

Assessment Rubric and Course File

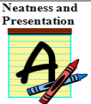







- Prof. Dr. M. Ashraful Alam
- Vice Chancellor, Sylhet International University
- Former Director, IQAC-SUST
- ashraf_sust@yahoo.com

	1 Beginner	2 Capable	3 Accomplished	4 Expert
Quality of Writing X 2	- post has no style or voice - gives no new information on the topic - poorly organized	- post has little style or voice - gives some new information on the topic - poorly organized	- written in a somewhat interesting style and voice - some new information on the topic or reflective - well organized	- written in an interesting style and voice - very informative or deeply reflective - well organized
Presentation X 1	- many words misspelled - many grammar errors - formatting makes post difficult to follow or read	- several spelling errors - several grammar errors - formatting makes it difficult to follow or read	- few spelling errors - few grammar errors - some formatting to help make the post easier to read	- all words spelled correctly - no grammar errors - formatting makes the post more interesting and easier to read
Multimedia X 2	- no multimedia	- one piece of multimedia	- several pieces of multimedia	- multiple pieces of multimedia - multimedia adds new information or perspective to post
Community X 1	- no links - post is not tagged or categorized	- one or more links - only "easy" links - post may be categorized or tagged	- several links included that add to the reader's understanding - post may be categorized or tagged	- several links to places that add to readers understanding - post is fully categorized and tagged

Scoring Rubric

Points	Description
4	<ul style="list-style-type: none"> • Students understanding of concept if clearly evident • Student uses effective strategies to get accurate results • Student uses logical thinking to arrive at conclusion
3	<ul style="list-style-type: none"> • Students understanding of the concept is evident • Student uses appropriate strategies to arrive at a result • Student shows thinking skills to arrive at conclusion
2	<ul style="list-style-type: none"> • Student has limited understanding of a concept • Student uses strategies that are ineffective • Student attempts to show thinking skills
1	<ul style="list-style-type: none"> • Student has a complete lack of understanding of concept • Student makes no attempt to use a strategy • Student shows no understanding

Mind Map Rubric

	5	4	3	2	1
Neatness and Presentation 	 The mind map was well presented and all the information is easy to understand	 The mind map was well presented and most of the information is easy to understand	 The mind map was mostly well presented but some of the information was difficult to understand	 The mind map was not neat enough to understand most concepts	 The mind map was not neat enough to understand
Use of images/symbols 	Most categories are enhanced with simple symbols or diagrams	Some categories are enhanced with simple symbols or diagrams	A few categories are enhanced with simple symbols or diagrams	The mind map includes some images	The mind map includes a few images
Use of colour 	Has included colour to show all connections and/or to categorise topics throughout the mind map	Has included colour to demonstrate some connections and/or topics throughout the mind map	Has included some colour in the mind map but has not used colour to categorise throughout the mind map	Has used very little colour in the mind map and has not used colour to categorise throughout the mind map	Has failed to include colour in the mind map

Scoring Rubric for Oral Presentations: Example #2

PRESENCE	5 4 3 2 1 0	MASTERY OF THE SUBJECT.	5 4 3 2 1 0
-body language & eye contact		-pertinence	
-contact with the public		-depth of commentary	
-poise		-spoken, not read	
-physical organization		-able to answer questions	
LANGUAGE SKILLS	5 4 3 2 1 0	VISUAL AIDS	5 4 3 2 1 0
-correct usage		-transparencies, slides	
-appropriate vocabulary and grammar		-handouts	
-understandable (rhythm, intonation, accent)		-audio, video, etc.	
-spoken loud enough to hear easily			
ORGANIZATION	5 4 3 2 1 0	OVERALL IMPRESSION	5 4 3 2 1 0
-clear objectives		-very interesting / very boring	
-logical structure		-pleasant / unpleasant to listen to	
-signposting		-very good / poor communication	

Test Rubric

	1 5 pts	2 15 pts	3 20 pts	4 25 pts
Problem Solving Skills	1 The majority of the strategies attempted in this quiz were not appropriate.	2 About 1/2 of the strategies attempted in this quiz were not appropriate.	3 The majority of the strategies attempted in this quiz were appropriate.	4 All the strategies attempted in the assignment were appropriate.
Calculations	1 Major calculation errors were made throughout the entire quiz.	2 Major calculation errors were made throughout a significant portion of the assessment.	3 Minor calculation errors were made randomly through the quiz.	4 All calculations were completed accurately throughout the entire quiz.
Is the answer correct?	1 Answer is incorrect/used the wrong mathematical approach or no approach at all.	2 Answer is wrong / no supporting work including multiple miscalculations	3 Answer is wrong due to a minor mistake or single miscalculation.	4 Answer is correct.

