



Sample Grading Rubric

Learning Task #1 (30%)

Understanding Of Interdisciplinary Learning in a Knowledge Building Community

Reflection Check-Points Sept 20th, Oct. 11th, Nov. 1st

Criteria	Unsatisfactory Fails to meet requirements (C- or lower)	Satisfactory Meets Some Requirements (C to B-)	Good Meets all Requirements (B to B+)	Excellent Meets all and Exceeds Some Requirements (A- to A)
Understanding of Contemporary Conceptualizations of Interdisciplinary Learning at the end of the course	Demonstrates limited or misunderstandings of interdisciplinary learning; little evidence of having engaged with the course material to understand interdisciplinary learning.	Demonstrates some understanding of interdisciplinary learning; some evidence of having engaged with course material to understand interdisciplinary learning.	Demonstrates sufficient understanding of interdisciplinary learning; evidence of having engaged with course material to understand interdisciplinary learning.	Demonstrates evidence of deep understanding of interdisciplinary learning and provides thoughtful insights; exceptional evidence of having engaged with course material to understand interdisciplinary learning.
Rationale for Designing a Dynamic Interdisciplinary Learning Environment	Formulates a rationale by putting forward no new ideas or limited ideas and arguments; limited identification of relevant or shared problems to create a dynamic learning environment.	Formulates a rationale by putting forward some ideas and arguments; identifies some problems to create a dynamic learning environment.	Formulates a rationale by putting forward ideas and arguments; identifies relevant problems and gaps in understanding to create a dynamic learning environment.	Formulates a rationale by putting forward critical ideas and arguments; clearly identifies relevant problems and negotiates gaps in understanding to create a dynamic learning environment.
Critical Reflection of Design Decisions	Analyzes interdisciplinary designs and provides a simplistic or cursory analysis with references to non-authoritative sources.	Analyzes interdisciplinary designs and provides some analysis using some references to authoritative sources.	Analyzes interdisciplinary designs and formulates reasoned judgment for the analysis using relevant authoritative sources.	Analyzes interdisciplinary learning designs, thoroughly and critically. Formulates well-reasoned judgment using relevant authoritative sources and different viewpoints.



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Co-designing Interdisciplinary Learning in a knowledge-building community	<p>Demonstrates limited understanding or misunderstanding of topics; does not take a meaningful role in fostering idea diversity and a knowledge building community.</p> <p>Demonstrates limited collaboration with peers and mostly individually contributions towards the design of an interdisciplinary unit.</p>	<p>Demonstrates understanding of many topics and provides some contributions to idea diversity and the knowledge building community.</p> <p>Demonstrates some collaboration with peers to co-design an interdisciplinary unit.</p>	<p>Demonstrates sufficient understanding of all topics and contributes to idea diversity and the knowledge building community.</p> <p>Demonstrates collaboration with peers to sufficiently build personal and collective professional capacities and expertise when co-designing an interdisciplinary unit.</p>	<p>Demonstrates deep and proficient understanding of all topics and takes a meaningful designer role in fostering idea diversity and a knowledge building community.</p> <p>Demonstrates skillful collaboration with peers and continually contributes as a team member to build personal and collective professional capacities and expertise when co-designing an interdisciplinary unit.</p>
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