

Sample Rubric - Psychology 1A Assignment

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Discuss how understanding of intelligence changed after reading textbook and exploring Gardner's model (use own words)	Student unable to demonstrate understanding of intelligence according to textbook or Gardner's model	Student begins to explore understanding of intelligence according to textbook and Gardner's model but relies heavily on quotations from text and/or website	Student demonstrates an understanding of intelligence according to textbook and Gardner's model but misses a few key points	Student demonstrates an understanding of intelligence according to textbook and Gardner's model and is able to express provide a detailed analysis of the material	
Discuss Gardner's definition of intelligence and how it is different or similar to the textbook	Student does not provide Gardner's definition of intelligence or compare it to the text material	Student able to provide a rudimentary definition of intelligence but does not compare it to the text material	Student provides a detailed definition of intelligence and provides a rudimentary comparison to the text	Student provides a detailed definition of intelligence and provides a detailed comparison between Gardner's model and the text	
Discuss how using Gardner's model of intelligence would affect education at any level (student must use self as a reference point and compare and contrast when possible)	Student only describes Gardner's model and is unable to relate how it would affect education on any level or student unable to use self as a reference point and compare and contrast models of education	Student discusses how model would affect education in general but unable to use self as a reference point or compare and contrast models of education	Student discusses how model would affect education and uses self as reference point and begins to compare and contrast education models	Student discusses how model would affect education, uses self as model and details how educational models are different	
Discuss the usefulness of multiple intelligences, both personally and for the larger society	Student unable to identify usefulness of multiple intelligence	Student identifies usefulness of multiple intelligence but unable to see its benefit to self/larger society	Student identifies the usefulness of multiple intelligence and begins to explore its usefulness to self/larger society	Student identifies the usefulness of multiple intelligence and details how it is useful to self/larger society	
Describe TWO ways you are smart according to MI inventory and how it shows in your behavior	Student either identifies no ways or only one way he/she is smart and does not address personal behavior	Student identifies two ways he/she is smart but does not address personal behavior	Student identifies two ways he/she is smart and begins to explore personal behavior	Student identifies two ways he/she is smart and details how this is demonstrated in personal behavior	
Include a copy of MI results with essay	Student does not include results	n/a	n/a	Student includes results	

Rubric created by Karolyn van Putten, Psychology Department, Laney College

Sample Rubric - Psychology 1A Assignment

	Beginning	Developing	Accomplished	Exemplary	Score
	1	2	3	4	
Describe the research question that will be answered by the proposed experiment	Student describes the experiment but does not identify what question will be answered	Student describes the experiment and demonstrates superficial knowledge of what questions will be answered by the experiment	Student describes the experiment and demonstrates a working knowledge of what questions will be answered by the experiment	Student describes the experiment and demonstrates advanced knowledge of what questions will be answered by the experiment and explores the implications of the experiment	
Describe what you are asked to believe or accept about the proposed experiment	Student unable to describe what he/she is being asked to believe/accept and only describes why he/she would not believe experiment	Student identifies what he/she is being asked to believe in a tertiary manner	Student identifies what he/she is being asked to believe and offers a brief discussion	Student identifies what he/she is being asked to believe and offers an engaging discussion	
Describe the evidence provided to support assertions	Student unable to describe evidence or assertions	Student able to describe assertions but not evidence to support them	Student able to describe evidence and assertions briefly	Student able to describe evidence and assertions in detail	
Is there an alternative way to interpret evidence, if so, how	Student unable to describe an alternate interpretation	Student able to identify alternate interpretation but unable to describe how it could be used	Student able to identify and describe alternate interpretation briefly	Student able to identify and describe alternative interpretation and discuss in detail	
Describe reasonable conclusions	Student unable to identify a reasonable conclusion	Student describes on reasonable conclusion briefly	Student able to describe two reasonable conclusions	Student able to describe two or more reasonable conclusions and discuss implications	
Explain how experiment is designed (in own words)	Student unable to explain experiment design	Student explains design of experiment but quotes article	Student explains design of experiment briefly in own words	Student provides a detailed description of the design of the experiment in own words	

Rubric created by Karolyn van Putten, Psychology Department, Laney College