

# Rubric Examples

## WHAT IS THIS RESOURCE?

A collection of example rubrics for grading assignments or evaluating/giving feedback on student work.

## HOW DO I USE IT?

Review the different rubrics presented below and select one to modify for your course and assignments. For assistance, please contact [CET.](http://cet.usc.edu/)

### Examples of rubrics

Additional rubric information may be found on the [CET website](http://cet.usc.edu/). Rubrics work well when paired with [assignment descriptions](https://cet.usc.edu/teaching-resources/sample-assignment-descriptions/) to ensure students understand the expectations for the assignments. The examples below may be downloaded and edited for your specific assignment.

### Rubric Example #1: Essay or Research Paper

The assignment description for this example rubric asks students to write a 5-10 page research paper on the topic of the causes of the Civil War. This rubric may be altered for any topic, length, or criteria. Another example may be found in CET’s [Academic essay rubric](https://cet.usc.edu/teaching-resources/academic-essay-rubric/) resource.

Table Rubric Example #1: Essay or Research Paper

| Criteria | 1 - Needs Improvement | 2 - Developing | 3 - Proficient | 4 - Excellent | 5 - Outstanding |
| --- | --- | --- | --- | --- | --- |
| Thesis Statement | The thesis is weak and lacks clarity, providing minimal guidance for the essay. | The thesis is present but needs refinement for greater clarity and focus. | The thesis is clear and provides a good direction for the essay. | The thesis is well-defined, precise, and effectively guides the essay. | The thesis is exceptionally clear, insightful, and effectively guides the essay. |
| Causes of the Civil War | Addresses some of the causes but lacks depth and analysis. | Addresses the major causes but may lack depth in analysis. | Offers a thorough analysis of the major causes of the Civil War. | Provides a comprehensive analysis of the causes with depth and insight. | Offers an exceptional, nuanced analysis of the causes. |
| Impact of the Civil War | Addresses some impacts but lacks depth and analysis. | Addresses major impacts but may lack depth in analysis. | Offers a thorough analysis of the major impacts of the Civil War. | Provides a comprehensive analysis of the impacts with depth and insight. | Offers an exceptional, nuanced analysis of the impacts. |
| Legacy of the Civil War | Addresses some aspects of the legacy but lacks depth and analysis. | Addresses major aspects of the legacy but may lack depth in analysis. | Offers a thorough analysis of the major aspects of the legacy. | Provides a comprehensive analysis of the legacy with depth and insight. | Offers an exceptional, nuanced analysis of the legacy. |
| Research & Citations | Limited research with inadequate integration of sources and citations. | Adequate research with sources integrated and cited, but may lack variety. | Good research with sources effectively integrated and consistently cited. | Excellent research with diverse, relevant sources, skillfully integrated and cited. | Outstanding research with an impressive array of relevant, well-integrated sources. |
| Organization & Clarity | Structure is unclear; ideas lack cohesion and transitions. | Some organizational issues; transitions between sections are sometimes weak. | Well-organized essay with clear sections and effective transitions. | Very well-organized essay with strong cohesion and seamless transitions. | Exceptionally well-organized essay with outstanding clarity and logical flow. |
| Writing & Analysis | Writing needs improvement; analysis is basic; ideas are underdeveloped. | Writing is generally clear, with some analysis and well-developed ideas. | Good writing with well-developed analysis and strong critical thinking. | Excellent writing with sophisticated analysis and insights. | Exceptional writing with profound analysis and original insights. |
| Originality & Plagiarism | Minimal original thought; questionable sources. | Some original thought, but relies heavily on existing ideas. | Demonstrates original thought and minimal reliance on existing ideas. | Originality is evident with some novel insights. | Exceptional originality and creative insights. |
| Overall Impression | The essay is confusing and unconvincing, with major flaws in content and presentation. | The essay meets basic requirements but is unimpressive and somewhat unconvincing. | The essay is solid and meets most expectations, providing a reasonable analysis. | The essay is strong, convincing, and well-structured, exceeding expectations. | The essay is exceptional in all aspects and stands out for its quality. |

### Rubric Example #2: Oral Presentation (Individual)

The assignment description for this example rubric asks students to conduct an oral presentation for the entire class. This presentation may take place in person, online, or as a video recording. This rubric may be altered for any topic, length, or criteria.

