**Grading Rubric: Analysis paper #1**

**Student learning outcome addressed:** 1.Identify and explain common cultural/social attitudes and beliefs about older adults including those that are ageist.

Article citation: Nelson, T. D. (2016). Promoting healthy aging by confronting ageism. *American*

*Psychologist*, *71*(4), 276.

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| **Performance Outcomes** | **Exemplary (4 points)** | **Proficient (3 points)** | **Developing (1 point)** | **NA**  **(0 pts)** |
| Content:  1. A summary of each of the five topics was provided in enough detail to give the reader an understanding of the topic and its intersection with ageism. | I can accurately paraphrase the content of each of the five topics and produce a summary that communicates the main themes and their relationship to ageism. | I can paraphrase some of the content of each of the five topics and produce a summary that communicates some of the themes and their relationship to ageism. | I can select limited relevant information about the topics and produce a summary that communicates some of the themes and their relationship to ageism. |  |
| 2. A personal reflection on each of the five topics was provided that described how that topic may influence the student personally or in their future professional life. | I can produce a personal reflection on each of the five topics that reflects beginning critical thinking on the topic and describes how that topic may influence me personally or in my future professional life. | I can produce a personal reflection on each of the five topics that describes how that topic may influence me personally or in my future professional life. | I can produce a personal reflection on some of the five topics that describes how that topic may influence me personally or in my future professional life. |  |
| **Writing style & grammar usage/mechanics:** Sentences are complete and concise, grammar is accurate, tone is formal, including vocabulary appropriate to the task | Sentences convey meaning in the most economical way. Sentences are clear, concise and direct; punctuation is correct; tone is appropriately formal. | Sentences are complete and concise, grammar is accurate, tone is formal, including vocabulary appropriate to the task. | Sentence structure, grammar, and/or tone choices interfere with readability. | Sentence structure, grammar, and/or tone choices interfere with meaning. |
| **APA:** Demonstrates consistent attention to the rules of APA formatting and citation- paper may include minor errors. | Utilizes APA formatting and citations- paper is error free. | Demonstrates consistent attention to the rules of APA formatting and citation- paper may include minor errors. | The references and formatting partially follow the rules of APA citation. | Lack of citations or formatting interfere with the utility and meaning of the paper. |

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| Points | Letter grade | Numerical grade |
| 16 | A+ | 100 |
| 15 | A | 97 |
| 14 | A | 94 |
| 13 | A- | 91 |
| 12 | B+ | 88 |
| 11 | B | 85 |
| 10 | B- | 82 |
| 9 | C+ | 78 |
| 8 | C | 75 |
| 7 | C- | 72 |
| 6 | D+ | 68 |