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| **Scoring Rubric****Article Analysis** | **Summary****20 points** | **Relation of Article to Class****20 points** | **Question****10 points** |
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| Scoring Level4 – Exemplary | There is no question that the student fully read, comprehended and properly summarized each of the important points of the article; The summary tracks the actual article closely, no relevant elements are left out. | It is apparent the student has a clear understanding of the course material by the way that the student relates it to the article; The connection is obvious, and there is no question the student realizes the importance of the concept in real world situations. | Question really makes the reader think about the subject of the article; Answering the question requires considerable thought beyond the specifics of the article, to a broader discussion of the topic in our criminal justice system. |
| 3 – Accomplished | It is obvious that the article was fully read and comprehended by the student; Most of the important points of the article are covered; While it may not be exact, the summary tracks the actual article closely. | Significant discussion of class material, and how article is an example of that material in actual out-of-class situations; The relation is clear. | Question provokes some thoughtful discussion, and demonstrates considerable effort to help other students think about subject of article. |
| 2 – Developing | While it appears article was read, it is not clear that the student fully understood the primary issues of the article; Some important points are covered, but much of the article is not addressed. | Mention of relevant section(s) of class that relate to article, but no discussion of the relation; No detailed discussion of class material as it relates to article. | Question asks for information beyond a simple answer, but does little to create thoughtful discussion. |
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| 1 – Beginning | Not apparent article was fully read; Minimal attention to primary points of article only; Not clear that the summary tracks the actual article selected. | No significant effort to relate article to course subject matter; No mention of relevant section(s) of course in analysis. | Question asks for simple yes or no answer, or for readily ascertainable factual information. |

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| **Scoring Rubric****Article Analysis Response** | **Answer to Question****20 points** | **Thoughts on Article****15 points** | **How Article Relates****to Class****15 points** |
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| Scoring Level4 – Exemplary | Answer is very thoughtful, complete, and demonstrates a full understanding of the initial article in the context of the class; Answer demonstrates original thought about the subject matter, and is effective in moving the conversation forward. | Thoughts on original article are very sophisticated, demonstrating an understanding of the article in the context of class and real-life applications; Opinions are clearly supported. | Clear relation made between article and topics discussed in class; Discussion of the importance of these class topics in real-world settings; Understanding of concepts is made very clear. |
| 3 – Accomplished | Answer demonstrates an understanding of the question in the context of the class; It is obvious the initial article was read in its entirety and understood. | Student provides somewhat sophisticated thoughts about initial article; Student states what he or she thinks about article in a clear, succinct manner and supports any opinions stated. | Significant relation of article to topics in class; Some demonstration of the importance of the article to the real-world application of class topics. |
| 2 – Developing | Answer is somewhat thoughtful, and indicates the initial article was read; An effort is made to go beyond the obvious answer. | Student provides basic thoughts about original article; Student does not provide any clear opinion about the article. | Some relation of the topics in the article to class, but discussion is rudimentary. |
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| 1 – Beginning | Answer to question is simplistic, and does not go beyond the obvious answer; There is little if any original thought; There is no indication in initial article was read. | Little if any original thought about the initial article is provided; It is not clear what the student feels about the initial article. | Little or no discussion of how the article relates to topics discussed in class. |