

HISTORY RUBRIC

Viewpoint, focus, purpose	Connections, organization, structure, form	Evidence	Knowledge Base	Conventions of historical research	Portfolio Item:
<p><u>Encompasses knowledge base appropriate to age</u></p> <ul style="list-style-type: none"> <li>clearly identifies &amp; addresses key questions &amp; ideas</li> <li>demonstrates understanding of the issues</li> <li>presents positions persuasively</li> <li>shows awareness of alternate viewpoint and explanations</li> <li>"takes a stand" where and when appropriate</li> </ul>	<p><u>The whole is greater than the sum of its parts</u></p> <ul style="list-style-type: none"> <li>organized so that all parts support the whole</li> <li>conjectures, predicts and explains observations when appropriate</li> <li>explains significance of problems beyond the project</li> <li>notes critical junctures, decisions</li> <li>"what if" – sees other possibilities</li> </ul>	<p><u>Credible and convincing</u></p> <ul style="list-style-type: none"> <li>generalizations and ideas supported by specific, relevant and accurate information</li> <li>ideas developed in appropriate depth</li> <li>discusses strengths and weaknesses of evidence</li> <li>cites appropriate sources (graphs, formulas, figures, equations, maps, illustrations) where appropriate</li> </ul>	<p><u>Good store of knowledge</u></p> <ul style="list-style-type: none"> <li>names</li> <li>dates</li> <li>places/geography</li> <li>surrounding events, context</li> </ul>	<p><u>Intelligible</u></p> <ul style="list-style-type: none"> <li>distinguishes facts and fiction</li> <li>correct format (bibliography, footnotes, references, etc.)</li> <li>uses proper quotations</li> <li>good mechanics and standard notations</li> <li>aware of rules of plagiarism</li> </ul>	<p>Student:</p> <p>Advisor:</p> <p>Reader:</p> <p>Score:</p> <p>Date:</p>
EXCEEDS	EXCEEDS	EXCEEDS	EXCEEDS	EXCEEDS	
MEETS	MEETS	MEETS	MEETS	MEETS	
APPROACHES	APPROACHES	APPROACHES	APPROACHES	APPROACHES	
NEEDS MORE	NEEDS MORE	NEEDS MORE	NEEDS MORE	NEEDS MORE	



WRITING RUBRIC (non-fiction)

E X P E C T A T I O N S	<b>Viewpoint, focus, purpose</b>	<b>Connections, organization, structure, form</b>	<b>Evidence</b>	<b>Voice, tone</b>	<b>Conventions</b>	Portfolio Item:
	<p><u>Encompasses knowledge base appropriate to age</u></p> <ul style="list-style-type: none"> <li>● clearly identifies &amp; addresses key questions &amp; ideas</li> <li>● demonstrates understanding of the issues</li> <li>● presents positions persuasively</li> <li>● shows awareness of alternate viewpoint and explanations</li> <li>● "takes a stand" where and when appropriate</li> </ul>	<p><u>The whole is greater than the sum of its parts</u></p> <ul style="list-style-type: none"> <li>● organized so that all parts support the whole</li> <li>● conjectures, predicts and explains observations when appropriate</li> <li>● explains significance of problems beyond the project</li> <li>● contains transitions</li> <li>● concludes in a satisfying way</li> </ul>	<p><u>Credible and convincing</u></p> <ul style="list-style-type: none"> <li>● generalizations and ideas supported by specific, relevant and accurate information</li> <li>● ideas developed in appropriate depth</li> <li>● discusses strengths and weaknesses of evidence</li> <li>● cites appropriate sources (graphs, formulas, figures, equations, maps, illustrations) where appropriate</li> </ul>	<p><u>Engaging</u></p> <ul style="list-style-type: none"> <li>● lively, interesting use of language</li> <li>● awareness of reader</li> <li>● explains concepts so they are understandable</li> <li>● project has a distinct identity</li> </ul>	<p><u>Intelligible</u></p> <ul style="list-style-type: none"> <li>● excellent appearance</li> <li>● correct format (bibliography, footnotes, references, etc.)</li> <li>● varied sentence structure</li> <li>● good mechanics and standard notations</li> <li>● appropriate, broad vocabulary and word usage</li> </ul>	<p><b>Student:</b></p> <p><b>Advisor:</b></p> <p><b>Reader:</b></p> <p><b>Score:</b></p> <p><b>Date:</b></p>
	EXCEEDS	EXCEEDS	EXCEEDS	EXCEEDS	EXCEEDS	
	MEETS	MEETS	MEETS	MEETS	MEETS	
	APPROACHES	APPROACHES	APPROACHES	APPROACHES	APPROACHES	
	NEEDS MORE	NEEDS MORE	NEEDS MORE	NEEDS MORE	NEEDS MORE	