Table Rubric example #2: Oral presentation (individual)

| Criteria | 1 - Poor | 2 - Fair | 3 - Good | 4 - Very Good | 5 - Excellent |
| --- | --- | --- | --- | --- | --- |
| Content Knowledge | Limited or inaccurate information; lacks understanding of the topic. | Some inaccuracies or omissions; shows partial understanding of the topic. | Accurate and relevant content; demonstrates a good understanding of the topic. | Thorough and well-researched content; demonstrates a strong understanding of the topic. | Exceptional depth of knowledge; demonstrates expertise on the topic. |
| Organization | Poorly organized; ideas are disjointed and difficult to follow. | Fairly organized, but transitions and structure could be improved. | Well-organized with clear structure and transitions. | Very well-organized with seamless transitions between sections. | Exceptionally well-structured and logically presented. |
| Clarity and Delivery | Incoherent; difficult to understand; frequent stumbles and mumbling. | Somewhat unclear; some difficulty in understanding; occasional stumbles or hesitations. | Clear and mostly understandable; minimal stumbling or hesitations. | Very clear and easy to understand; confident delivery. | Outstanding clarity and flawless delivery. |
| Engagement | Lacks engagement; monotone or disinterested tone; limited eye contact. | Limited engagement; voice lacks enthusiasm; occasional eye contact. | Moderately engaging; voice is expressive; good eye contact with the audience. | Engaging and enthusiastic; dynamic voice and consistent eye contact. | Highly engaging, charismatic, and captivating; establishes a strong connection with the audience. |
| Visual Aids (if used) | Visual aids are missing or irrelevant; do not enhance the presentation. | Limited use of visual aids with some relevance; minimal impact. | Visual aids are relevant and enhance the presentation to some extent. | Well-designed and relevant visual aids; enhance the presentation effectively. | Exceptional visual aids that greatly enhance and support the presentation. |
| Time Management | Presentation significantly exceeds or falls far short of the allotted time. | Presentation goes slightly over or under the allotted time. | Presentation is within the allocated time frame with minor deviations. | Presentation adheres closely to the allotted time. | Presentation is precisely within the allocated time frame. |
| Engagement of Audience | Fails to engage the audience; no interaction or response. | Limited attempts to engage the audience; minimal interaction or response. | Some attempts to engage the audience; moderate interaction or response. | Actively engages the audience; encourages questions and participation. | Highly engaging; fosters active audience participation and discussion. |
| Overall Impression | The presentation is ineffective, confusing, and unconvincing. | The presentation is somewhat effective, but there are notable flaws in content and delivery. | The presentation is solid and convincing, meeting most expectations. | The presentation is strong, persuasive, and well-executed, exceeding expectations. | The presentation is exceptional in all aspects and stands out for its quality. |

### Rubric Example #3: Group Presentation

The assignment description for this example rubric asks students to conduct a group presentation for the entire class. This presentation may take place in person, online, or as a video recording. This rubric may be altered for any topic, length, or criteria. Another example may be found in CET’s [Group presentation rubric](https://cet.usc.edu/teaching-resources/group-presentation-rubric/) resource.

