

Evaluation Tools

Reading Rubrics and Checklists

Predictions About Characters and Events in a Story Rubric

Apprentice	Basic	Learned	Exemplary
No attempt made to respond or response is inappropriate.	Fails to make prediction or makes a prediction which is illogical, irrelevant, or unsupported.	Makes a prediction about character(s) and/or event(s). Uses few/no details to make the connection between the story and the inference. May use generalities to make the connection between the story and prediction made.	Makes a reasonable prediction about character(s) and/or event(s). Uses some details to make the connection between the story and the inference.

Rubric for Reader's Response (Retelling)

Apprentice	Basic	Learned	Exemplary
<p>The student gives an incomplete retelling that contains no major points or events. Details may be limited. Sequencing of events does not exist. The student's understanding of the main idea is incorrect or makes no sense. The student is unable to make a prediction based on the story. Depending on the selection, a description of the characters or the setting is not included or incorrect.</p>	<p>The student's retelling includes at least one major point or event but may focus on a detail or a part of the selection. Student's response does not show an understanding of sequence. The student gives a partial statement of the main idea. The student's prediction is inconsistent with the selection. Depending on the selection, a description of the characters or the setting is included in the retelling. One or the other may be incorrect.</p>	<p>The student's retelling may include some details and most major points or events, sequencing them when appropriate. One major point or event is left out. The student gives a simple but acceptable statement of the main idea. The prediction is generally consistent with the selection. Depending on the selection, an incomplete description of the characters and the setting will be included in the retelling.</p>	<p>The student uses details and sequence to summarize the selection. The student's retelling includes all major points or events and some relationships between them. The student gives a complete statement of the main idea. The student's prediction is consistent with the selection. The response shows an exceptional understanding of the selection. Depending on the selection, a description of the characters and the setting will add to the completeness of the retelling.</p>

Reading Scoring Rubric

Apprentice	Basic	Learned	Exemplary
<ul style="list-style-type: none"> Students performing at this level are literal readers, constructing a plausible but superficial interpretation of a text. They show little sensitivity to nuances and complexities. These readers develop few or no connections with or among texts. Sometimes they connect the text associationally with personal experience, but the connection is generally superficial and unexamined. At this level readers are not risk takers. They show little tolerance for textual difficulties or lack of closure. Confronted by textual complexity, they are inclined to 	<ul style="list-style-type: none"> Readers at this level construct a thoughtful and plausible interpretation of a text. They fill in some gaps in a text, making assumptions about unstated causes or motivations or drawing meaning from cues in the text. They usually differentiate between literal and figurative meanings. They may recognize real or seeming contradictions, but are sometimes distracted by these contradictions and by ambiguities. They demonstrate their understanding of the whole work. Readers achieving this level develop connections within and among texts. They usually connect their understanding of the text to their own experience and knowledge and sometimes to other texts. When directed, these readers may generate, validate, 	<ul style="list-style-type: none"> A reading performance at this level is discerning, thorough, and perceptive, but will probably show somewhat less insight or sensitivity to nuances and complexities of text than an exemplary reading. These readers are able to fill in gaps in a text, making plausible assumptions from subtle cues; but they engage in these operations with less acuteness of vision than more expert readers. They recognize and differentiate between literal and figurative meanings. They recognize real or seeming contradictions, exploring possibilities for their resolution or tolerating ambiguities. They demonstrate their understanding of the whole work as well as an 	<ul style="list-style-type: none"> An exemplary reading performance is insightful, discerning, and perceptive as the reader constructs and reflects on meaning in a text. Readers at this level are sensitive to linguistic, structural, cultural, and psychological nuances and complexities. They fill in gaps in a text, making plausible assumptions about unstated causes or motivations, or drawing meaning from subtle cues. They differentiate between literal and figurative meanings. They recognize real or seeming contradictions, exploring possibilities for their resolution or tolerating ambiguities. They demonstrate their understanding of the whole work as well as an awareness of how the parts work together to create the whole. Readers achieving this level develop connections with and among texts. They connect their understanding of the text not only to their own ideas, experience and knowledge, but to their history as participants in a culture or larger community, often making connections to other texts or other works of art. Exceptional readers draw on evidence from the text to generate, validate, expand, and reflect on their own ideas. These readers take risks. They entertain challenging ideas and explore multiple possibilities of