**WRITING  
RUBRIC (creative work)**

E X P E C T A T I O N S	<b>Idea, concept</b> Is the idea of some depth, is it worthwhile? • connections with work of others • significance (e.g. politically, culturally) • intrinsic value	<b>Organization, composition, structure, form</b> Is the whole greater than the sum of its parts? • organized so that all parts support the whole • evident structure • Problems of form like balance, symmetry/asymmetry, beginning, middle & end, rhymes and rhythms, etc., solved as appropriate • use of traditional forms as appropriate • completeness	<b>Communication, effectiveness, aesthetic</b> Does it work? Is it interesting to the reader/viewer/listener? • original, lively, innovative • intrinsic interest • meaning in its own terms • aesthetically satisfying	<b>Expressiveness</b> Does the work have character? • characteristic of creator • conveys feeling • individual style	<b>Elements, materials (e.g., words, paints, clay, diorama)</b> Is there adequate knowledge of and control over materials? • technical skill • ability to manipulate materials for specific purposes • familiarity with broad potential of materials • use of varied materials and elements, sometimes in new combinations	Portfolio item: _____ Student: _____ Advisor: _____ Scorer: _____ Score: _____ Date: _____
	EXCEEDS	EXCEEDS	EXCEEDS	EXCEEDS	EXCEEDS	
	MEETS	MEETS	MEETS	MEETS	MEETS	
	APPROACHES	APPROACHES	APPROACHES	APPROACHES	APPROACHES	
	NEEDS MORE	NEEDS MORE	NEEDS MORE	NEEDS MORE	NEEDS MORE	

**M A T H**

<b>Content</b>	<b>Focus, Purpose, Question</b>	<b>Connections, Relevance</b>	<b>Organization, Structure of Methods</b>	<b>Observation, Results, Viewpoint</b>	<b>Conclusion, Evidence, Math Habits</b>	
Number sense	<ul style="list-style-type: none"> <li>clearly identifies key questions and ideas</li> <li>demonstrates understanding of the purpose</li> </ul>	<ul style="list-style-type: none"> <li>explains significance of the activity/task/problem</li> <li>looks for patterns</li> <li>makes comparisons to other work or prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>describes activity so that others can understand</li> <li>step by step process</li> </ul>	<ul style="list-style-type: none"> <li>uses drawings, charts, graphs to support findings</li> <li>gather ample and appropriate data if appropriate</li> <li>analyze work, reflective stance</li> <li>double checks results with different method</li> </ul>	<ul style="list-style-type: none"> <li>defends conclusions with sound reasoning</li> <li>makes conscious decisions about whether the results are credible or not</li> <li>explains how problem can be redone to be more organized or clearer</li> <li>shares about difficulties and triumphs throughout process – shows diligence and perseverance</li> </ul>	Portfolio Piece:
Geometry						Student:
Data						Advisor:
Patterns, Functions, Algebra	<p>EXCEEDS</p> <p>MEETS</p> <p>APPROACHES</p> <p>NEEDS MORE</p>	<p>EXCEEDS</p> <p>MEETS</p> <p>APPROACHES</p> <p>NEEDS MORE</p>	<p>EXCEEDS</p> <p>MEETS</p> <p>APPROACHES</p> <p>NEEDS MORE</p>	<p>EXCEEDS</p> <p>MEETS</p> <p>APPROACHES</p> <p>NEEDS MORE</p>	<p>EXCEEDS</p> <p>MEETS</p> <p>APPROACHES</p> <p>NEEDS MORE</p>	Overall Score:
						Date:

**ORAL PRESENTATION RUBRIC**

**IS THE PRESENTATION INTERESTING?**

Score	1.	2.	3.	4.
<b>Oral Conventions</b>	little or no sense of audience, unclear, mumbling, no eye contact, limited vocabulary and sentence structure	occasional eye contact. Some awareness of audience, speech sprinkle with "like" "um" "well" . Simple sentences	sense of audience, clear and concise, some complex sentences and interesting vocabulary	3 plus comfortable enough with audience to play with them, while keeping to point
<b>Voice/Style/Tone/Relevance</b>	no voice, style -- flat narrative of events or facts			engaging, lively, interesting, relevant, deliberately uses voice to enhance presentation.

This rubric should not be used as a pass/fail tool – it is to help give feedback to the presenter