

## Academic Skills Grading Rubric

*Adapted from: R. Runte and K. Mazurek (2002) in Runte (2002) Managing Assessment in Inquiry-Driven Courses, presented at Society for Teaching and Learning in Higher Education meetings (June 2002).*

<http://www.mcmaster.ca/cll/stlhe2002new/HTML/notes/runte2.html#Rubrics> Available 15 November 2006).

### A - EXCELLENT (80 - 100) - A Markedly Exceptional Performance

- originality, insight, and creativity are demonstrated; goes beyond just demonstrating the skill to real refinement and contributions that are new to our understanding of the skill
- a comprehensive grasp and proficiency of the skill is demonstrated, including an in-depth understanding of the relevant components, aspects, and nuances of the skill are addressed
- an awareness of differing levels of proficiency is demonstrated and a rigorous assessment of these undertaken where relevant
- an ability to think critically is demonstrated in the analysis, synthesis and evaluation of relevant evidences for the skill
- a virtually flawless mastery of all aspects of the skill is demonstrated

### B - SUPERIOR (70 - 79) - Clearly Above Average Performance

- a strong demonstration of the skill is demonstrated
- an awareness of differing levels of proficiency is demonstrated and an assessment of these attempted where relevant
- the skill goes beyond attempt to actual proficiency
- a proficiency is attempted and supported by practise
- a strong mastery of the skill that may contain occasional or minor flaws in the mechanics of the skill

### C - SATISFACTORY (60 - 69) - A Fully Competent Paper

- a basic grasp of the skill is demonstrated
- evidence of incorporating the skill in several aspects of the course is conveyed
- a proficiency is attempted
- an adequate attempt to incorporate the skill into class work is evident
- an acceptable use that demonstrates an awareness of, and attention to, its mastery.

### D - POOR (50 - 59) - A Marginally Acceptable Paper

- a lack of familiarity with the skill is demonstrated through the omission of key opportunities to use it, or through the misinterpretation of its role in the course outcomes
- a lack of critical evaluation or action to correct a problem skill
- a skill is not attempted, is hard to determine, or is inconsistent with the required tasks
- attempts to use the skill are more frequently unsuccessful in supporting the activity.

### F - FAILING (0 - 49) - An Unacceptable Performance

- a basic lack of understanding of the skill is demonstrated through gross omissions
- there is little attempt to exercise good judgment in applying the skill; or no development is evident; or the skill is misapplied or unsuccessfully executed or completely irrelevant
- the skill has not been exercised where needed.