**From Sierra College**

**DEVELOPMENTAL MATH WORD PROBLEM RUBRIC**

Give one point to each blank (10 points)

1) VARIABLE STATEMENT

 \_\_\_\_\_\_ Statement has enough detail to be interpreted easily.

 \_\_\_\_\_\_ Statement is a statement and not a question.

 \_\_\_\_\_\_ Statement is assigned a variable.

2) EQUATION

 \_\_\_\_\_\_ Equation includes correct parentheses.

 \_\_\_\_\_\_ Equation is written in correct order.

 \_\_\_\_\_\_ Equation is assigned a variable.

3) COMPUTATION AND SOLUTION

 \_\_\_\_\_\_ Math is done correctly to arrive at the correct answer.

 \_\_\_\_\_\_ Answer is correct even though equation is wrong.

 \_\_\_\_\_\_ Answer has corrected units.

 \_\_\_\_\_\_ Answer is assigned a variable.

EVALUATOR \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pre-Score \_\_\_\_\_\_\_\_\_\_\_\_ Post Score \_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

EVALUATOR \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pre-Score \_\_\_\_\_\_\_\_\_\_\_\_ Post Score \_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

General Math

(Rubric is put in instructor’s syllabus)

Student work in this course will be evaluated according to the following 5-point standard scale.

5          Excellent; Completely achieves all of the purposes of the task; Demonstrates full

 understanding without any deficiencies

4          Good; Adequately achieves all of the purposes of the task; Demonstrates understanding

with some minor deficiencies

3          Satisfactory; Adequately achieves many of the purposes of the task; Demonstrates some

understanding with some deficiencies

2          Unsatisfactory; Inadequately achieves the purposes of the task; Demonstrates partial

understanding with fundamental deficiencies

1          Inadequate; Inadequately achieves the purposes of the task; Demonstrates little

understanding with major deficiencies

0          Unacceptable; Purposes of the task are not accomplished; Unable to demonstrate

understanding

English A Scoring Guide

(one level below transfer)

(This rubric is used to score the English A common final exam.)

1. Essay reflects an exceptional performance of the writing task. It’s insightful, clearly written, and developed with well-chosen and careful reasoning.
	* Responds exceptionally to the essay prompt, with a strong voice and a clear sense of audience.
	* Demonstrates knowledge of essay structure with a carefully written introduction; clear, even sophisticated, thesis; body paragraphs that support the thesis; and a conclusion that summarizes or otherwise brings essay to a satisfactory close. Overall, development is logical and coherent with effective transitions.
	* Demonstrates knowledge of paragraph structure. Introduction and conclusion use appropriate rhetorical strategy. Body or support paragraphs have topic sentences and/or clear, single focus. Paragraphs are well-developed with concrete details, compelling examples, analysis, anecdotes. Paragraphs are coherent with effective transitions.
	* Demonstrates mastery at the sentence level. Sentence structures are varied, even sophisticated; word choice is apt; and there are few grammatical, mechanical, or punctuation errors.
2. Essay reflects a good performance of the writing task. Development is sufficient and reasoning is acceptable, but not as sophisticated or as compelling as the 4 essay.
	* Responds adequately to the essay prompt and demonstrates writer’s understanding of audience and purpose.
	* Demonstrates knowledge of essay structure with an introduction, support paragraphs, and a conclusion, although it may be more formulaic and less sophisticated than a 4 paper. May lack effective transition words and phrases, but ideas proceed logically from one another.
	* Demonstrates understanding of paragraph structure, although introduction and conclusion may be perfunctory, and body/support paragraphs may not be as well-developed or as coherent as the 4 essay.
	* Demonstrates control at the sentence level with varied sentence structure, clear and appropriate word-choice, and while the essay may have more grammar, mechanical, or punctuation errors than the 4 essay, the errors are not excessive, nor do they interfere with understanding.

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1. Essay approaches passing, but is unsatisfactory in one or more of the following ways.
	* Does not respond appropriately to the essay prompt, either by not choosing a subject that really fits the prompt or not sticking to the prompt topic. May lack audience awareness.
	* Overall essay structure is vague or unclear. Thesis may be too vague or broad to control the direction of the essay. Support paragraphs may not clearly support the thesis.
	* Paragraphs may be weak in several ways. Introduction may be weak or extremely brief, and essay may end abruptly with no sense of closure. Support paragraphs may lack unity and coherence, having no clear topic sentence or main idea. Development in these paragraphs may be inadequate, having few concrete details, examples or explanations, little analysis, or may consist of vague generalizations or narrative.
	* Essay may lack sentence variety and many sentences may be awkwardly worded and show poor or incorrect word choice. Grammatical, mechanical, and punctuation errors are noticeable and may impede understanding. Language may be elementary and may include slang or colloquialisms.
2. Essay is clearly inadequate and shows serious weaknesses, usually of several kinds.
	* Response to the prompt is inappropriately brief, incoherent, or off-topic.
	* Usually lacks a thesis or focus for the essay and doesn’t demonstrate understanding of overall essay structure. May consist of one or two paragraphs or a series of paragraphs with little or no relationship to one another.
	* Paragraphs lack focus, development, and/or coherence.
	* Sentence structure may be monotonous or fragmented. Word choice may be simplistic or inaccurate, and many repeated errors in grammar, mechanics, and punctuation impede understanding.