Online Rubric Making Tools for Teachers

[iRubric](#)
(custom)

[RubiStar](#)
(customizable templates)

[Teacher Planet](#)
(premade)

[ThemeSpark](#)
(common core)

[PBL Checklist](#)
(project-based learning)

Course Plan

Week	Topics	Teaching-Learning Strategy	Assessment strategy	Corresponding CO
1, 2	Introduction to Organic Chemistry: Review of chemical bonding, atomic and molecular orbitals, hybridization, and shapes of molecules polar covalent bonds, dipole moment, polar and nonpolar compounds, resonance forms, formal charge, acid-base behavior of molecules resonance, inductive effect, electrophiles and nucleophiles.	General discussion to be familiar with the students, Lecture, PP presentation	Q/A, SQ, MCQ,	CO1
3	Aliphatic Hydrocarbons: Alkanes: Nomenclature, general methods of preparation, physical and chemical properties, uses, conformations.	Lecture, Q/A, PPT presentation	Q/A, SQ, MCQ,	CO2
4	Alkenes: Structure, nomenclature, general methods of preparation, physical and chemical properties, geometrical isomerism and uses.	Lecture, Model demonstration	Assignment	CO2
5	Review of Week 1-4 Classes ; Term Test-1, Assignment	Open discussion	Term Test-1 SQ, MCQ,	
6, 7	Dienes: Alkadienes and polyunsaturated hydrocarbons. 1,3-Butadiene: Electron delocalization, stability of conjugated dienes. Electrophilic attack on conjugated dienes: 1,2- and 1,4-addition. 1,4-Cycloaddition.	Lecture, PPT presentation, Q/A	Q/A, SQ, MCQ, Problem solving	CO2
8	Alkynes: Structure, nomenclature, general methods of preparation, physical and chemical properties, uses. Acidity and analysis of alkynes	Lecture	Q/A, Group Presentation	CO2
9,10	Aromatic Hydrocarbons: Introduction, structure, preparation, properties and uses of benzene. Electrophilic aromatic substitutions, its orientation and substituents effect on benzene ring. Friedel-Crafts alkylation and acylation, nitration, sulphonation and halogenation of benzene and benzene derivatives. Polycyclic Aromatic Hydrocarbons: Synthesis, physical and chemical properties of naphthalene, phenanthrene and anthracene.	Lecture, animated VDO clip, Q/A Session		CO3
11	Review of Week 6-10 Classes ; Term Test-2, Assignment	Open discussion, Q/A session	Term Test-2 SQ, MCQ,	
12	Alkyl and Aryl Halides: Nomenclature, general methods of preparation, physical and chemical properties and uses. Preparation and uses of Grignard reagent. Introduction to S-1 and S-2 mechanism.	Lecture, PPT presentation		CO4
13	Alcohol and Phenols: Nomenclature, general and industrial methods of preparation, physical and chemical properties and uses. The comparative reactivity of alcohols, ethers and epoxides.	Lecture, Group Discussion, Q/A session		CO5
14	Ether and Epoxides: Nomenclature, industrial sources, Williamson synthesis, physical and chemical properties and uses. Preparation and ring opening reactions and uses of epoxides.	Lecture, Q/A session		CO5

Table of Specification (TOS) for the Summative Assessment
(Semester Final Exam)

Questions			Bloom's levels of Cognition						
Q. No.	Marks	CO No	Remember	Understand	Apply	Analyze	Evaluate	Create	Comment
1	15	2	5	5	5				
2	15	3		5	5	5			
3	15	-		5	5		5		
4	15	4		5		5		5	
5	15	-	5		5		5		
6	15	5		5	5			5	
7									
8									
Total Marks			10	25	25	10	10	10	
Total % in each level			11	27	27	11	11	11	
% Marks in Major levels				42		42		25	
After Moderation				34		50		25	

Temp for Course File

(Outcome-based Curriculum)

1. Course outline
2. Lecture materials/notes
3. Attendance sheet
4. Assignment: Copies of best, mediocre and poor
5. Class test/quiz/mid-term test etc. (copies of best, mediocre and poor)
6. Copies of question papers/assessment tools
7. Rubrics for assessment
8. Course evaluation by course teacher considering feedback from the students
9. Feedback from the students on the course
10. Peer review: Done /Not done
11. Evaluation of attainment of CLOs
12. Improvement plan for better attainment of CLOs



*Thank You
very much
for listening*