## CHECKLIST RUBRIC

**Note to instructors:** Criteria in a Checklist rubrics can be formulated by converting each item on a “Meets expectation” level of an analytic rubric into a prompt that elicits a binary response. It is important for the expectations to be as clear as possible. Such rubrics are best used in student peer assessments, when using a credit/no credit system of grading which is often used in alternative approaches to grading. The scoring system is only a guideline and can be modified based on needs of the course. While the checklist rubric below is very simplistic, details can be incorporated to be as transparent as possible regarding the expected criterion, for example, what does a relevant supporting evidence look like, or by providing sample assignments to students.

**Purpose of Assessment**: This assessment tests your ability to write a 2-page argumentative paper related to a question chosen by you based on …

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Levels of Performance** | |
| **Assignment Component** | **Yes**  **(1)** | **No**  **(0)** |
| Title Page contains a short and concise title of paper (10 words or less) |  |  |
| Chosen topic of paper is related to topics discussed in the class |  |  |
| Question is well-formed and articulated |  |  |
| At least 3 supporting evidence for the question are presented |  |  |
| Supporting evidence is relevant to the question |  |  |
| The writing is logical and grammatically correct |  |  |

**Scoring**: Each criterion that is met gets 1 point. A minimum of 10 points are needed to consider this assignment for credit. A maximum of 20 points can be achieved on this assignment.