**Grading Rubric for Artifacts:**

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| Learning Objective 1 (Content)  Learning Objective 2 (Content + Skills)  Learning Objective 3 (Content + Skills + Transfer of learning) | **Exceeds Expectations** (Full credit) | **Meets Expectations** (Full credit) | **Does not meet expectations: Minor revisions** (Incomplete, no credit) | **Does not meet expectations: Substantial revisions** (Incomplete, no credit) |
| **Accuracy**: Correctly uses vocabulary (LO 1) and makes appropriate comparisons, illustrations, or analogies that demonstrate an accurate understanding of the concepts covered in the chapter (LO 2). |  |  |  |  |
| **Depth and Breadth**: For at least 5 concepts or terms (from the chapter), the artifact goes beyond mentioning or illustrating the term or concept and provides detail (LO 1), explores the limits of, or provides an in-depth example (LO 2). Breadth is demonstrated by reaching the minimum number of vocabulary terms or concepts. |  |  |  |  |
| **Communication**: The written explanation meets the writing requirements in the syllabus (LO 1). Clearly identifies, defines, and explains how the concepts are applied to the artifact in a way that is accessible to a non-expert (LO 2 & 3). |  |  |  |  |
| **Polish**: Artifact overall reflects attention to detail, with few typographical (or analogous artistic or computational) errors, evidence of editing or refinement, and attention to presentation. Written elements use correct APA format. (LO 1 & 2) |  |  |  |  |
| **Originality**: The artifact demonstrates the student’s personal or professional connection to the chosen topic. The artifact is original, relevant to the student’s interests, and demonstrates creative thinking about the subject beyond just reading material from the book or lectures. (LO 3) |  |  |  |  |