<p>ignore the difficulties. Their reading process tends not to be recursive: having made some initial sense of the text, they are inclined to retain their view without testing or revising it.</p> <ul style="list-style-type: none"> ▪ Readers at this level of reading performance rarely challenge the text or carry on an internal dialogue with the writer. If they raise questions at all the questions will be largely unproductive expressions of frustration or low level inquiries (i.e., about word meanings). Any expressed appreciations or criticisms are likely to be simplistic 	<p>expand and/or reflect on their ideas about the text, but with less depth than in the learned or exemplary level. These readers tend to paraphrase or retell, often thoroughly and purposefully. They also see, however, a more general significance in or wider application of the literal facts of the text.</p> <ul style="list-style-type: none"> ▪ These readers, while confident, rarely take risks. They accept the text without exploring multiple possibilities of meaning. They tend to present their understanding of a text as fixed and rarely revise their interpretation as they re-read and as additional information becomes available. ▪ Readers demonstrating this level of reading performance sometimes challenge or question the text. They may raise questions and may agree or disagree without explaining their reactions. 	<p>awareness of how the parts work together to create the whole.</p> <ul style="list-style-type: none"> ▪ These readers may explore multiple possibilities of meaning. While they may form firm interpretations early in their reading, they are open to revising their ideas as additional information or insight becomes available to them. They sometimes articulate newly developed levels of understanding. ▪ Readers at this level challenge the text. They pose questions, postulate answers, take exception, agree, disagree, speculate; however, the questions and/or issues they raise may not be as insightful or perceptive as those of the reader demonstrating an exemplary reading.. 	<p>meaning as they read, grounding these meanings in their acute perceptions of textual and cultural complexities. They often revise their understanding of a text as they re-read and as additional information or insight becomes available to them. They sometimes articulate a newly developed level of understanding.</p> <ul style="list-style-type: none"> ▪ Readers demonstrating this level of performance challenge the text. They carry on an internal dialogue with the writer, raising questions, taking exception, agreeing, disagreeing, appreciating or objecting to text features. They may test the validity of the author's ideas, information, and/or logic by considering the authority of the author and the nature and quality of the author's source(s). They frequently suggest ways of rewriting the text, speculating about the ideology or cultural or historical biases that seem to inform a text, speculating about the ideology or cultural or historical biases that seem to inform a text, sometimes recognizing and embracing and sometimes resisting the ideological position that a text seems to construct for its reader.
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Draft Response to Literature Rubric

Apprentice	Basic	Learned	Exemplary
<ul style="list-style-type: none"> ▪ Response does not indicate understanding of selection. ▪ No predictions consistent with selection. ▪ Retelling incomplete with no major events. ▪ Details limited in summary and not in sequence. ▪ No statement of main idea or statement makes no sense. ▪ Description of characters and setting incorrect or not included. 	<ul style="list-style-type: none"> ▪ Response shows partial understanding of selection. ▪ Prediction inconsistent with selection. ▪ Retelling includes at least one major event. ▪ May focus on one detail or part of selection. ▪ Does not show understanding of sequence. ▪ Partial statement of main idea. ▪ Description of character or setting is incorrect. 	<ul style="list-style-type: none"> ▪ Response shows good understanding of selection. ▪ Prediction is generally consistent with selection. ▪ Retelling includes major events. ▪ Uses some details in sequence to summarize. ▪ Simple statement of main idea. ▪ Description of character and setting mostly complete. ▪ Statement of conflict or problem is vague. 	<ul style="list-style-type: none"> ▪ Response shows exceptional understanding of selection. ▪ Prediction consistent with selection. ▪ Retelling includes all major events. ▪ Uses important details in sequence to summarize. ▪ Complete statements of main idea. ▪ Description of characters and main setting accurate. ▪ States problem or conflict clearly.

