

ENV1101

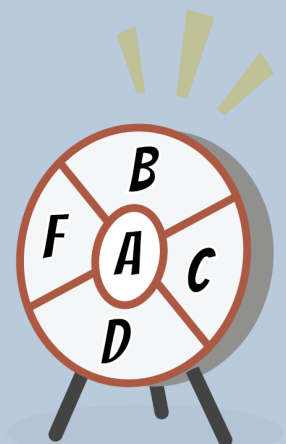
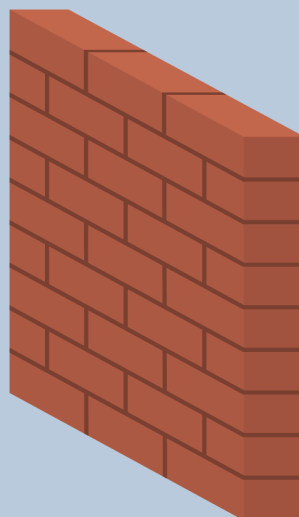
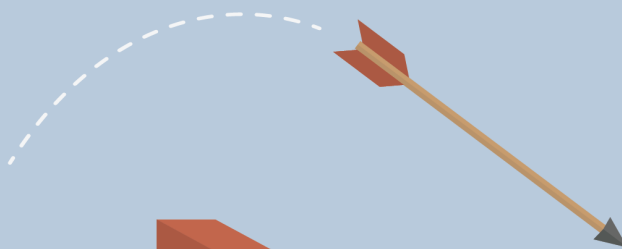
marking rubrics

RUBRICS?! I NEVER GIVE MY STUDENTS RUBRICS - THAT'S LIKE CHEATING! I MAY AS WELL DO THEIR ASSIGNMENTS FOR THEM!

I AGREE! UNI STUDENTS SHOULD KNOW THAT WE EXPECT THEM TO DELIVER CERTAIN UNDISCLOSED OUTCOMES. I SAY: KEEP THEM GUESSING ABOUT THE CRITERIA, AND THEY'LL WORK HARDER NOT TO FAIL. STRESS FACILITATES SUCCESS!



BESIDES, IF I GAVE THEM A RUBRIC, I'D HAVE TO ADMIT THAT I DECIDE THEIR GRADES WITH A DART BOARD.



STUDENT NAME & URL

ENV 1101 – ENVIRONMENTAL BLOG (30 % of final grade) – MARKING RUBRIC

CRITERION	SCORE				SCORE
	EXEMPLARY (3.5-4)	LEARNED (2.5-3)	BASIC (1.5-2)	APPRENTICE / INADEQUATE (0-1)	
A. FREQUENCY & REGULARITY (20)	<ol style="list-style-type: none"> > 9 posts Consistently updated weekly (1 / 7 days) 	<ol style="list-style-type: none"> 9 posts Mostly weekly updates 	<ol style="list-style-type: none"> 7-8 posts Updating a bit spotty 	<ol style="list-style-type: none"> < 7 posts Rarely updated weekly 	
B. THEME (10)	<ol style="list-style-type: none"> Totally relevant to ENV 1101 Complex / deep enough 			<ol style="list-style-type: none"> Barely / not relevant to ENV1101 Too basic 	
C. POST CONTENT (35)	<ol style="list-style-type: none"> All fit well with blog theme Shows superior knowledge All info is accurate Lots of upper-level thinking (analysis, synthesis, insight) Consistent scholarly approach (credible sources, attribution of ideas) Very original / creative Major growth in thinking 	Like blog scored as exemplary, but some elements not quite at the same standard	Like blog scored as apprentice, but some elements noticeably better	<ol style="list-style-type: none"> Several irrelevant posts Shows basic knowledge Many minor / several major inaccuracies Little / no evidence of upper-level thinking Rarely takes a scholarly approach Little to no originality / creativity Little to no growth in thinking 	
D. POST QUALITY (25)	<ol style="list-style-type: none"> All clear, concise & coherent Thoughtful approach with good flow Personality / voice shines through Consistently tailored to readers Publication quality: few / no writing errors 			<ol style="list-style-type: none"> Several unclear / verbose / incoherent Forced / careless approach / lack of flow Cannot ID author's voice / generic Lack of awareness of readers Unpolished: frequent minor / several major errors hinder understanding 	
E. ENGAGEMENT (10)	<ol style="list-style-type: none"> Blog is very inviting (visuals) Blog generates a lot of interest Highly responsive (promptly & thoughtfully addresses comments) 			<ol style="list-style-type: none"> Blog lacks appeal Blog gets few to no comments Not responsive (responses are very late, rare, cursory or irrelevant) 	
TOTAL					

