

**Marist College**  
**Core/Liberal Studies Program**  
**Assessment of Student Learning Outcomes**  
**Grading Rubric Tally Sheet**

Course: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor: \_\_\_\_\_ Topic: \_\_\_\_\_

|   | <b>Unsatisfactory<br/>1</b>   | <b>Satisfactory<br/>2</b>  | <b>Above Satisfactory<br/>3</b>  | <b>Mastery<br/>4</b>  | <b>Score</b>  |
|---|---|--|--|---|---|
|   | Demonstrates Core/LS competencies at a less than satisfactory level.  | Demonstrates Core/LS competencies at a satisfactory level.   | Demonstrates Core/LS competencies at satisfactory and above satisfactory levels.                                     | Demonstrates mastery of Core/LS competencies.   |   |
| Identifies and defines the problem from a variety of disciplines, e.g., economic, religious, scientific     | Fails to accurately identify and define the problem using any of the disciplines taught in the Core/LS Program. | Accurately identifies and defines the problem in at least half of the sources using disciplines taught in the Core/LS Program. | Accurately identifies and defines the problem in most of the sources using discipline taught in the Core/LS Program. | Accurately identifies and defines the problem in all of the sources using disciplines taught in the Core/LS Program.              | <b>Totals</b><br>1s____<br>2s____<br>3s____<br>4s____ |
| Identifies and describes the values that underlie each author's position on the problem                     | Fails to identify and describe the values that underlie each of the authors' positions on the problem.          | Adequately identifies and describes the values that underlie most of the authors' positions on the problem.                    | Clearly identifies and describes the values that underlie most of the authors' positions on the problem.             | Clearly identifies and describes the values that underlie all of the authors' positions on the problem.                           | <b>Totals</b><br>1s____<br>2s____<br>3s____<br>4s____ |
| Synthesizes and reveals awareness of the strengths and limitations of each author's approach to the problem | Fails to synthesize or critique any of the authors' approaches to the problem.                                  | Provides a basic synthesis and critique of the authors' approaches to the problem.   | Provides a clear synthesis and thoughtful critique of most of the authors' approaches to the problem.                | Provides an excellent synthesis and thoughtful critique of all of the authors' approaches to the problem.                         | <b>Totals</b><br>1s____<br>2s____<br>3s____<br>4s____ |
| Articulates her/his position on the issue making her/his values explicit                                    | Fails to articulate her/his position on the issue or make her/his values explicit.                              | Articulates a brief and simple explanation of her/his position and values on the issue   | Articulates a clear and informed explanation of her/his position and values on the issue                             | Articulates a clear and sophisticated explanation of her/his position and values on the issue                                     | <b>Totals</b><br>1s____<br>2s____<br>3s____<br>4s____ |
| Well organized and written  | Organization, grammar, and writing style interfere with the readers ability to understand the ideas presented   | Organization, grammar, and style are adequate for the reader to grasp the ideas presented                                      | Organization, grammar, and style allow the reader to easily understand the ideas presented.                          | Organization, grammar, and style enhance the reader's ability to understand the ideas presented; a pleasurable reading experience | <b>Totals</b><br>1s____<br>2s____<br>3s____<br>4s____ |