Reading Assessment Rubric

Apprentice	Basic	Learned	Exemplary
<ul style="list-style-type: none"> ▪ Depends heavily on phonetic cues. ▪ Lacks expression and fluency. ▪ Reads slowly orally and silently. ▪ Doesn't use context to attack unknown words. ▪ Reads word by word. ▪ Won't take risks. ▪ Does not comprehend main idea. ▪ Is easily distracted during reading time. ▪ Perceives reading as painful and time-consuming. 	<ul style="list-style-type: none"> ▪ Tends to choose short, easy, familiar books. ▪ Often needs encouragement to read. ▪ May ignore punctuation when reading aloud. ▪ May be distracted by irrelevant details. ▪ Shares feelings about stories with encouragement. ▪ Knows limited number of authors 	<ul style="list-style-type: none"> ▪ Remembers books, characters and settings. ▪ Uses a variety of strategies to deal with difficult words. ▪ Shares information and feelings about stories spontaneously. ▪ Raises questions. ▪ Reads at varying rates depending on purpose and encouragement. ▪ Retells accurately but may not filter out irrelevant details. ▪ Recommends books to peers. ▪ Recognizes author's style 	<ul style="list-style-type: none"> ▪ Reaches out to challenging books within reach. ▪ Appreciates humour. ▪ Reads widely; knows authors, styles. ▪ Remembers books, characters, settings. ▪ Savours language. ▪ Reads aloud fluently and effortlessly. ▪ Summarizes and interprets story effectively. ▪ Raises unique questions.

States Main Idea and Gives Supporting Details Rubric

Apprentice	Basic	Learned	Exemplary
Attempts to identify the main idea(s); however, the main idea may be stated incorrectly or may be missing. May contain few, incorrect, or irrelevant details.	Identifies the main idea(s), and includes some supporting details. Much of the response is copied directly from the text. May contain major inaccuracies.	Identifies the main idea(s) correctly, and includes many supporting details. Response is written mostly in the student's own words. May contain minor inaccuracies.	Clearly and accurately identifies the main idea(s), and includes most of the relevant supporting details. Response is written in the student's own words.

This Rubric may be used as a listening rubric.

Makes Inferences About Characters and/or Events in a Story Rubric

Apprentice	Basic	Learned	Exemplary
Fails to make an inference, or makes an inference which is illogical or irrelevant.	Makes a general inference about character(s) and/or event(s) with few/no supporting details, or uses irrelevant details.	Makes a general inference about character(s) and/or event(s) with some supporting details, or uses irrelevant details.	Makes logical and relevant inferences about character(s) and/or event(s). Details from the story support the inferences made.

This rubric may also be used as a listening rubric.

Summarizes Main Characters, Main Events in Sequence, Setting Rubric

Apprentice	Basic	Learned	Exemplary
Unable to adequately summarize events, most of the main characters, and the setting (major flaws).	Summarizes most of the events, most of the main characters, and the setting (major flaws).	Summarizes the main events, the main characters, and the setting (minor flaws)	Accurately and completely summarizes the main events in correct sequence, the main characters, and the setting.

This rubric may also be used as a listening rubric.

Draws Conclusions From Text Rubric

Apprentice	Basic	Learned	Exemplary
Fails to draw a conclusion (may give a summary instead).	Draws a conclusion but conclusion is unsupported, illogical, or irrelevant.	Draws a conclusion, and uses a few supporting details from the text.	Draws logical and relevant conclusion(s) and uses supporting details from the text.

This rubric may also be used as a listening rubric.

