# Mind Map Rubric

<table>
<thead>
<tr>
<th>Neatness and Presentation</th>
<th>The mind map was well presented and all the information is easy to understand</th>
<th>The mind map was well presented and most of the information is easy to understand</th>
<th>The mind map was mostly well presented but some of the information was difficult to understand</th>
<th>The mind map was not neat enough to understand most concepts</th>
<th>The mind map was not neat enough to understand</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="A" alt="Image" /></td>
<td>Most categories are enhanced with simple symbols or diagrams</td>
<td>Some categories are enhanced with simple symbols or diagrams</td>
<td>A few categories are enhanced with simple symbols or diagrams</td>
<td>The mind map includes some images</td>
<td>The mind map includes a few images</td>
</tr>
<tr>
<td>Use of colour</td>
<td>Has included colour to show all connections and/or to categorise topics</td>
<td>Has included colour to demonstrate some connections and or topics throughout</td>
<td>Has included some colour in the mind map but has not used colour to categorise</td>
<td>Has used very little colour in the mind map and has not used colour to categorise</td>
<td>Has failed to include colour in the mind map</td>
</tr>
<tr>
<td><img src="Palette" alt="Image" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3 – Excellent Research
- included 10-12 sources
- no apparent historical inaccuracies
- can easily tell which sources information was drawn from
- all relevant information is included

2 - Good Research
- included 5-9 sources
- few historical inaccuracies
- can tell with difficulty where information came from
- bibliography contains most relevant information

1 - Poor Research
- included 1-4 sources
- lots of historical inaccuracies
- cannot tell from which source information came
- bibliography contains very little information
# Research Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Sources</td>
<td>x1</td>
<td>1-4</td>
<td>5-9</td>
</tr>
<tr>
<td>Historical Accuracy</td>
<td>x3</td>
<td>Lots of hist. inaccur.</td>
<td>Few inaccur.</td>
</tr>
<tr>
<td>Organization</td>
<td>x1</td>
<td>Cannot tell source</td>
<td>Can tell but w/ difficulty</td>
</tr>
<tr>
<td>Works Cited</td>
<td>x1</td>
<td>Contains little inform.</td>
<td>Contains most relevant inform.</td>
</tr>
</tbody>
</table>
In pairs

1. Choose an A and a B. Then respond to the following questions.

2. What differences do you see in the rubrics?

3. Which rubric is better? Why?

4. If you were sharing the rubric with your students while introducing the research paper assignment, which rubric do you think would be more helpful to them? Why?
Rubrics

Purpose: measure student performance against established criteria

2 parts
- Criteria
- Levels of performance
Two basic types: Holistic and Analytical

Benefits of holistic rubrics:
- Multiple descriptors written in paragraph form
- Often used when some errors okay, provided the overall quality is high
- Can be used for “low stakes” products
Analytical Rubric

- Scores individual parts of the product, then sums for a total score.
  - Useful when number of criteria increases.
  - Allows for weighting of criteria through use of a multiplier for each criterion.

![Analytical Rubric Diagram](image-url)
Benefits of Analytical Rubrics

- Provides students with clear expectations
- Allows for more consistent and objective assessment.
- Supports better feedback for students (idea: post task reflection: what can I improve on for the next project?)
• **Step 1:** Review SLOs.

• **Step 2:** Identify attributes you want to see in student product.

• **Step 3:** Brainstorm characteristics that describe each attribute.

• **Step 4:** Write descriptions for excellent, acceptable, and poor work for each attribute.

• **Step 5:** Share with colleague and students. Revise.
A gift: