

Rubric for Reviewing Assignments and Activities

Does the activity/assignment meet the content/concept goals listed?	no – a little – somewhat – definitely Comments and suggestions for improvement:
Does the activity/assignment meet the higher order thinking skills goals listed?	no – a little – somewhat – definitely Comments and suggestions for improvement:
Does the activity/assignment meet the other skills goals listed?	no – a little – somewhat – definitely Comments and suggestions for improvement:
Are the directions clear and concrete enough for students to complete the activity/assignment as intended?	no – a little – somewhat – definitely Comments and suggestions for improvement:
Does this activity/assignment have an effective "hook" that engages students?	no – a little – somewhat – definitely Comments and suggestions for improvement:
Does this activity/assignment help students place new knowledge, tasks, and experiences into the context of what they already know?	no – a little – somewhat – definitely Comments and suggestions for improvement:
Does this activity/assignment require students to synthesize, discuss, extend, or reflect on what they have learned in the activity?	no – a little – somewhat – definitely Comments and suggestions for improvement:
If a student completes the assignment, can the instructor evaluate whether the student has met the stated goals?	no – a little – somewhat – definitely Comments and suggestions for improvement:

Karen Kortz; Modified from the evaluation rubric designed by Barbara Tewksbury, Hamilton College as part of the program *On the Cutting Edge*. http://serc.carleton.edu/files/NAGTWorkshops/intro08/rubric_review_others_assignmen.pdf