

Nubric

Psychology 101 Fall 2022

4*	Commendation: student work shows evidence of especially sophisticated, nuanced, or analytical thinking
4	Mastery: Student demonstrates mastery of the standards assessed
3	Partial mastery: Student demonstrates partial mastery of the standards assessed
2	Emerging Understanding: Student demonstrates emerging understanding of the standards assessed
1	Insufficient Evidence: Student has submitted insufficient evidence for the standards assessed

CONTENT KNOWLEDGE

	Response consistently demonstrates accurate, detailed knowledge of relevant psychological concepts, principles, and theories
	Response consistently demonstrates accurate and detailed knowledge of relevant research
	Response consistently features appropriate and accurate use of relevant terms
	Connections among and distinctions between related concepts are explicit, accurate, relevant, well-selected, useful, and well-integrated into the response

SKILLS

	Response is fully focused on the prompt or task
	Clear, well-developed, well-integrated explanations serve the task/argument
	Response effectively uses research studies in service of a relevant argument
	Response effectively integrates multiple perspectives, such as explicit attention to more than one lens, approach, theory, method, set of findings, context, or population.
	Response examines the issues/ problems inherent in the prompt or topic and engages in the complexity created by including these in the discussion without losing central focus
	Well-developed critical thinking (credibility, reliability, validity, ethical considerations of relevant research, and the provisional nature of psychological knowledge) serves the task/ argument

LEARNING HABITS

	Student consistently acts in ways that support their learning (e.g. Student seeks out and takes advantage of learning opportunities, work is consistently completed on time, work is done with great care, student is well prepared for class, student incorporates feedback into subsequent work)
	Student consistently acts in ways that support others' learning (e.g. Student actively engages in class so that others can benefit from their ideas, student models effective academic and affective approaches to learning, student works effectively in collaborative groups)