Tutor Center

The Tutor Center emphasizes the importance of each of the following during tutor sessions. Students are asked to complete the comment cards below after sessions so that we can assess if student needs are being met in these areas:

* Student understanding of material
* Active engagement in learning
* Application of material to other areas in the discipline
* Study skill knowledge/application

**Sierra College Tutor Center**

**Student Comment Card**

*We want you to have a successful tutoring experience.*

**Please Print**

Tutor Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Appointment / Drop-in (circle one)

 **Circle One**

Tutor had good knowledge of the subject matter. n**ever not often occasionally usually always**

Tutor was able to explain things in a way that helped

 me to better understand the material. n**ever not often occasionally usually always**

Tutor listened well & responded directly to my questions. n**ever not often occasionally usually always**

Tutor got me involved in learning. n**ever not often occasionally usually always**

Tutor asked questions that helped me apply material to

 other problems or situations. n**ever not often occasionally usually always**

Tutor discussed study skills with me and/or helped me choose

 appropriate ones. n**ever not often occasionally usually always**

I attend class on a regular basis. n**ever not often occasionally usually always**

ESL Departmental Writing Exam/Portfolio Scoring Rubric

0 (below 500) : Demonstrates no or almost no writing competency

* May include no response, copying of some text from prompt and nothing else, strings of words, memorized chunks or short response in native language
* Provides no development of ideas
* Uses very few English words
* Lacks all control over grammar
* May make errors in letter shape, size and spacing and/or use native language for spelling

1 (500): Demonstrates limited writing competency at the novice-mid level

* Has limited writing skills characterized by strings of words or short sentences
* Exhibits little development of ideas
* Uses a limited vocabulary with word choice and form errors
* Attempts sentences but with no control over most aspects of grammar
* May rely on native language spelling or show little awareness of sound/letter correspondence and mechanics

2 (510): Demonstrates emerging writing competence at the novice-high level

* Has emerging writing skills characterized by brief text
* Produces paragraph-like writing that addresses the prompt at least marginally
* Exhibits some evidence of development of ideas
* Uses some common vocabulary with errors in word choice or form that interfere with meaning
* Produces simple sentence structure with grammar errors that interfere with meaning
* Employs some capitalization and punctuation but probably has extensive spelling errors

3 (520): Demonstrates developing writing competence at the intermediate–low level

* Has moderately comprehensible text characterized by emerging paragraphing
* Produces multiple paragraphs or one long paragraph that addresses aspects of the prompt
* Develops paragraphs with topic sentences and some support although it may be general or with 1 limited example
* Uses common vocabulary with some errors in word choice or form that may interfere with meaning
* Produces a limited range of sentence structures with some grammar errors that may interfere with meaning
* Shows some control of sentence boundaries, indenting, margins, spelling and mechanics

4 (530): Demonstrates basic writing competence at the intermediate-mid level

* Has generally comprehensible text characterized by multiple paragraphs
* Produces essay-like writing with basic organizational structure, including topic sentences, that addresses the topic but may lose focus at points
* Demonstrates aspects of development with examples and details although specific details may be lacking or limited
* Uses a greater range of vocabulary although some errors in word choice or form may interfere with meaning
* Uses simple, compound and complex sentence structures with occasional grammar errors that may interfere with meaning
* Shows general control over sentence boundaries and essay format with some errors in spelling and/or mechanics

5 (540): Demonstrates basic competence and control over many aspects of academic writing at the intermediate-high level

* Has consistently comprehensible text characterized by essay format
* Produces a short, possibly formulaic, essay with an introduction, body and conclusion that maintains focus on the topic
* Demonstrates knowledge of how to expand upon a central idea with supporting ideas and specific details although development may be uneven or thin
* Has a good command of vocabulary with word choice or form errors occasionally interfering with meaning
* Uses a range of sentence and grammatical structures with some errors that rarely interfere with meaning
* Shows control over sentence boundaries and essay format with occasional errors in spelling or mechanics

6 (30): Demonstrates competence and control over most aspects of the academic writing process at an advanced-low level

* Has text with some depth and complexity
* Demonstrates good command of essay structure, including a thesis, and the ability to focus on the topic with minimal drifting
* Produces clearly organized and fully developed paragraphs with specific details and mostly relevant examples, possibly including the use of ideas from others
* Attempts higher-level vocabulary with occasionally distracting errors in word choice or form that do not interfere with meaning
* Controls a range of sentence and grammatical structures with occasional errors that do not interfere with meaning
* Has command of sentence structure and essay format with marginal errors in spelling or mechanics

7 (40): Demonstrates competence and control over most aspects of the academic writing process at the college level

* Has text with depth and complexity
* Demonstrates strong control over essay structure with effective and consistent focus on the topic
* Uses relevant examples and convincing details, probably including the use of ideas from others
* Uses higher-level vocabulary with only occasional errors that do not interfere with effective communication
* Controls a range of sentence structures for stylistic purposes using more complex grammatical structures with occasional errors that do not interfere with effective communication
* Has command of sentence boundaries and essay format with marginal errors in spelling or mechanics

8: (1B) Demonstrates college-level competence and control over the academic writing process

* Has rhetorically effective text
* Demonstrates a strong command of rhetorically effective and varied organizational strategies with clear and effective focus on the topic
* Uses relevant examples and precise details as support appropriately integrating source material
* Uses sophisticated vocabulary with minimal errors
* Employs a range of sentence structures and stylistic devices to achieve an effect and has near native-like command of grammar with few or no errors
* Has strong command of sentence boundaries, essay format, spelling and mechanics