

**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. A perfect grade does not reflect a genuine development process because this is a draft or a work in progress.

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 your collaboration group 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.	9
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.	10
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	8

			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.	9
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: 45 / 50**

Feedforward Commentary:

**Hi Sara-Ann,**

**Overall, your article is very conversational and easy to read and digest. You clearly researched and used a variety of digital tools. From this article, I believe that you will open some educators' eyes to digital tools they had not thought of before for literacy skills. Great work; I enjoyed reading your article.**

**-Audrey Parcell**