STUDENT NAME & URL

STUDENT NAME & URL					COMMENTS BY PEERS & AUTHOR RESPONSES
POST #	1	PUBLISHED ON		EVALUATED ON	
POST #	2	PUBLISHED ON		EVALUATED ON	
POST #	3	PUBLISHED ON		EVALUATED ON	
POST #	4	PUBLISHED ON		EVALUATED ON	
POST #	5	PUBLISHED ON		EVALUATED ON	
POST #	6	PUBLISHED ON		EVALUATED ON	
POST #	7	PUBLISHED ON		EVALUATED ON	
POST #	8	PUBLISHED ON		EVALUATED ON	
POST #	9	PUBLISHED ON		EVALUATED ON	

Overall comments

GROUP NAME (student names)

ENV 1101 – GROUP SUSTAINABILITY PROJECT (30 % of final grade) – MARKING RUBRIC

CRITERION	SCORE				SCORE
	EXEMPLARY (3.5-4)	LEARNED (2.5-3)	BASIC (1.5-2)	APPRENTICE / INADEQUATE (0-1)	
A. THE PROBLEM (15)	<ol style="list-style-type: none"> Clearly identified Contributing factors & impacts identified Definitely worth addressing 			<ol style="list-style-type: none"> Not clear what the problem is Contributing factors & impacts not IDd May not be worth addressing 	
B. THE METHOD (25)	<ol style="list-style-type: none"> Method / thought process are clear Exploration involves use of appropriate and relevant evidence Superior evidence of critical-thinking Involves well-done cost/benefit analysis Applies interdisciplinary thinking 	Like project receiving exemplary rating, but some elements not quite at same standard	Like project receiving apprentice rating, but some elements noticeably better	<ol style="list-style-type: none"> Method / thought process are unclear Exploration based largely on subjective opinion / erroneous info Little to no evidence of critical-thinking No cost-benefit analysis Uni-disciplinary approach 	
C. THE SOLUTION (30)	<ol style="list-style-type: none"> Very well-grounded in research Highly innovative Effectively addresses the problem Totally feasible (do-able) Considers environmental & human benefits 			<ol style="list-style-type: none"> May not be based on research done Been there, done that Unlikely to solve the problem Impractical (e.g., too \$\$, not inclusive) Benefits may be one-dimensional 	
D. DELIVERABLE & PRESENTATION (30)	<ol style="list-style-type: none"> Both done to polished standard Everything is well-explained Presentation shared by all members, well-coordinated Just the right amount of detail Language is totally appropriate All questions well-answered 			<ol style="list-style-type: none"> Either or both may be sloppy Major elements not well-explained One person dominates, lack of coordination Too vague or overly detailed in places Level of vocabulary is inappropriate Questions not well-answered 	
				TOTAL	

GROUP NAME (student names)

Comments

STUDENT NAME

ENV1101 – PARTICIPATION (10 % of final grade) – MARKING RUBRIC

		SCORE			
CRITERION		0 to 5			
A. Attendance		Show up to every class / tutorial on time – each unexcused absence / late arrival / early departure is a deduction.			
B. In class participation		4.5-5	3-4	2 to 2.5	0 to 1.5
VERY ACTIVE, HIGH-QUALITY if you / your... <ul style="list-style-type: none"> • Contribute proactively • Often ask relevant questions • Readily answer questions asked • Are enthusiastic! • Use appropriate terminology • Contributions are thought-provoking • Contributions balanced among opinions, general impressions, critiques and questions • Are fully-prepared (e.g., done the readings, skimmed the slides) • Raise questions / comments on material consulted outside of class • Actively listen (clear from comments that build on others' remarks) • Presence enhances the class dynamic • Consistently interact with ENV1101 community members 		CONSTRUCTIVE	PASSIVE / SOMETIMES INATTENTIVE	APATHETIC / DESTRUCTIVE	
C. Other participation		4.5-5	3-4	2 to 2.5	0 to 1.5
VERY ACTIVE, HIGH-QUALITY if you... <ul style="list-style-type: none"> • Engage in blog community often & constructively (comment widely on your peers' blogs) • Seize additional opportunities to participate (e.g., when asked to complete forms, give feedback on your peers' projects, etc.) 		MAKES A REAL EFFORT	COULD ENGAGE MORE	NEEDS AN OVERHAUL	

STUDENT NAME

YOU MAY POSITIVELY AFFECT YOUR PARTICIPATION GRADE BY:

1. Becoming more active and/or making more effective comments that raise overall level of discussion and set examples for others.
2. Asking thoughtful questions that will enhance discussion and engage your peers.
3. Listening carefully to, supporting, and engaging your peers in discussion. This improves everyone's learning experience.
4. Engaging with your peers as widely as possible (as opposed to with a small, select clique).
5. Participating enthusiastically in the course blog, i.e., supporting the work of your peers (and not just your friends).

YOU MAY NEGATIVELY AFFECT YOUR PARTICIPATION GRADE BY:

1. Dominating class discussions, thereby restricting others' participation.
2. Disrupting others' opportunity to listen and/or participate.
3. Making negative, offensive and/or disrespectful comments.
4. Always having your webcam turned off.
5. Sleeping, displaying overt disinterest.