better proofread, but readability is not affected | Many errors, assignment was obviously not proofread | A significant number of errors, such that it affects readability |
| Grammar | Writing is well done, cohesive, obvious academic level writing. | There may be one or two errors but overall grammar is decent | There are several grammar errors or student maybe writing in a language that is too informal | There are grammar errors, and the language is too informal (sounds more like spoken conversation) | Student is having obvious difficulties writing at an academic level, such that it may affect readability of the assignment |

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| **Components** | **Score** | **Total** |
| Content | Out of 5 |  |
| Good design examples | Out of 5 \* 2 |  |
| Bad design examples | Out of 5 \* 2 |  |
| Design solutions | Out of 5 \* 2 |  |
| Spelling | Out of 5 |  |
| Grammar | Out of 5 |  |
| **TOTAL** | **Out of 45** |  |

**Total out of 10 \_\_\_\_\_\_\_**