PROPOSED GRADING RUBRIC FOR PSYCHOLOGY LABORATORY CLASSES: (Sensation & Perception 302; Cognition 306)

GOAL s2 – Student is able to: Respond effectively to editorial feedback from peers, instructors, and/or supervisors through successive drafts and revision. *[translation of requirement in AHCCC report into an additional goal to aid implementation of faculty approved AHCCC report]*				
	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY (D/F)
	Effectively incorporates constructive criticism from peers or instructors in successive drafts and revised assignments Improvement evident over the semester leading to outstanding or excellent final work.	Effectively incorporates constructive criticism from peers or instructors in revised assignments Some improvement over the semester, resulting in good final work	Responds to constructive criticism from peers or instructors in revised assignments, though this may not be entirely successful. Some improvement evident in resulting in a satisfactory final work.	Does not incorporate feedback, or does not submit revised work. Final work is unsatisfactory.
GOAL t - Student is able to: Communicate effectively in modes appropriate to a discipline or area of inquiry.				
	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY (D/F)
	Addresses topic(s) at an advanced level; presentation is lucid, well-argued, and effectively presented. Employs relevant discipline-specific terminology with purpose. Complex or obscure terms and/or concepts are well-defined and appropriate to the level of analysis.	Addresses topic(s) soundly and effectively. Minor flaws do not significantly impede overall effectiveness of presentation. Employs relevant discipline-specific terminology effectively. Terms and concepts are generally defined and appropriate to the analysis.	Addresses topic, but arguments and descriptions are unoriginal and confusing. Numerous and/or significant flaws that impede effectiveness of presentation. Attempts to use discipline-specific terminology effectively but does not fully do so.	Does not address topic, or does so in a way that is uninformative, inaccurate, and/or misleading. Presentation is confusing and contains numerous errors. Fails to use (or uses inappropriate) discipline-specific terminology.
GOAL u – Student is able to: Evaluate and critically assess sources and use the conventions of attribution and citation correctly.				
	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY (D/F)
	Demonstrates an thorough ability to evaluate sources, including data (figures and tables), and assess their authority, reliabilty, and/or bias. Cites relevant sources completely and accurately.	Demonstrates an ability to evaluate sources, including data (figures and tables), and assess their authority, reliabilty, and/or bias. Cites relevant sources, but one or two minor details are missing (e.g. page numbers).	Demonstrates an ability to evaluate sources, including data (figures and tables), and assess their authority, reliabilty, and/or bias, but shows gaps in understanding of authority or reliability of sources, especially concerning data Cites relevant sources, but several minor details (e.g. page numbers), or one major detail (e.g. issue number;	Demonstrates little or significantly underdeveloped ability to evaluate sources, including data (figures and tables), and assess their authority, reliabilty, and/or bias, especially concerning data Sources, if cited, are inaccurately characterized*

			edition for textbook), are missing,	
*Cases of suspected plagiarism should be reported to the department undergraduate chair and/or Judicial Affairs in the Office of the Dean of Students. http://judicialaffairs.rutgers.edu/				

GOAL v – Student is able to: Analyze and synthesize information and ideas from multiple sources to generate new insights.				
	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY (D/F)
	Provides detailed and sophisticated evaluation and critical assessment of evidence/data. Provides summary of arguments drawn from several sources. May provide summary of counter-arguments. Explores one or more larger implication or connection; explicates limits of findings.	Provides evaluation and critical assessment of evidence/data. Provides summary of arguments drawn from at least one source. Explores at least one larger implication or connection, or explicates limits of findings.	Provides evaluation and of evidence/data; does not provide critical assessment. Provides only limited summary of arguments drawn from other sources. Explores no more than one larger implication or connection, or explicates limits of findings.	Shows little to no familiarity with relevant summaries or analyses of data. Summary of arguments drawn from other sources demonstrate a lack of understanding. Does not explore larger implications. Does not explicate limits of findings