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RubiStar

Create Rubrics for your Project-Based Learning Activities

RubiStar is a free tool to help teachers create quality rubrics.
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Welcome to RubiStar!

Want to make exemplary rubrics in a short amount of time? Try RubiStar out! Registered users can save and edit rubrics online. You can access them from home, school, or on the road. Registration and use of this tool is free, so click the Register link in the login area to the right to get started now.

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Quick Tour

Create a Rubric

Choose a Topic below to create a new rubric based on a template:

Oral Projects | Multimedia | Math | Writing | Products
Reading | Art | Work Skills | Science | Music

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Register

First Initial: Last Name: Modifier:

Zip Code: Password:

Login

Go To a Saved Rubric

View, Edit, or Analyze a Rubric

Please enter your Saved Rubric ID below:

View | Edit | Analyze

Search for a Rubric

Choose your Search Type below:

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- Search Author **Name**
- Search Author **Email Address**

Keywords: (up to 3)

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RubiStar
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Rubric ID: **1038335**
Find out how to make this rubric interactive

Marshall Community and Technical College Program Review

CATEGORY	Needs Significant Development	Needs Some Development	Average Performance	Above Average Performance	Exceptional Performance
Program Description	No links to workforce, K-12, 4-year, Voc-Tech, Business/Industrypartnerships identified or developed.	Links to workforce, K-12, 4-year, Voc-Tech, Business/Industrypartnerships identified, not yet developed.	Links to workforce, K-12, 4-year, Voc-Tech, Business/Industrypartnerships developing.	Some social value to program, links to workforce, K-12, 4-year, Voc-Tech, Business/Industrypartnerships developing.	Social value of program high, strong workforce, K-12, 4-year, Voc-Tech, Business/Industrypartnerships in place.
Accreditation	Specialized accrediation available, application procedures identified.	Specialized accrediation available, application procedures identified and development of systems begun.	Probationary accreditation with deficiencies to correct.	Regular (full) accreditation, deficiencies corrected or being corrected.	Regular (full) accreditation with no deficiencies.
Program Statement: Adequacy	Faculty credentials not appropriate, areas for program improvement not identified, corrective actions from previous program reviews not completed.	Faculty credentials appropriate, corrective actions from previous program reviews identified but not completed.	Faculty credentials appropriate, areas for program improvement identified.	Faculty credentials appropriate, areas for program improvement identified, assessment data linked to areas for program improvement.	Faculty credentials appropriate, assessment data effectively used to improve program, corrective actions from previous program reviews completed.
Program Statement: Viability	No service course provision to MCTC and MU, no off-campus course delivery, no articulation agreements in place, no workforce certifications available through program, program enrollment declining sharply, and enrollment projections weak.	Some service course provision to MCTC and MU, off campus courses available, potential articulation agreements identified, workforce certifications identified, program enrollment low but potential to grow, and enrollment projections not clear.	Some service course provision to MCTC and MU, off campus courses available, potential articulation agreements identified, workforce certifications identified, program enrollment low but potential to grow, and enrollment projections not clear.	Significant service course provision to MCTC and MU, increasing number of off campus courses available, articulation agreements in place, workforce certifications available through program, program enrollment steady, and enrollment projections strong.	Significant service course provision to MCTC and MU, substantial number of off campus courses available, articulation agreements in place and expanding, workforce certifications available and increasing in number, program enrollment growing, and enrollment projections strong.
Program Statement: Necessity	Advisory Committee not actively involved with program oversight or implementation, program does not provide students with job placement support, and graduates not employed in field.	Advisory Committee involved with program oversight, program provides students with some job placement support, and some graduates employed in field.	Advisory Committee actively involved with program oversight, program provides students with some job placement support, and many graduates employed in field.	Advisory Committee involved with program oversight and some implementation, program provides students with job placement support, and most graduates employed in field.	Advisory Committee actively involved with program oversight and implementation, program provides students with strong job placement support, and all graduates employed in field.
Consistency with Mission	Program does not align with MCTC mission to emphasize workforce development, career preparation, and lifelong learning to meet WV and regional workforce demands.	Program somewhat aligns with MCTC mission to emphasize workforce development, career preparation, and lifelong learning to meet WV and regional workforce demands.	Program aligns with MCTC mission to emphasize workforce development, career preparation, and lifelong learning to meet WV and regional workforce demands.	Program supports MCTC mission to emphasize workforce development, career preparation, and lifelong learning to meet WV and regional workforce demands.	Program strongly fulfills MCTC mission to emphasize workforce development, career preparation, and lifelong learning to meet WV and regional workforce demands.

Date Created: **February 04, 2004**

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Go to Waypoint

Rubric ID: **1512135**
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2007-2008 ENGLISH 1001/1011 ASSESSMENT PROJECT

CATEGORY	1	2	3	4
CITING TEXTS—How do students present the texts' ideas?	Seldom quotes/paraphrases /explains textual material	Often quotes/paraphrases texts with no explanation	Often quotes/paraphrases texts with minimal explanation	Often quotes/paraphrases texts and adequately explains textual material
EVALUATION—How do students position themselves in relation to the texts' ideas?	Paper presents the texts' argument as their own argument without directly commenting on the relative validity of the texts' overall argument(s) or specific aspects of the argument(s)	Paper comments on the relative validity of the texts' overall argument(s)	Paper comments on the relative validity of specific aspects of the texts' argument(s)	Paper comments directly on the relative validity of both the texts' overall argument(s) and specific aspects of the argument(s)
SYNTHESIS—How do students use texts to understand other texts?	Paper does not articulate any relationship between the cornerstone text and the supporting texts	Paper points to specific similarities/differences between cornerstone text and supporting texts	Paper states a position on cornerstone text's argument based on material from supporting texts	Paper states positions on both cornerstone text's argument and supporting texts' arguments based on the relationships between them
CORRECTNESS—How do students use grammatical conventions to convey meaning?	Paper contains pervasive syntactical, mechanical, and usage errors which frequently obscure meaning	Paper contains repeated syntactical, mechanical, and usage errors which at times obscure meaning	Paper contains some syntactical, mechanical, and usage errors, but these seldom obscure meaning	Paper contains few if any syntactical, mechanical, and usage errors
ELABORATION—Do students use texts to generate ideas?	Paper uses only the texts' ideas or introduces new but inappropriate ideas			Paper introduces new relevant ideas
ELABORATION—Do students use new and relevant examples?	Paper uses only the texts' examples or introduces new but inappropriate examples			Paper introduces new relevant exampl

Date Created: **January 07, 2008**

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