

**Abstract Rubis for SOTL Presentation/Panel Submissions**

	<b>0</b> <i>Cannot be scored</i>	<b>1</b> <i>Poor/ Definitely Not Accept</i>	<b>2</b> <i>Below Average/ Not Accepted</i>	<b>3</b> <i>Average/ Potential Non-Acceptance</i>	<b>4</b> <i>Above Average/ Accept</i>	<b>5</b> <i>Excellent/ Clear Accept</i>
<b>Relevance to Interior Design Teaching and Learning</b>	No relevance, the topic is not stated	The topic is incomplete/ inadequate, poorly articulated	Elemental topic identified, not clearly articulated	Topic fairly relevant to the discipline lacks some clarity	Topic relevant to the discipline, adequately articulated	Topic significantly relevant to the discipline, clearly articulated
<b>Pedagogical Approach/ Instructional Methods</b>	The pedagogical approach is missing	Pedagogical approach is incomplete/ inappropriate and poorly articulated	Elemental pedagogical approach identified, not clearly articulated	An appropriate and developing pedagogical approach is identified but lacks the needed clarity	An appropriate pedagogical approach is identified, adequately articulated, and somewhat innovative	The pedagogical approach is well-stated, clearly articulated, and innovative
<b>Insights for Teaching and Learning</b>	Insights are missing	Insights are incomplete/ inadequate, and poorly articulated	Elemental levels of Insight are identified; however, not clearly articulated	Insights are identified but lack cohesiveness	Insights are articulated adequately	Insights are clearly articulated toward a meaningful outcome
<b>Outcomes (Students and other)</b>	Student learning outcomes are missing	Outcomes are inadequate and poorly articulated.	Elemental levels of student learning outcomes	Standard student learning outcomes; typical level of skill is required and achieved	Above-average student learning outcomes; course is appropriately challenging and high levels of student learning are generally achieved	Exceptional student learning outcomes; quality of learning supports success in other contexts (e.g., subsequent courses, curriculum, discipline etc.)
<b>Significance of Appendix</b>	There is no appendix	The appendix is inadequate and does not support the submitted submission	The appendix has an elemental contribution but does not fully support the submission	The appendix is appropriate and developing, but lacks a contributed meaning; further support is needed	The appendix is contextually adequate and supports the submission	The appendix is appropriate and contextually relevant, clearly contributes, and is highly engaged in supporting the submission