

Rubric for Discussion Paper

Adapted from: Remenda, V. as cited in Fostaty Young, S. (2005), Teaching, learning and assessment in higher education: Using ICE to improve students' learning. Paper presented at the *Improving Student Learning Symposium*, Imperial College, London: UK.

Components	<i>Ideas</i>	<i>Connections</i>	<i>Extensions</i>
Content	<ul style="list-style-type: none">- Identifies the hypothesis- Statements are accurate in terms of the paper- Summary accurately depicts the paper's content	<ul style="list-style-type: none">- Draws attention to the relationship among the paper's topics- Provides examples to illustrate concepts- Connects the paper's content to the course content	<ul style="list-style-type: none">- Evaluates the applicability of the paper's hypothesis- Extrapolates from the paper to other situations- Relates the paper to other disciplines or to the broader field

From *Purposeful Assessment for Intended Learning* video with Sue Fostaty Young
<http://www.queensu.ca/ctl/goodpractice/grading/icevideo.html>