Multifaceted Reading Rubric

	Apprentice	Basic	Learned	Exemplary
Constructing Meaning	<p>The response demonstrates little evidence of constructing meaning from the text. The response:</p> <ul style="list-style-type: none"> ▪ Attends to minor details of the text, or may recopy verbatim passages. ▪ Is likely to be inaccurate, incomplete, irrelevant, or incoherent. ▪ May be sketchy, fragmented or may show a serious misunderstanding of the text. ▪ Does not take into account the functions of print conventions and text structures or genres. 	<p>The response demonstrates an adequate understanding of the gist of the text. The response:</p> <ul style="list-style-type: none"> ▪ Provides a solid summary of the text. ▪ Tends to focus on literal understandings but may include some evidence of inferential or evaluative comprehension. ▪ Shows little evidence that the reader has actively used background knowledge. Interpretations tend to be somewhat flat. ▪ Seldom explores meanings of individual words, nuances of meaning or figurative meanings. 	<p>The response demonstrates good understanding of the text. The response:</p> <ul style="list-style-type: none"> ▪ Provides a solid summary of the text. ▪ Provides inferential and evaluative comprehension. ▪ Shows evidence that the reader has used background knowledge. ▪ Provides good interpretations of the text. ▪ Points out some figurative meanings in the text. 	<p>Responses are complex and demonstrate a thorough understanding and interpretation of the text. The response:</p> <ul style="list-style-type: none"> ▪ Shows evidence of comprehension on many levels (e.g., literal, inferential, evaluative.) ▪ Uses the reader's background knowledge and experience to enrich the understanding of the new text. ▪ May display knowledge about the functions of print conventions in interpretations of text. ▪ May display understanding of text structures and genres. ▪ May demonstrate sensitivity to word meanings by focusing on specific words and elaborating or speculating about origins, nuances, or figurative meanings.
Connections Within Text	<p>The response may demonstrate some understanding of discrete parts of the text or may focus solely on a single aspect or</p>	<p>The response clarifies and explains the relationships of all the parts of the text; however, the ability to integrate all the parts into a complete whole may be</p>	<p>The response clarifies and explains the relationships of all the parts of the text; but interpretations may be lacking</p>	<p>The response reveals complex interpretations of the text by making connections among different parts of the text. The response:</p> <ul style="list-style-type: none"> ▪ Shows rich, complex integration of

	<p>section. The response:</p> <ul style="list-style-type: none"> ▪ Focuses on isolated facts and does not connect text elements. ▪ Lacks awareness of the author's style or craft as a unifying presence in the selection. ▪ May present no information from the passage, or may briefly mention only the topic or some key words from a section of the passage. 	<p>lacking. The response:</p> <ul style="list-style-type: none"> ▪ May include some retelling or summarizing which is more complete in some sections and may contain some inaccuracies of lack of coherence in other sections. ▪ Does not attempt to clarify or explain inconsistencies within the text or within the interpretation. Contradictions are tolerated rather than explained. 	<p>in complexity. The response:</p> <ul style="list-style-type: none"> ▪ May include some retelling or summarizing but focuses more on interacting with the text to interpret the connections among the different parts of the text. ▪ Attempts to clarify or explain inconsistencies within the text or interpretation but lacks complexity in such. 	<p>understanding through ongoing, recurring interactions with the text.</p> <ul style="list-style-type: none"> ▪ May elaborate on or explain issues or contradictions within the text. ▪ Shows understanding of the relationship of parts of the text to the integrity of the whole selection. ▪ Shows evidence of "reading like a writer" – analyzing, evaluating, or appreciating the author's perspective and craft.
Extending Beyond Text	<p>The response does not make extensions to other texts, relevant personal experiences which extend understanding, or abstractions or generalizations. The response:</p> <ul style="list-style-type: none"> ▪ Is typically text-bound and lacks extensions which foster deeper understanding. ▪ May refer to personal experiences, but often is tangential rather than integral to the reading. 	<p>The response may demonstrate some personal connection to the text, but references are general rather than precise and often reflect the ordinary rather than the unique. The response:</p> <ul style="list-style-type: none"> ▪ Personal involvement is somewhat superficial or occurs as an afterthought rather than an inherent part of the interaction with the text. ▪ May express opinions, judgments or insights about the content of the text but does not extend these to abstract or 	<p>The response demonstrates some evidence of extension beyond the text to other texts, experiences, abstractions and/or generalizations, but focuses more on personal experience than anything else. The response:</p> <ul style="list-style-type: none"> ▪ Draws somewhat on other texts for deeper understanding, but focuses more on personal experience which 	<p>The response demonstrates considerable evidence of extension beyond the text to other texts, experiences, abstractions and/or generalizations. The response:</p> <ul style="list-style-type: none"> ▪ Draws on personal experiences to assist in clarifying and elaborating issues beyond test-bound concerns. ▪ Shows precise and insightful connections to other texts, reflecting deeper understanding. ▪ Draws conclusions about abstractions or generalizations which show a complex understanding of the text and an awareness of

