Sample "fill in the blanks" rubric ideas in text and chart form plus examples of both types.

Please find below some very simple rubrics that you can use and that will give your department a place to start if needed. You can expand these as needed, add outcomes for more nuanced analysis, and change DLOs accordingly. The examples included here vary in complexity so that you have a range of ideas.

1. For a DLO about engaging with core ideas in the field

1: Can identify [core topics / ideas / works]
2: Can summarize [core topics / ideas / works]
3: Can offer [critiques / contrasts / etc.] of [core topics / ideas / works]

	1	2	3
For a DLO about engaging with core ideas in the field	Can identify [core topics / ideas / works]	Can summarize [core topics / ideas / works]	Can offer [critiques / contrasts / etc.] of [core topics / ideas / works]

For example, a very basic rubric might be:

Scoring Guide for Subject Matter Expertise

Accomplished	A comprehensive grasp of the subject matter is demonstrated included, but not limited to, an in-depth understand of the relevant concepts, theories, and issues related to the topic.
Competent	A thorough grasp of the subject matter is demonstrated
Developing	A basic grasp of the subject matter is demonstrated

2. For a DLO about using methods appropriate to the field

1: Can identify the key elements in [method]
2: Can use [method] to answer questions about [topic]
3: Can use [method] to answer questions about [topic] and explain their methodological choices

	1	2	3
For a DLO about using methods appropriate to the field	Can identify the key elements in [method]	Can use [method] to answer questions about [topic]	Can use [method] to answer questions about [topic] and explain their methodological choices

For instance, you might use something like this (with the appropriate discipline – this one does have multiple points of evaluation – you may want to break that down into different DLOs):

Scoring Guide for Statistical Methods

Accomplished	Accurately identifies (or extracts) information presented in formats appropriate to Mathematical, Statistical,or Computational discipline that is relevant to the problem and determines an appropriate strategy that can be used to solve the problem. Makes competent judgments, drawing reasonable and appropriately qualified conclusions for this work and explains the steps used to arrive at the conclusions using terminology appropriate to the discipline.
Competent	Shows only a partial understanding of information presented in formats appropriate to Mathematical, Statistical, or Computational discipline and provides an explanation of a strategy that is incomplete. Draws plausible conclusions, which may be inaccurate and explains most of the steps taken using terminology that is somewhat appropriate for the discipline.
Developing	Draws incorrect conclusions about information presented in formats appropriate to Mathematical, Statistical, or Computational discipline and is unable to identify an strategy to solve the problem. Methods attempted are both unsuccessful and not comprehensive and conclusions. Attempts to explain the steps taken in the process, but is not thorough and uses inappropriate terminology for the discipline.

3. For a DLO about communicating effectively

1: Can express a position about [topic]
2: Can express a position about [topic] and summarize ideas from the literature
3: Can use existing literature to support their position on [topic]

	1	2	3
For a DLO about communicating effectively	Can express a position about [topic]	Can express a position about [topic] and summarize ideas from the literature	Can use existing literature to support their position on [topic]

For instance, a slightly more complex rubric for Oral Communications might look like this:

Scoring Guide for Oral Communications

Accomplished	Presentation is clear, logical, and organized. Listener can follow line of reasoning. Speaker provides accurate and complete explanations of key concepts and theories, drawing on relevant literature. Sentences are complete and grammatical. Words are well chosen; they express the intended meaning precisely. Both oral language and body language are free from bias.
Competent	Presentation is generally clear and well organized. Presenter seems slightly uncomfortable at times. For the most part, explanations of concepts and theories are accurate and complete. Sentences are complete and grammatical for the most part. With some exceptions, words are well chosen and precise. Oral language and body language are free from bias with one or two minor exceptions.
Developing	Organization is haphazard; listener can follow presentation only with effort. Arguments are not clear. Much of the information is read. Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice. Listeners can follow presentation, but they are distracted by some grammatical errors and use of slang. Oral language and/or body language includes some identifiable bias.

4. For a DLO about style (vs. content)

1: Can identify rules about [language / grammar / sourcing / etc.]
2: Can apply rules about [language / grammar / sourcing / etc.]
3: Can consistently apply rules about [language / grammar / sourcing / etc.]

	1	2	3
For a DLO about style (vs. content)	Can identify rules about [language / grammar / sourcing / etc.]	Can apply rules about [language / grammar / sourcing / etc.]	Can consistently apply rules about [language / grammar / sourcing / etc.]

