**Module 1: Describing Materials Grading Rubric**

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| Criterion | 5 points | 3-4 points | 0-2 points |
| Response Content | 5 or more properties per column that reflect understanding and thoughtful consideration. | 3-4 properties per column that reflect understanding and thoughtful consideration. | Less than 3 properties per column. Attention to detail is not apparent. |

**Module 1: Personalized Impact Paradigm**

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| Criterion | 5 points | 3-4 points | 0-2 points |
| Response Content | Instructions for naming conventions are followed. A question is added to all 4 categories of the Impact Paradigm. | Instructions for naming conventions are followed. A question is added to two categories of the Impact Paradigm. | Instructions are not followed. Assignment is incomplete. |

**Modules 2-6 and 8-12 Application Video Analysis Rubric**

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| Criterion | 8-10 points | 5-7 points | 3-6 points | 0-2 points |
| **Response Content****(10 Points)** | Responses are appropriate, thoughtful, and indicate engagement with the video. | Responses are have minor inconsistencies with the video or are not supported by content. | Responses are have major inconsistencies with the video or are not supported by content. | Responses are inaccurate, careless, and/or opinions not supported by content. |
| **Mechanics****(10 Points)** | Grammar, sentence structure and punctuation are correct and properly cited. | Minor issues with grammar, punctuation and or sentence structure and citations. | Significant issues with grammar, punctuation and or sentence structure and citations. | Major issues with grammar, punctuation and or sentences and citations |
| **Total=20** |  |  |  |  |

**Modules 2-6 and 8-12 Material Entanglement and Impact Paradigm Reflection**

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| Criterion | 8-10 points | 5-7 points | 3-6 points | 0-2 points |
| **Response Content****(10 Points)** | Responses are appropriate, comprehensive, and indicate thoughtful engagement with the information and concepts from the lecture, readings, and videos. Novel ideas, creativity, and attention to complexity are a plus. Tanglegram is fully supported by responses and image. | Good effort. Responses and arguments are not as clearly presented, or as comprehensive and thoughtful as in a full credit answer. Tanglegram is fully supported by responses and images. | Responses are less appropriate to the assignment, less thoughtful and engaged, with less complete information.Tanglegram is partially incomplete or unrelated to images and responses. | Responses are inaccurate, careless, and/or opinions not supported by content. Tanglegram is incomplete. |
| **Mechanics****(10 Points)** | Grammar, sentence structure and punctuation are correct.Works are cited properly when appropriate. | Occasional grammar or mechanics issue or works are cited incorrectly. | Some issues with grammar, punctuation and or sentence structure or chosen image or other works are not cited when appropriate. | Major issues with grammar, punctuation and or sentences.Chosen image or other works are not cited when appropriate. |
| **Total=20** |  |  |  |  |

**Impact Paradigm Comparison Essay**

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| Criterion | **A=17-20 points** | **B=13-16 points** | **C=8-12 points** | **D=4-7 points** | **E=0-3 points** |
| **Application of Impact Paradigm****(20 points)** | All of the evidence and examples are specific, relevant and explanations are given that show thoughtful application of the impact paradigm to both materials chosen. | Most of the evidence and examples are specific, relevant and explanations are given that show thoughtful application of the impact paradigm to both materials chosen/one material analysis is more complete than the other. | Some of the evidence and examples are specific, relevant and explanations are given that show thoughtful application of the impact paradigm.  | Evidence and examples are weak and application of the impact paradigm is incomplete. | Evidence and examples are NOT relevant AND/OR thoughtful application of the impact paradigm is not evident |
| **Content of Essay****(20 points)** | Fully compares/contrasts both materials using of the Impact Paradigm Clearly articulates and compares the societal impact of both materials. | Partially compares/contrasts materials using of the Impact Paradigm. Attempts to articulate and compare the societal impact of both materials. | Weakly compares/contrasts materials. Articulation of societal impact is incomplete. | Compares/contrasts materials inconsistently. Articulation of societal impact is unclear. |  Writes about only one material. Doesn’t compare societal impact. |
| **Accuracy****(20 points)** | All supportive facts and statistics are reported accurately and cited when appropriate.  | Almost all supportive facts and statistics are reported accurately and cited when appropriate. | Most supportive facts and statistics are reported accurately and cited when appropriate. | Most supportive facts and statistics were inaccurately reported and/or improperly cited when appropriate. |  Supportive facts and statistics were inaccurately reported and/or improperly cited when appropriate.. |
| **Mechanics****(20 points)** | Author makes no errors in grammar or spelling that distract the reader from the content.Work is cited properly when appropriate. | Author makes 1-2 errors in grammar or spelling that distract the reader from the content.Most work is cited. | Author makes 3-4 errors in grammar or spelling that distract the reader from the content.Work is not cited properly most of the time. | Author makes more than 4-6 minor errors in grammar or spelling that distract the reader from the content. Citations are missing. |  Author makes more than 6 errors in grammar or spelling that distract the reader from the content. Citations are missing. |
| **Total-80** |  |  |  |  |  |

**Final Project: Materials Presentation**

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| --- | --- | --- | --- | --- | --- |
| Criterion | **A=20-25 points** | **B=15-19 points** | **C=10-14 points** | **D=5-9 points** | **E=0-4 points** |
| **Application of Impact Paradigm****(25 points)** | All of the evidence and examples are specific, relevant and explanations are given that show thoughtful application of the impact paradigm.. | Most of the evidence and examples are specific, relevant and explanations are given that show thoughtful application of the impact paradigm. | Some of the evidence and examples are specific, relevant and explanations are given that show thoughtful application of the impact paradigm.  | Evidence and examples are weak and application of the impact paradigm is incomplete. | Evidence and examples are NOT relevant AND/OR thoughtful application of the impact paradigm is not evident |
| **Content (25 points)** | Content is comprehensive, and indicate thoughtful engagement with the information and concepts from the lecture, readings, and videos while fully addressing project requirements. Novel ideas, creativity, and attention to complexity are a plus. | Content is not as comprehensive and thoughtful as in a full credit answer. Most project requirements are addressed. | Responses are somewhat appropriate to the assignment; occasionally thoughtful and engaged, information is incompletely explained.Some project requirements are missing | Responses are inaccurate, careless, and/or opinions not supported by content. Most project requirements are not addressed. | Content does not address the project requirements or does not show thoughtful consideration of the course materials. |
| **Accuracy****(25 points)** | All supportive facts and statistics are reported accurately and cited when appropriate.  | Almost all supportive facts and statistics are reported accurately and cited when appropriate. | Most supportive facts and statistics are reported accurately and cited when appropriate. | Most supportive facts and statistics were inaccurately reported and/or improperly cited when appropriate. |  Supportive facts and statistics were inaccurately reported and/or improperly cited when appropriate.. |
| **Mechanics****(25 points)** | Author makes no errors in grammar or spelling that distract the reader from the content.Work is cited properly when appropriate. | Author makes 1-2 errors in grammar or spelling that distract the reader from the content.Most work is cited. | Author makes 3-4 errors in grammar or spelling that distract the reader from the content.Work is not cited properly most of the time. | Author makes more than 4-6 minor errors in grammar or spelling that distract the reader from the content. Citations are missing. |  Author makes more than 6 errors in grammar or spelling that distract the reader from the content. Citations are missing. |
| **Total 100** |  |  |  |  |  |