

SELF-ASSESSMENT OF BELIEFS

KNOWLEDGE AND UNDERSTANDING OF THE CONCEPTS (x2)	
5	The response demonstrates a very high level of knowledge and understanding (e.g., meaning, application, conceptualization) of all the concepts being examined (e.g., the response shows that the student clearly understands the meaning of “bias” or “privileged” or “beliefs.”)
4	The response demonstrates good knowledge and understanding of all the concepts
3	The response demonstrates good knowledge and understanding of most of the concepts
2	The response demonstrates knowledge and understanding of some of the concepts.
1	The response demonstrates a misunderstanding of many of the concepts or little knowledge of the concepts.
LEVEL OF INQUIRY (x2)	
5	<ul style="list-style-type: none"> • The response demonstrates a very high level of personal inquiry, thoroughly exploring issues related to the concept. • The breadth of the response demonstrates an excellent awareness of related concepts. • The depth of the response demonstrates an excellent awareness of the complexity of the concept
4	<ul style="list-style-type: none"> • The response demonstrates good level of inquiry, exploring most issues thoroughly. • The breadth of the response demonstrates a good awareness of related concepts. • The depth of the response demonstrates a good awareness of the complexity of the concept
3	<ul style="list-style-type: none"> • The response demonstrates some inquiry and some issues are explored more deeply. • The breadth of the response demonstrates a satisfactory awareness of related concepts. • The depth of the response demonstrates a satisfactory awareness of the complexity of the concept
2	<ul style="list-style-type: none"> • The response demonstrates very little inquiry beyond stating ideas. • The breadth of the response demonstrates poor awareness of related concepts. • The depth of the response demonstrates a poor awareness of the complexity of the concept
1	<ul style="list-style-type: none"> • The response demonstrates no degree of inquiry. • The breadth of the response demonstrates little or no awareness of related concepts. • The depth of the response demonstrates little or no awareness of the complexity of the concept

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SIX-POINT ESSAY RUBRIC (x2)						
	Unacceptable	Inadequate	Barely Adequate	Competent	Proficient	Superior
MEANING	The essay demonstrates seriously flawed reasoning, does not develop a sound argument, or provides little or no support for its position.	The point of view developed is not sufficiently supported, and / or demonstrates weak critical thinking about the topic. Some attempt at generating a point of view is made, however it is not achieved	The barely adequate essay develops a point of view on the issue and demonstrates some critical thinking about the topic, however this may be inconsistent or has some flaws in reasoning or evidence.	The competent essay demonstrates some mastery of the development of an argument. Contains competent critical thinking with no errors in understanding of the topic. Support may be limited to one aspect of the topic.	The proficient essay contains a clear and well supported thesis. This essay demonstrates sound understanding of the topic and is supported with relevant details.	The superior essay presents a clear and often provocative thesis (where appropriate). The essay demonstrates depth of understanding and interprets details for the reader. The essay develops some intellectual appeal through well-chosen supporting details.
ORGANIZATION	The unacceptable essay is disorganized or unfocused, resulting in disjointed or incoherent ideas and arguments	The writing is poorly organized and/or focused, it is not as coherent as it should be.	Writing is somewhat organized, but support may be limited. The writing may occasionally lose focus.	Writing is organized and straightforward. There is an attempt to make connections explicit.	The writing is clear, focused and logically developed. The writing uses transitions that make connections explicit.	The essay is structured and appears to flow in a natural way. It appears effortless in presenting ideas that connect from one to the next. Topics are effectively developed and connected to the thesis.
LANGUAGE	Contains many errors, or the errors made significantly impede meaning.	Demonstrates frequent errors in writing that causes the meaning to be less clear than it should be.	Demonstrates frequent errors in writing that causes the meaning to be less clear than it should be.	The essay is proofread, and conventions of language are generally followed. Errors are not distracting.	The proficient essay uses appropriate voice and tone. It is well proofread, with few errors that do not distract the reader. Word choice is varied and the essay demonstrates that the author is aware that the reader will prefer interesting sentences.	The essay is fully proofread and free from almost all errors. The few errors that exist may only be noticeable when the reader is actively looking for them. The language used is varied and interesting. A nearly flawless piece of writing!