

Evaluation Rubric – Who Am I

Name: _____

	Non-Existent	Does Not Meet Standard	Meets Standard	Exceeds Standard
<u>Content</u>				
Contains the <u>information required</u> of the assignment	Author did not write the assignment as directed.	The paper includes some of the required elements, but not all of them. Section 2: Does not demonstrate that what was learned has impacted the student. Section 3: (Jobs/ Education) gives titles instead of elements; which demonstrates a lack of depth in applying self-awareness to “goodness of fit”.	The paper includes relevant facts about the subject in question. Information about the facts is written in an objective format. The personal evaluation section makes a link between self awareness and information gained. Section 2 demonstrates an understanding of how the learning has impacted the student. Section 3 gives specific examples of elements to look for in jobs/education which demonstrate applying self-awareness to “goodness of fit.”	The paper addresses every element as laid out in the instructions, and discusses them in depth and shows good analytic and synthesis skills. Section 2 demonstrates the student is able to apply what s/he has learned and is able to grow significantly from that knowledge. Section 3 fully develops the link between self knowledge and “goodness of fit” And demonstrates an ability to use that to make effective choices in the future.
<u>Contains the elements indicated in the instructions:</u> Section 1) Three Theories	Did not include any or all of the following: 1.3 theories 2. Personal application	Included the basic information, such as a thesis statement and section topic statements	Included the basic information, such as a thesis statement and section topic statements	Included the basic information, such as a thesis statement and section topic statements for all three

Evaluation Rubric – Who Am I Paper

Section 2) Personal Application Section 3) Types of Education & Jobs	section 3. Types of educational or job opportunities.	for all three sections; but did not give sufficient details to support those statements. Or listed a job title instead of giving elements of a job. Or gave a major title instead of elements of a subject which should be considered.	for all three subjects. Gave sufficient details to support those statements. Writing demonstrates good application of the theories to his/her own life.	subjects. Gave sufficient details to support those statements. Writing demonstrates good application of the theories to his/her own life. Showed excellent skill in analysis and synthesis in including information and personal application.
Proper use of theories Theories are accurately summarized or paraphrased. Demonstrates effective understanding and application of theories presented.	Did not summarize or demonstrate understanding of theories used.	Did use theories, but summarization or application of theories demonstrate that student misunderstood the point of the theorie(s) being used. Did not properly apply the theories.	Student accurately and completely demonstrates application of the theories being used. Student is able to explain him/herself through the theories used.	Student accurately and completely demonstrates application of the theories being used. Student is able to explain him/herself through the theories used and demonstrates an excellent analysis and synthesis skills.
<u>Personal Evaluation</u> of information found is included	Paper did not include a personal evaluation of the information found.	A personal evaluation statement may be included, but demonstrates little or no depth of explanation. May be a very simple one-statement sentence with no detailed explanation to support that thesis statement.	Personal evaluation was included, and is separate from the facts. Personal evaluation includes references to individual's awareness.	Personal evaluation of the facts in relation to the individual's knowledge of self is in-depth and extensive. Makes references to multiple instruments used in class to raise personal level of awareness.
<u>Writing Style</u>				
<u>Writing style</u> is clear, easy to read, and of professional caliber.	Paper is incoherent, difficult to understand and follow. Writing style is too casual and/or not appropriate for college-level papers.	Writing style is unorganized or appears to be significantly below college-level writing. Writing style is casual enough to negatively impact final grade.	Writing style is clear and easy to read. Author uses complete sentences. Writing style is professional and appropriate for college level writing.	Writing is clear, articulate, and beyond what is expected at this level of academic achievement.

Evaluation Rubric – Who Am I Paper

<u>Organization:</u> Paper is organized and followed a logical format	No visible organization of information available. Thesis statement may not exist or is not clearly articulated. Writer does not distinguish the difference between Objective Information found (<i>facts</i>) and Subjective Information (<i>personal evaluation</i>).	Information is somewhat organized, but some elements are out of order. Objective information (<i>facts</i>) are mixed with Subjective information (<i>personal evaluation</i>), making it difficult to distinguish the difference.	Paper is organized and contains a thesis statement and supporting points. Information in the paper relates to the thesis statement. All evaluative statements are contained within the evaluation section of the paper.	Paper is well organized, and contains a strong thesis statement and supporting points. All information included in the paper support the thesis of the paper. All evaluative statements are contained within the evaluation section of the paper.
Paper is <u>free of grammar and punctuation</u> errors.	There is no distinguishable grammatical structure used. Student does not use appropriate capitalization standards. Lack of grammar usage hinders ability to understand the content.	There are several or many grammatical, capitalization, and/or punctuation errors. Student needs to get editing help before submitting papers for credit.	Paper contains just a few minor grammatical, capitalization, punctuation and typographical errors. Author used outside editing help.	Paper is free of grammatical, punctuation, capitalization and typographical errors. Author used outside editing help.
<u>Paper Layout</u>				
<u>Title Page and Paper Outline</u>	Title Page and Outline are not included	Either the Title Page and/or the Outline are missing, or do not follow standards.	Title Page and Paper Outline contain all necessary elements.	Title Page and Paper Outline follow standard formatting rules for either MLA or APA.
<u>Submission Style:</u> Followed instructions and submitted paper as directed	Paper was not typed, printed or submitted as a Word document (<i>if submitted electronically</i>).	Did not follow submission standards. Included unnecessary extras such as binder or folder.	Most instructions were followed, including: printed on white, 8 ½ X11” paper. Double-spaced, printed single-sided.	All instructions were followed exactly, including: Printed on white, 8 ½ X11” paper. Double-spaced, printed single-sided.
<u>Section Grade</u>	0 = F	1 = D	3 = C	5 = A
<u>Total Points/ Paper Grade</u> (30 pts. Possible)	0 – 18 pts = F	18 – 21 D	21 – 23 = C	24 – 26 = B 27 – 30 = A

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Comments: _____
