Standards Based Grading

Grade-Based Rubric (Conceptual Knowledge & Understanding):

F - Knowledge & understanding are mostly inaccurate or not relevant to the question.

Psychology terminology is used but with errors that hamper understanding.

Research not included or serves to repeat points already made.

B - Knowledge & understanding are accurate but limited.

The response demonstrates relevant knowledge & understanding but lacks detail.

Psychology terminology is used but with errors that do not hamper understanding.

Research partially develops the argument and/or not enough is used.

A - Knowledge & understanding are accurate and address the main topic(s)/problem(s) identified in the question.

The response demonstrates relevant, detailed knowledge & understanding.

Psychology terminology is used appropriately.

Research is thoroughly explained and effectively develops the argument.

Skills-Based Rubric (Research & Critical Thinking):

Low

* Does not identify or explain the problem/issue raised in the question.
* The response is of limited relevance to or only rephrases the question.
* The research supporting the response is mostly not relevant to the question and if relevant is only listed/stated without proper description/explanation.
* Research selected serves to repeat points already made.
* There is limited critical thinking – response is mainly descriptive.
* Evaluation or discussion, if present is superficial.

Mid

* Identifies the problem/issue raised in the question.
* The response is relevant to the question but does not meet the command term requirements.
* The response is supported by appropriate research which is described or not fully explained.
* Research partially develops the argument.
* Response contains critical thinking but lacks development.
* Evaluation or discussion of most relevant areas is attempted but is not developed.

High

* Explains the problem/issue raised in the question.
* The response is fully focused on the question and meets the command term requirements.
* The response is supported by appropriate research which is described and explicitly linked to the question.
* Research is thoroughly explained and effectively develops the argument.
* Response consistently demonstrates well-developed critical thinking.
* Evaluation or discussion of relevant areas is consistently well developed.