For instance, this is an example about presenting data:

Scoring Guide for Graphic Presentation of Data

Accomplished	Facts are displayed accurately. Selection, color, size, shape, and type of graph contribute to the overall message and all facts are adequately sourced
Competent	Most facts are displayed accurately. Selection, color, size, shape, and type of graph are eye catching and relevant. Most facts are adequately sourced
Developing	Some facts are displayed accurately. Selection, color, size, shape, and type of graph are present but do not contribute to the overall message or are distracting from the message. Facts are not adequately sourced

5. For a DLO about making connections between real life and content

1: Can summarize [content]
2: Can summarize [content] and [real-world happening]
3: Can use [content] to explain [real-world happening]

	1	2	3
For a DLO about making connections between real life and content	Can summarize [content]	Can summarize [content] and [real-world happening]	Can use [content] to explain [real-world happening]

Scoring Guide for Application/Problem Solving

Accomplished	Achieves, clear, unambiguous conclusions from the data. Employs creativity in the search for a solution and applies solution to contemporary issues. Recognizes and values alternative problem-solving methods, when appropriate.
Competent	Focuses on difficult problems with persistence. Can work independently with confidence. Sees the real-world relevance of problem. Provides a logical interpretation of the data.
Developing	Can identify problem types. Relies on standardized solution methods, rather than guesswork or intuition. Understands the level of complexity of a problem.

6. For a DLO about working with diverse perspectives

1: Can identify one [diverse perspective]
2: Can explain one [diverse perspective]
3: Can contrast two [diverse perspectives]

	1	2	3
For a DLO about diverse perspectives	Can identify one [diverse perspective]	Can explain one [diverse perspective]	Can contrast two [diverse perspectives]

For instance:

Scoring Guide for Awareness of Multiple Perspectives

Accomplished	An awareness of alternative viewpoints is demonstrated and a critical evaluation of these viewpoints in relationship to previous held positions is attempted
Competent	An awareness of alternative viewpoints is demonstrated, and an assessment of these viewpoints is attempted
Developing	Asserts viewpoints without acknowledge other positions exist

7. For a DLO about creative materials, e.g. art / performance

1: Can produce [creative activity]
2: Can identify [history / technique / theory] and produce [creative activity]
3: Can explain [history / technique / theory] and apply to [creative activity]

	1	2	3
For a DLO about creative materials, e.g. art / performance	Can produce [creative activity]	Can identify [history / technique / theory] and produce [creative activity]	Can explain [history / technique / theory] and apply to [creative activity]

You can do something simple like the "fill in the blank version" but listed below is a more complex rubric scored on multiple elements:

Scoring Guide for Art Project

Accomplished	The student explored several choices before selecting one, generated many ideas, tried unusual combinations or changes, used problem-solving skills. The project was continued until it was complete as the student could make it; gave it effort far beyond that required. The artwork was beautiful and patiently done; it was as good as hard work could make it. The student willingly participated in necessary preparation or work for classroom, was sensitive to the feelings and knowledge of others, exhibited a positive attitude toward assignment.
Competent	The student tried a few ideas before selecting one or based his/her work on someone else's idea, made decision after referring to one source. The student worked hard and completed the project, but with a bit more effort it might have been outstanding. With a little more effort, the work could have been outstanding; lacks the finishing touches. The student participated enthusiastically, performed more than adequately, assisted in preparation and cleanup.
Developing	The student fulfilled the requirements of the assignment, but gave no evidence of trying anything unusual The project was completed with minimum effort The student showed average craftsmanship, lack of pride in finished work The student allowed others to do most of his/her work, participated minimally, exhibited no interest in the project.

Some other sample rubrics:

General Education Scoring Guide for Critical Thinking

Accomplished	Accurately interprets evidence, statements, graphics, questions, etc. Identifies the most important arguments (reasons and claims) pro and con. Thoughtfully analyzes and evaluates major alternative points of view. Draws warranted, judicious, non-fallacious conclusions. Justifies key results and procedures, explains assumptions and reasons. Fair-mindedly follows where evidence and reasons lead.
Competent	Accurately interprets evidence, statements, graphics, questions, etc. Identifies relevant arguments (reasons and claims) pro and con. Offers analyses and evaluations of obvious alternative points of view. Draws warranted, non-fallacious conclusions. Justifies some results or procedures, explains reasons. Fair-mindedly follows where evidence and reasons lead.
Developing	Misinterprets evidence, statements, graphics, questions, etc. Fails to identify strong, relevant counterarguments. Ignores or superficially evaluates obvious alternative points of view. Draws unwarranted or fallacious conclusions. Justifies few results or procedures, seldom explains reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.
Beginning	Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others. Fails to identify or hastily dismisses strong, relevant counterarguments. Ignores or superficially evaluates obvious alternative points of view. Argues using fallacious or irrelevant reasons, and unwarranted claims. Does not justify results or procedures, nor explain reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions. Exhibits close-mindedness or hostility to reason.