	<ul style="list-style-type: none"> May reflect an attempt to tell about something read or viewed, not directly related to the passage. May contain vague abstractions or generalizations or none at all. 	<p>general concepts.</p> <ul style="list-style-type: none"> May refer to other texts but may reflect the mundane and obvious. 	<p>may be limited.</p> <ul style="list-style-type: none"> May express opinions, judgments, or insights about the content of the text and may extend these to abstract or general concepts. 	<p>interactions beyond the text.</p> <ul style="list-style-type: none"> Reflects a strong personal involvement through comparison/contrast to other texts and experiences. May contain expressions of curiosity, wonder or desire to learn more about something in or related to the text.
Risk-Taking	<p>The response reflects a safe, text-bound interpretation and does not take risks. The response:</p> <ul style="list-style-type: none"> Generally accepts the writer's absolute authority. Focuses on a single "correct" interpretation, often relying on verbatim phrases from the text. Reveals reading difficulties and lacks evidence of strategies to overcome them. Lacks personal insights or contains irrelevant ideas. Lacks awareness of the author's voice. 	<p>The response may exhibit some risk-taking but generally regards the author and the text as authoritative. The response:</p> <ul style="list-style-type: none"> May attempt an alternative interpretation, but focuses more on arriving at the "right" interpretation. May contain personal insights connected, more often, to prior knowledge rather than to newly discovered understanding. May challenge author's knowledge, claims or style, but is tentative. May reveal reading obstacles and difficulties, sometimes with a sense of the reader's frustration. Expresses confidence about reading of "easy" passages. 	<p>The response exhibits some risk-taking and questioning of authorial authority, but is limited in alternative interpretations and insights. The response:</p> <ul style="list-style-type: none"> Attempts to question authorial authority but interpretations and insights are of a literal understanding and lacking in depth. 	<p>The response demonstrates evidence of behaviours such as questioning authorial authority, creating alternative interpretations, or discovering personal insights. The response:</p> <ul style="list-style-type: none"> Reflects pride and confidence in reading ability; the reader appears "in charge" of own literacy. May suggest more than one interpretation or develop an alternative interpretation, supported with relevant textual information. May thoughtfully support or challenge author's assumptions, perspective, claims or style. Expresses opinions, judgments and personal insights about the text. May contain evidence of persistence with reading task and use of strategies to overcome obstacles or difficulties.

Oral Reading Performance Rubric

Apprentice	Basic	Learned	Exemplary
<p>Read word by word and must be assisted with many words.</p> <p>Meaning is lost in the difficulty with the words.</p>	<p>Reads word by word with no logical grouping.</p> <p>Speaks in a monotone, with little change in pace or voice inflection.</p> <p>Speaks too softly to be heard by all in audience.</p> <p>Slurs and mumbles words.</p>	<p>Usually groups words in a logical manner.</p> <p>Uneven emphasis given to important content.</p> <p>Tone and pace follow text punctuation fairly well.</p> <p>Loudness of voice varies.</p> <p>Mispronounces some words.</p>	<p>Groups words logically when reading aloud.</p> <p>Changes voice tone to emphasize important content.</p> <p>Alters voice and pace in accordance with text punctuation.</p> <p>Can be heard by all in audience.</p> <p>Enunciates each word clearly.</p>

