**Other Possibilities for Assignment Rubrics:**

The language below was developed by Kirsten Ogden and Mikage Kuroki. These are offered as samples for what you can develop for yourself.

Feel free to copy or utilize for your purposes, but please credit Kirsten and Mikage as original authors. This is an offering shared by the course developers and is not part of the course development. You should develop your own assessments for these projects.

We suggest “completion” or “non-completion” for most of the assignments, but you may feel that some assignments require a deeper rubric.

**Annotation and Outline Exercises:**

High Pass:

The text has been thoroughly annotated using almost all of the strategies discussed, including circling vocabulary, underlining key ideas, summarizing as you read, “think aloud,” restating key ideas, developing questions, observing and reflection, “talking to the text,” and identifying thesis statement and sub-points, main ideas and examples to support main ideas.

High Pass:

The text follows the Formal Outlining Format described in A Writer’s Reference with little or no errors. The Outline is a phrase or sentence outline that identifies a thesis, main points and sub points, quotes or restated key points, and a concluding statement.

**Group Study Guide**High Pass:

The group study guide follows the parameters of the study guide and all components are included. The language is clear and concise with little or no major errors in grammar or language usage. The individual parts of the study guide are complete and the discussion questions and concluding statement offer deeper analytical insight.

**Wimpy/Skimpy Exercise**

Group members collaborated appropriately to develop a skimpy paragraph by utilizing the revision guidelines in the assignment, adding examples and descriptive and detailed phrases, and clarifying the paragraph purpose.

**Thesis Statement Exercise**

The collaborative thesis statements illustrate the key principles of thesis statement development as described in the Writers Reference text. Students have clear language, make a clear assertion, and develop an arguable stance.