**APUS Assignment Rubric Lower Level**

**Graduate 500-600 Courses**

**Updated: June 2012**

**Full Rubric for Classroom Publication**

**School of Security and Global Studies Rubric Features**

* Rubric categories are evenly distributed – 20 points per category.
* Assignment settings equal 100 points for each assignment.
* Grade book is set for weighted categories (not points).
* Separate rubrics in 100-200, 300-400, 500-600 level courses for assignments.
* Standard forum discussion rubric for all levels.

**Quick Table for Insertion in Assignments (within Word document)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Exemplary 16-20** | **Accomplished 11-15** | **Developing 6-10** | **Beginning 0-5** | **Total** |
| Synthesis of Knowledge |  |  |  |  |  |
| Foundation of Knowledge |  |  |  |  |  |
| Application of Knowledge |  |  |  |  |  |
| Organization of Ideas/Format |  |  |  |  |  |
| Writing and Research Skill |  |  |  |  |  |
| **Total** |  |  |  |  |  |

**Synthesis of Knowledge (Focus/Thesis)**[Graduate Learning Outcomes Assessment Objective 4]

**Beginning**

Exhibits a limited understanding of the assignment. Reader is unable to follow the logic used for the thesis and development of key themes. Introduction of thesis is not evident, and reader must look deeper to discover the focus of the writer. Student’s writing is weak in the inclusion of supporting facts or statements.

**Developing**

Student exhibits a basic understanding of the intended assignment, but the thesis is not fully supported throughout the assignment. While thesis helps to guide the development of the assignment, the reader may have some difficulty in seeing linkages between thoughts. While student has included a few supporting facts and statements, this has limited the quality of the assignment.

**Accomplished**

Establishes a good comprehension of topic and in the building of the thesis. Student demonstrates an effective presentation of thesis, with most support statements helping to support the key focus of assignment.

**Exemplary**

Student exhibits a defined and clear understanding of the assignment. Thesis is clearly defined and well-constructed to help guide the reader throughout the assignment. Student builds upon the thesis of the assignment with well-documented and exceptional supporting facts, figures, and/or statements.

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**Foundation of Knowledge**  
[Graduate Learning Outcomes Assessment Objective 3]

**Beginning**

Student tries to explain some concepts, but overlooks critical details. Assignment appears vague or incomplete in various segments. Student presents concepts in isolation, and does not perceive to have a logical sequencing of ideas.

**Developing**

The assignment reveals that the student has a general, fundamental understanding of the course material. Whereas, there are areas of some concerning in the linkages provided between facts and supporting statements. Student generally explains concepts, but only meets the minimum requirements in this area.

**Accomplished**

Student exhibits above average usage of subject matter in assignment. Student provides above average ability in relating course content in examples given. Details and facts presented provide an adequate presentation of student’s current level of subject matter knowledge.

**Exemplary**

Student demonstrates proficient command of the subject matter in the assignment. Assignment shows an impressive level of depth of student’s ability to relate course content to practical examples and applications. Student provides comprehensive analysis of details, facts, and concepts in a logical sequence.

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**Application of Knowledge (Critical Thinking Skills)**  
[Graduate Learning Outcomes Assessment Objective 5]

**Beginning**

Student demonstrates beginning understanding of key concepts, but overlooks critical details. Learner is unable to apply information in a problem-solving fashion. Student presents confusing statements and facts in assignment. No evidence or little semblance of critical thinking skills.

**Developing**

Student takes a common, conventional approach in guiding the reader through various linkages and connections presented in assignment. However, student presents a limited perspective on key concepts throughout assignment. Student appears to have problems applying information in a problem-solving manner.

**Accomplished**

Student exhibits a good command of critical thinking skills in the presentation of material and supporting statements. Assignment demonstrates the student’s above average use of relating concepts by using a variety of factors. Overall, student provides adequate conclusions, with 2 or fewer errors.

**Exemplary**

Student demonstrates a higher-level of critical thinking necessary for graduate level work. Learner provides a strategic approach in presenting examples of problem solving or critical thinking, while drawing logical conclusions that are not immediately obvious. Student provides well-supported ideas and reflection with a variety of current and/or worldviews in the assignment. Student presents a genuine intellectual development of ideas throughout assignment.

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**Organization of Ideas/Format**

**Beginning**

Assignment reveals formatting errors and a lack of organization. Student presents an incomplete attempt to provide linkages or explanation of key terms.

**Developing**

Learner applies some points and concepts incorrectly. Student uses a variety of formatting styles, with some inconsistencies throughout the paper. Assignment does not have a continuous pattern of logical sequencing.

**Accomplished**

Student explains the majority of points and concepts in the assignment. Learner demonstrates a good skill level in formatting and organizing material in assignment. Student presents an above average level of preparedness, with few formatting errors.

**Exemplary**

Student thoroughly understands and excels in explaining all major points. An original, unique, and/or imaginative approach to overall ideas, concepts, and findings is presented. Overall format of assignment includes an appropriate introduction (or abstract), well- developed paragraphs, and conclusion. Finished assignment demonstrates student’s ability to plan and organize research in a logical sequence.

**Writing and Research Skill**[Graduate Learning Outcomes Assessment Objectives 1 and 2]

**Beginning**

Topics, concepts, and ideas are not coherently discussed or expressed in assignments. Student’s writing style is weak and needs improvement, along with numerous proofreading errors. Assignment lacks clarity, consistency, and correctness. Student fails to provide an adequate synthesis of research collected for assignment. The lack of appropriate references or source materials demonstrates the student’s need for additional help or training in this area. Student needs to review and revise assignment.

**Developing**

Assignment reflects basic writing and grammar, but with more than 5 errors. Key terms and concepts are somewhat vague and not completely explained by student. Student uses a basic vocabulary in assignment. Student’s writing ability is average, but demonstrates a basic understanding of the subject matter. Assignment provides a basic, but borderline perspective of student’s research abilities. Student has incorporated fewer source than required by the assignment and does not attempt to cover key elements of assignment.

**Accomplished**

Student provides an effective display of good writing and grammar. Assignment reflects student’s ability to select appropriate word usage and presents an above-average presentation of a given topic or issue. Assignment appears to be well-written with no more than three-five errors. Student provides a good final product that covers the above-minimal requirements. Student achieves an above average synthesis of research, but interpretation may be narrow in scope and description within assignment. Assignment contains the minimum resources and presents an average overview of key concepts.

**Exemplary**

Student demonstrates an excellent command of grammar, as well as presents research in a clear and concise writing style. The work represents a thorough, extensive understanding of word usage. Student excels in the selection and development of a well- planned research assignment. Assignment is error-free and reflects student’s ability to prepare graduate-level writing for possible publication in a peer-reviewed (refereed) journal. Student provides sophisticated synthesis of complex body of information in the preparation of assignment. Research provided by student contributes significantly to the development of the overall thesis. Student incorporates more than the minimum quality references in the development of the overall thesis. Student incorporates a variety of research resources and methodology in the preparation of assignment.