

**EDLD 5317 Publication Rough Draft Rubric**

**Instructions:** Your rough draft will be assessed by your core peer group using assessment criteria that you and your group have established and have justified. The assignment is worth 50 points so this is the maximum score allowed. Points awarded need to be supported by critical feedforward to help improve the draft submission. Because this is a draft or a work in progress, a perfect grade is not reflective of a genuine development process.

You will need to submit the average score you received from your peers through a link to a post where you point to the numerical score and also explain the assessment criteria that your collaboration group has used.

Criteria	9-10 points	8-7 points	6-5 points	4-3 points	2-1 points	Score
Understanding of the Topic	Demonstrates an exceptional understanding of the topic with insightful analysis and critical thinking. All relevant concepts are covered comprehensively.	Shows a good understanding of the topic with clear analysis. Most relevant concepts are covered, though some minor details may be missing.	Demonstrates a basic understanding of the topic with some analysis. Several important concepts are missing or inadequately covered.	Shows limited understanding of the topic with minimal analysis. Many key concepts are missing or misunderstood.	Demonstrates poor understanding of the topic with little to no analysis. Most key concepts are missing or incorrect.	10
Quality of Research	Uses a wide range of high-quality, credible sources. The research is thorough and well-integrated into the assignment.	Uses several credible sources, though some may be of questionable quality. Research is generally thorough and well-integrated.	Uses a limited range of sources, with some credible and some less so. Research is somewhat integrated but lacks depth.	Uses a few sources, many of which are not credible. Research is poorly integrated and lacks depth.	Uses minimal or no credible sources. Research is poorly conducted and not integrated into the assignment.	9
Organization and Structure	Exceptionally well-organized with a clear, logical flow. Sections and paragraphs are well-structured and transitions are smooth.	Well-organized with a logical flow. Most sections and paragraphs are well-structured with generally smooth transitions.	Somewhat organized but may lack logical flow. Some sections and paragraphs are not well-structured	Poorly organized with little logical flow. Many sections and paragraphs are not well-structured and transitions	Very poorly organized with no logical flow. Sections and paragraphs are not structured and transitions are	7

			and transitions may be abrupt.	are often abrupt.	not evident.	
Writing Quality	Writing is clear, concise, and engaging. No grammatical or spelling errors. The academic tone is maintained throughout.	Writing is clear and concise with minor grammatical or spelling errors. The academic tone is generally maintained.	Writing is somewhat clear but may be wordy or vague. Some grammatical or spelling errors. The academic tone is somewhat maintained.	Writing is unclear and often wordy or vague. Frequent grammatical or spelling errors. The academic tone is inconsistently maintained.	Writing is very unclear with many grammatical or spelling errors. The academic tone is not maintained.	8
Originality and Critical Thinking	Demonstrates a high level of originality and critical thinking. Ideas are innovative and well-supported by evidence.	Shows originality and critical thinking with some innovative ideas. Most ideas are supported by evidence.	Demonstrates some originality and critical thinking. Ideas are somewhat supported by evidence but may lack innovation.	Shows limited originality and critical thinking. Ideas are not well-supported by evidence and lack innovation.	Demonstrates little to no originality or critical thinking. Ideas are not supported by evidence and lack any innovation.	9

**Total Points: 43 / 50**

Feedforward Commentary:

**Your credibility and knowledge increased because you used your personal experience interwoven with your research. So, your understanding seems to be very high giving you a ten.**

**Quality of research: I didn't see too many in-text citations for the quality of research, so I gave it a nine because while you mentioned that you used the tools in your class, you did not specify how the students used them, just the outcomes. If you haven't reached the 1,000-word count, you could add some specifics or some research citations proving your point. So, I gave a nine on research in the section.**

**Organization and structure: I gave a 7 for this because the paper felt like a manual for implementation and not an article.**

**Writing Quality: I gave an eight because the paper felt as though there was too much information. You may benefit from cutting some of what you deem unnecessary. While attempting to talk about many topics, the word count limits you and does not allow you to discuss every topic to its fullest potential. I recommend picking out the most**

Peer being assessed: Sara-Ann Heinsohn Assessor: Samara Marin

**interesting topics to discuss and expanding on those. Which will catch your readers' attention?**

**Originality and critical thinking: I gave a nine because you placed yourself in your article and began talking about how you integrated these tools into your classroom; however, because of the number of tools you are attempting to talk about, you are not giving yourself enough room to expand on any one.**