**CHEM-342 Introduction to Biochemistry**
**Evaluation Rubric for Learning Issues Assignments**

Characteristics of a good learning issue.
1. Presented in the form of a **question** or **series of questions**.
2. **Focused** so that it seeks specific information.
3. Constructed so that it asks an **answerable** question.
4. Pursues information that is **relevant** to the problem.
5. Goes beyond superficial knowledge to probe **conceptual** issues.
6. Often set in a **context** that provides direction.  **Why** is the question important?

**Grading Rubrics:** The guidelines (rubrics) below indicate how the quality of learning issue and the efforts to resolve them are evaluated.

| Weight | Grade | Quality Criterion | Excellent (A/A+) | Very Good (B+/A-) | Good (B-/B) | Acceptable (C+/C) | Inadequate (C- or lower) |
|---|---|---|---|---|---|---|---|
| 40 | | **Level of Inquiry** | Questions probe for deeper understanding; Rationale for learning issues developed; Evidence of evaluation. | Goes beyond simple comprehension; Displays analysis and reflection; A breadth of inquiry topics. | Displays comprehension and application of basic concepts; May avoid or miss topics relevant to deeper understanding. | Seeks factual information that goes little beyond definitions. | Disconnected questions; off topic. |
| | **Remarks** | | | | | | |
| 15 | | **Quality of Expression** | Clear, concise, and to the point; Context apparent and often revealed in a series of linked questions. | Most learning issues clear and on topic. | Point of learning issues not always apparent | Displays frequent factual errors and misconceptions that destroy focus and undermines meaning | Incomplete sentences lacking clarity or context. |
| | **Remarks** | | | | | | |
| 5 | | **Quantity** | >10 | | 10 | | <10 |
| | **Remarks** | | | | | | |
| 20 | | **Progress toward Resolution** | Reasonable answers to most questions; Speculation about unresolved issues reasonable and based on logical arguments. | Student's "voice" evident in answers; Reasonable answers to many questions; Speculation may be "off the mark". | Resolution of learning issues limited or perhaps superficial at times. | Answers limited or not appropriate; Presented as quotations or lightly paraphrased from sources. | Limited or no effort to find answers or make reasonable speculation. (Cut & paste from Internet = plagiarism) |
| | **Remarks** | | | | | | |
| 10 | | **Sources Accessed** | Varied, appropriate, and properly cited; Perhaps displaying resourcefulness in finding unusual sources. | Appropriate; properly cited. | Few | Single source | No sources referenced |
| | **Remarks** | | | | | | |
| 10 | | **Illustrations** | Carefully selected to make significant points supported by narrative. Sources cited. | Appropriate but perhaps not fully understood. | Few, sometimes poorly selected | Limited or not relevant. | None |
| | **Remarks** | | | | | | |

Weighted Assignment Grade =