

HISTORY RUBRIC

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

WRITING RUBRIC (non-fiction)

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

| E X P E C T A T I O N S | Idea, concept Is the idea of some depth, is it worthwhile? • connections with work of others • significance (e.g. politically, culturally) • intrinsic value | Organization, composition, structure, form 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 | Communication, effectiveness, aesthetic Does it work? Is it interesting to the reader/viewer/listener? • original, lively, innovative • intrinsic interest • meaning in its own terms • aesthetically satisfying | Expressiveness Does the work have character? • characteristic of creator • conveys feeling • individual style | Elements, materials (e.g., words, paints, clay, diorama) 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

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

ORAL PRESENTATION RUBRIC

IS THE PRESENTATION INTERESTING?

| Score | 1. | 2. | 3. | 4. |
|-----------------------------------|--|--|---|---|
| Oral Conventions | 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 |
| Voice/Style/Tone/Relevance | 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