Table Rubric Example #3: group presentation

| Criteria | 1 - Poor | 2 - Fair | 3 - Good | 4 - Very Good | 5 - Excellent |
| --- | --- | --- | --- | --- | --- |
| Content Knowledge | Limited or inaccurate information; demonstrates a lack of understanding of the topic. | Some inaccuracies or omissions; shows partial understanding of the topic. | Accurate and relevant content; demonstrates a good understanding of the topic. | Thorough and well-researched content; demonstrates a strong understanding of the topic. | Exceptional depth of knowledge; demonstrates expertise on the topic. |
| Organization | Poorly organized; ideas are disjointed and difficult to follow; transitions are absent or confusing. | Fairly organized, but transitions and structure could be improved. | Well-organized with clear structure and transitions between presenters. | Very well-organized with seamless transitions and a logical flow between presenters. | Exceptionally well-structured, with a flawless and engaging flow. |
| Collaboration | Minimal evidence of teamwork; individual presentations lack connection or coordination. | Some evidence of teamwork; connections between individual presentations are occasionally evident. | Effective collaboration; clear connections between individual presentations; demonstrates cooperation and unity. | Strong teamwork and coordination; seamless transitions and a unified presentation. | Exceptional collaboration; a seamless and cohesive presentation by the group. |
| Clarity and Delivery | Incoherent; difficult to understand; frequent stumbles and mumbling; varying speaking styles. | Somewhat unclear; some difficulty in understanding; occasional stumbles or hesitations; inconsistent speaking styles. | Clear and mostly understandable; minimal stumbling or hesitations; consistent and engaging speaking styles. | Very clear and easy to understand; confident delivery; consistent and engaging speaking styles. | Outstanding clarity and flawless delivery; all presenters are engaging and captivating. |
| Engagement of Audience | Fails to engage the audience; minimal or no interaction or response. | Limited attempts to engage the audience; minimal interaction or response. | Some attempts to engage the audience; moderate interaction or response. | Actively engages the audience; encourages questions and participation. | Highly engaging; fosters active audience participation and discussion. |
| Visual Aids (if used) | Visual aids are missing or irrelevant; do not enhance the presentation. | Limited use of visual aids with some relevance; minimal impact. | Visual aids are relevant and enhance the presentation to some extent. | Well-designed and relevant visual aids; enhance the presentation effectively. | Exceptional visual aids that greatly enhance and support the presentation. |
| Time Management | Presentation significantly exceeds or falls far short of the allotted time; poor time allocation among presenters. | Presentation goes slightly over or under the allotted time; uneven time allocation among presenters. | Presentation is within the allocated time frame with minor deviations; relatively even time allocation among presenters. | Presentation adheres closely to the allotted time; good time allocation among presenters. | Presentation is precisely within the allocated time frame; excellent time allocation among presenters. |
| Q&A Handling | Poor or no response to questions; difficulty addressing queries effectively. | Limited or somewhat effective response to questions; struggles with some queries. | Adequate response to questions; answers most queries effectively. | Effective response to questions; addresses all queries with clarity. | Exceptional response to questions; handles all queries with expertise. |
| Overall Impression | The presentation is ineffective, confusing, and unconvincing. | The presentation is somewhat effective, but there are notable flaws in content and delivery. | The presentation is solid and convincing, meeting most expectations. | The presentation is strong, persuasive, and well-executed, exceeding expectations. | The presentation is exceptional in all aspects and stands out for its quality. |

### Rubric Example #4: Performance Art (Dance)

The assignment description for this example rubric asks students to provide a dance performance. This performance may take place in person, online, or as a video recording. This rubric may be altered for other performance arts such as music or stage, length, or criteria.

Table Rubric Example #4: Performance Art (dance)

| Criteria | 1 - Poor  |  2 - Fair  | 3 - Good  | 4 - Very Good  | 5 - Excellent |
| --- | --- | --- | --- | --- | --- |
| Technique | Lacks basic dance technique, with poor posture, balance, and coordination.  | Demonstrates some fundamental dance technique but lacks consistency or refinement.  | Shows good dance technique with proper posture, balance, and coordination.  | Displays excellent dance technique with consistent control and precision. | Exhibits exceptional dance technique with flawless control and precision. |
| Artistry |  Lacks expression and emotional connection to the dance; movements appear mechanical.  | Displays limited expression and connection to the dance; movements are somewhat mechanical. | Demonstrates emotional engagement and a connection to the dance; movements are expressive. | Shows strong emotional connection and artistic expression in movements. | Exhibits exceptional emotional connection and artistic expression; movements are deeply expressive. |
| Choreography | Poorly designed choreography with little creativity and no innovation.  | Somewhat creative choreography but lacks originality or innovation. | Creative and original choreography that engages the audience.  | Highly creative choreography with unique and innovative elements. | Exceptionally creative and innovative choreography that captivates the audience. |
| Timing and Synchronization | Poor timing and synchronization with the music and other dancers; frequent mistakes.  | Fair timing and synchronization, with occasional mistakes. | Good timing and synchronization with the music and other dancers. | Very good timing and synchronization; minimal errors | Excellent timing and synchronization; flawless execution. |
| Stage Presence | Lacks stage presence and connection with the audience; shows discomfort on stage.  | Limited stage presence with occasional connection to the audience; some discomfort on stage.  | Displays good stage presence and connects with the audience. | Shows strong stage presence and effectively engages the audience.  | Exhibits exceptional stage presence, captivating the audience with confidence.  |
| Costume and Props | Costumes and props are inappropriate or detract from the performance. | Costumes and props are somewhat appropriate but do not enhance the performance. | Costumes and props are appropriate and enhance the overall performance. | Well-designed costumes and props that complement the performance.  | Exceptionally designed costumes and props that add to the overall impact. |
| Overall Execution | The performance is ineffective, unconvincing, and fails to meet minimum standards. | The performance is somewhat effective, but there are notable flaws in execution. | The performance is solid and convincing, meeting most expectations. | The performance is strong, persuasive, and well-executed, exceeding expectations. | The performance is exceptional in all aspects and stands out for its quality. |

