

### **Guidelines for Rating CPR Texts**

Use the following categories when rating the calibrations, your peers' work, and your own text. The rating is holistic, meaning the assignment is given one score, as a whole.\*

When assigning a rating to a text, use the whole scale of 10 points.

Characteristics of the rating categories:

**1 or 2** - The discussion is completely unsatisfactory. The text does not address the specified writing task. The text does not demonstrate that the author has an understanding of the principles. Serious mis-statements have been made. The discussion is disorganized and unclear.

**3 or 4** - The discussion is not a finished effort. The text indicates that the author has only a vague understanding of the principles involved. Significant erroneous statements have been made. Important principles have been omitted. The text lacks good organization or clarity in presentation.

**5 or 6** - The discussion is acceptable but does not demonstrate the author has a sophisticated understanding of the concepts. The text contains errors and possibly some irrelevant statements. An attempt at organization and clear presentation has been made.

**7 or 8** - The discussion is a good quality effort. The text indicates the author has an understanding of the principles. The text may contain minor errors, but they do not affect the overall argument or discussion. Some inappropriate references to details may be included. Sections of the text are organized and clear.

**9 or 10** - The discussion excels in all areas. The text indicates that the author has a sophisticated understanding of the concepts without unnecessary statements. All statements are correct. A minor grammatical error does not detract from the clarity of the discussion. The text is well organized and clearly presented.

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*\* Not all of the characteristics listed in each category need be present in a text to assign that rating. If characteristics of a text span several categories, use the major category. When designing the assignment, instructors may select which categories to emphasize, especially with respect to setting minimum standards or estimating percentages for particular parts of the assignment associated with particular rubric elements.*