Scoring Guide for Ability to use Research to support Thesis Statement

Accomplished	Explanations of research points are complete and helpful and indicate how the research allows the draw of conclusions, make connections and inferences. Written narrative and visual aids clearly aid the speaker in telling a coherent story
Competent	Explanations are complete and helpful but include little or no interaction between research points or explanations aren't quite as complete or helpful but there is some attempt to draw conclusions and make some inferences. For the most, written narrative and visual aids are helpful in telling the story with only a few glaring problems
Developing	Incomplete and/or not helpful explanations with little or no indication of interaction between research points; presents others' information without analysis (e.g. drawing conclusions, making comparisons, connections and inferences). Written narrative and visual aids interfere do not adequately help tell the story.

Scoring Guide for Quality of Research

Accomplished	Information is accurate; resources are legitimate; resources are varied when appropriate; Broad spectrum of information (e.g. on political, economic, social, historical and geographical dimensions)
Competent	Information is mostly accurate with only a few minor errors; one resource may be questionable; resources good but not varied enough; Information spectrum is not as broad – perhaps containing only 4 perspectives.
Developing	Information is unreliable and/or inaccurate; resources are not valid Includes three or less dimensions.

Scoring Guide for Engineering, Senior Project

Accomplished	All important major and minor objectives are identified and appropriately prioritized. All relevant information is obtained and information sources are valid. Design recommendations are well supported by the information. Three or more alternatives are considered. Each alternative is appropriately and correctly analyzed for technical feasibility. All relevant constraints are identified and accurately analyzed. Recommended solution is based on stated criteria, analysis and constraints.
Competent	All major objectives are identified but one or two minor ones are missing or priorities are not established. Sufficient information is obtained and most sources are valid. Design recommendations are mostly supported by the information. At least three alternatives are considered. Appropriate analyses are selected but analyses include some minor procedural errors Most constraints are identified; some are not adequately addressed or accurately analyzed. Solution/decision is reasonable; further analysis of some of the alternatives or constraints may have led to different recommendation.
Developing	Many major objectives are not identified. Insufficient information is obtained and/or sources lack validity. Design recommendations are not supported by information collected. Only one or two alternatives are considered. Inappropriate analyses are selected and/or major procedural and conceptual errors are made. Few or no constraints are identified or some constraints are identified but not accurately analyzed. Only one solution is considered or other solutions were ignored or incompletely analyzed. Many constraints and criteria were ignored.

As the examples above note, rubrics do not have to be in a table. Rather, they can look like this:

Scoring Guide for Technological Competency: Students will use technological applications to find, organize, and present information effectively.

Beginner

• Define and articulate the need for information that is appropriate to complete a specific college-level research project or paper.

• Match the information requirement with the appropriate resources, such as: format type; primary and secondary information; current and historical information; information representing various points of view; and scholarly versus popular press.

• Construct and implement search strategies appropriate for a variety of retrieval systems, including: online catalogs; periodical databases; statistical databases; online reference tools; and search tools.

Developing

• Organize and evaluate information from multiple sources based on usefulness, reliability, validity, accuracy, authority, timeliness, and point of view or bias.

• Read the selected texts, recognize main ideas with supporting details, and will synthesize the information obtained to meet the needs of a college-level assignment.

• Compile a discipline-appropriate bibliography of sources obtained through their research at the beginner level.

Accomplished

• Successfully complete a college-level research paper utilizing a word processing program, and other necessary software, such as a spreadsheet, data base management program, or graphics program.

• Successfully discuss, present and preserve the research findings using a variety of media, including presentation software.

• Successfully publish the final product of a research project on the Internet with software that may include multimedia recording and presentation capabilities.

Teamwork: Students will participate effectively in teams, committees, task forces, and in other group efforts to make decisions and seek consensus.

Beginner

- Joins a group cooperatively.
- Acknowledge members of the group.
- Listens attentively to members of the group.
- Be prepared and reliable members of the group.
- Contribute to the end product of the group.

Developing

- Give input and/or recommendations confidently.
- Complete assigned tasks in a timely fashion.
- Respect differing points of view.
- Agree on group priorities, goals and procedures.
- Help to build a consensus.

Accomplished

- Take an active position in group by assigning tasks and/or speaking for the group.
- Take responsibility for end product that reflects the minority as well as the majority conclusions of the group.
- Encourage and acknowledge the work of other group members.