### Rubric Example #5: Visual Art

This rubric for a visual art assignment is presented as a holistic rubric instead of an analytic rubric. A holistic rubric provides an overall assessment of the quality and effectiveness of the artwork without specifying detailed criteria. It allows for a broader evaluation of a student’s artistic development and creativity.

The assignment description for this example rubric asks students to create a visual art piece using the medium assigned in class. This rubric may be altered for any topic, length, or criteria.

Table Rubric example #5: visual art

| Score | Description |
| --- | --- |
| 4 | Outstanding - The artwork demonstrates exceptional creativity, technical skill, and a profound understanding of artistic concepts. It is a highly original, imaginative, and thought-provoking piece that stands out as a work of art. It displays mastery of various art elements and principles, as well as a strong personal voice. The artwork engages the viewer on multiple levels and shows a deep connection between the artist's intentions and the final piece. |
| 3 | Proficient - The artwork is well-executed and displays a good level of creativity and technical skill. It effectively communicates the artist's ideas and demonstrates a clear understanding of artistic concepts. The piece may not be groundbreaking but is a solid representation of the artist's intentions. It incorporates art elements and principles effectively and engages the viewer. |
| 2 | Developing - The artwork shows potential but lacks the level of creativity, technical skill, or understanding seen in more proficient work. It may demonstrate some effort and an emerging artistic voice but falls short in fully realizing the artist's vision. There may be inconsistencies in the execution, and the work may not fully engage the viewer. |
| 1 | Limited - The artwork is rudimentary and lacks creativity, technical skill, or a clear understanding of artistic concepts. It may appear unfinished, unrefined, or uninspired. The piece does not effectively communicate the artist's ideas and does not demonstrate a grasp of basic art elements and principles. It does not engage the viewer. |

### Rubric Example #6: STEM Lab Rubric

The assignment description for this example rubric asks students to complete a science lab experiment. This rubric may be altered for any topic, length, or criteria.

Table Rubric Example #6: STEM Lab Rubric

| Criteria | 1 - Inadequate | 2 - Developing | 3 - Proficient | 4 - Excellent |
| --- | --- | --- | --- | --- |
| Experimental Procedure | Follows the procedure inaccurately or deviates significantly; demonstrates a lack of understanding. | Follows the procedure with some inaccuracies or omissions; shows partial understanding. | Accurately follows the procedure with minor errors; demonstrates good understanding. | Accurately follows the procedure with precision and thorough understanding. |
| Data Collection | Incomplete or inaccurate data; fails to use appropriate instruments or record measurements. | Incomplete data with some inaccuracies; uses instruments with some errors. | Accurate data with minor omissions or inaccuracies; effectively uses appropriate instruments. | Highly accurate and complete data with precise use of instruments. |
| Analysis and Conclusion | Incorrect or insufficient analysis; fails to draw meaningful conclusions from the data. | Limited analysis with some inaccuracies; draws basic conclusions from the data. | Sound analysis with accurate interpretation; draws meaningful conclusions from the data. | Thorough and insightful analysis; draws profound and meaningful conclusions from the data. |
| Error Analysis | Does not identify or understand sources of error; fails to propose improvements. | Identifies some sources of error but lacks insight; provides limited suggestions for improvements. | Identifies sources of error with reasonable insight; suggests some improvements. | Identifies and thoroughly analyzes sources of error; offers insightful and practical suggestions for improvements. |
| Presentation and Format | Lacks organization and coherence; poorly formatted and difficult to follow. | Fair organization and coherence; somewhat well-formatted and organized. | Well-organized and coherent presentation; mostly well-formatted. | Highly organized, clear, and coherent presentation; perfectly formatted. |
| Overall Quality | The assignment is of poor quality, showing minimal understanding and execution. | The assignment is of fair quality, with partial understanding and execution. | The assignment is of good quality, with strong understanding and execution. | The assignment is of excellent quality, demonstrating outstanding understanding and execution. |