

**Grading Rubric for Oral Exam**  
**Restorative Justice**                      **Spring 2021**

**Introduction:** The objective of the oral exam is for you to indicate a rudimentary mastery of the keywords and philosophies behind restorative justice. Restorative justice is a “new” alternative to punishment that is becoming more prominent in the criminal justice arena. Will you be able to effectively articulate to employers, supervisors, skeptics, and novices the benefits and drawbacks of RJ? This oral exam seeks to prepare you to effectively articulate RJ as a process and philosophy.

The rubric below is how each student will be assessed during the oral exam. The content (keywords, objectives, inquiries) you must “master” is on an adjacent document under the e360 caption of Oral Exam.

	<b>Inadequate 0</b>	<b>Basic 10</b>	<b>Competent 15</b>	<b>Good 20</b>	<b>Excellent 25</b>
<b>Understanding</b> <i>As indicated by the fluency displayed by student. Can the student articulate their basic understanding of RJ with confidence? (overall criteria)</i>	Student was not prepared and could not complete most sections of the oral exam	Major pauses and hesitations. Responses were limited in scope, poor ability to answer question Could not answer with comfort.	Some pauses and hesitation with little depth, breadth into RJ. Able to answer most questions but not with ease. Only a few sentences for each response.	Limited pauses and hesitations. The breath, depth of the subject and answers were competent and knowledgeable. Overall general ease to responses	Little to no hesitation (natural pauses fine). Responses are clear and student is able to elaborate with detailed examples. Clear knowledge of subject is present.
<b>Understanding</b> <i>Vocabulary of Restorative Justice</i> (checklist of RJ keywords)	Student did not adequately address the vocabulary within each inquiry.	A lack of diversity (no variation) in the language of restorative justice (repetitive language)	Limited variety of the language in the discipline utilized (repetitive to a few terms)	A good variety/ use of RJ vocabulary. Able to articulate using a range of words.	Excellent variety and usage of RJ vocabulary. An assortment, mixture of word utilized.
<b>Implications</b> <i>What are the major repercussions for the parties involved in RJ processes? For CRJ system?</i>	Student does not discuss the implications of restorative justice.	Discusses the minor implications of RJ (missing major aspects) OR does not discuss implications adequately		Adequately discusses some of the major implications of RJ	Fully discusses the major implications of the argument or position.
<b>Prompting</b> <i>Does the student need instructor to persuade, encourage, or remind him/her to develop response?</i>	Prompted a lot 5 or more times per question/inquiry	Prompted a lot (a lot of probing questions 3-4 per inquiry)	Prompted a little (2-3 probes per inquiry)	Prompted moderately (1 or two probing questions per inquiry)	Minimal to no prompting needed throughout the conversation