Writing Rubrics and Checklists

Narrative Analytic Rubric

	A pprentice	B asic	L earned	E xemplary
General Competence	Some evidence of achievement. Developing writer.	Adequate achievement. Competent writer.	Commendable achievement and writer.	Exceptional achievement. Exceptional writer.
Focus/ Organization	Topic may not be clear. Few events are logical. May be no attempt to limit topic. Much digression or over-elaborations with significant interference with reader understanding.	Topic clear. Most events are logical. Some digression causing slight reader confusion. Most transitions are logical, but may be repetitive. Clear sense of beginning and end.	Topic clear. Events are logical. Possible slight digression without significant distraction to reader. Most transitions smooth and logical. Clear sense of beginning and end.	Topic clear. Events are logical. No digressions. Varied transitions. Transitions smooth and logical. Clear sense of beginning and end.
Development	Minimal development of elements of narrative. Minimal or no detail. Detail used is uneven and unclear. Simple sentence patterns. Very simplistic vocabulary. Detail may be irrelevant or confusing.	Most elements of narrative are present. Some elaboration may be less even and lack depth. Some details are vivid or specific, although one or two may lack direct relevance. Supporting details begin to be more specific than general statements.	Elements of narrative are well-elaborated. Most elaboration is even and appropriate. Some varied sentence patterns used. Vocabulary appropriate. Some details are more specific than general statements. A few details may lack specificity.	Elements of narrative are well-elaborated (plot, setting, characters). Elaboration even and appropriate. Sentence patterns varied and complex. Sentence patterns varied and complex. Diction appropriate. Detail vivid and specific.
Mechanics	Many minor errors. Many major errors. Many errors cause reader confusion and interference with understanding.	A few minor errors. One or two major errors. No more than five combined errors (major and minor). Errors do not cause significant reader confusion.	A few minor errors. One or two major errors. No more than five combined errors (major and minor). Errors do not cause significant reader confusion.	One or two minor errors. No major errors.

Writing Portfolio Collection Rubric

Apprentice	Basic	Learned	Exemplary
<p>Topics, ideas, or plans may often not be clear. Use of supporting details or events may not be logical. May be digressions or overelaborations that significantly Interfere with reader understanding. Typically little sense of beginnings or endings. Few transitions. Minimal use of supportive detail; detail may be irrelevant or confusing. Many mechanical errors that interfere with understanding.</p>	<p>Controlling topics, ideas, or overall plans always present but do not always focus the writing. Endings may sometimes be awkward or abrupt. Transitions are typically logical but may on occasion lack depth and/or direct relevance.</p>	<p>Generally well organized according to definite plans. Topics or ideas generally clear. Typically clear beginnings and ends. Most transitions smooth and logical. Details generally varied and vivid; metaphors may sometimes be appropriate. Most details consistent with overall plans. In each composition, at least one point is fully elaborated (6-9 clauses.) Mechanical errors do not confuse reader, but in each composition there may be several minor errors or one or two major errors.</p>	<p>Unified, focused compositions. Topic or ideas consistently clear, no digressions. Typically clear beginnings, middles, and ends. Transitions typically smooth and logical. Details varied and vivid. Details consistently support logic or idea. Points are often extensively elaborated (8-10 clauses). Mechanical errors are minor and infrequent.</p>

Business Letter Rubric

Apprentice	Basic	Learned	Exemplary
<p>No concept of business letter form. Lack of necessary information. Ideas unorganized. Sentence fragments and run-ons; few complete sentences. Language inappropriate to business letter. Frequent usage errors (such as: agreement, pronoun misuse, tense). Incorrect use of capitalization, punctuation, and spelling conventions.</p>	<p>Little concept of business letter form. Lack of necessary information. Ideas not sufficiently organized and/or communicated. Sentence fragments and run-ons; few complete sentences. Language inappropriate to business letter. Frequent usage errors (such as: agreement, pronoun misuse, tense). Incorrect use of capitalization, punctuation, and spelling conventions.</p>	<p>Business letter form maintained. Necessary information presented. Ideas sufficiently organized and communicated. Minimal number of sentence fragments or run-ons. Appropriate business letter language. Only occasional usage errors (such as agreement, pronoun misuse, tense).</p>	<p>Business letter form maintained. Necessary information presented. Ideas well organized and communicated clearly and concisely. Command of sentence structure. Excellent business letter language. Correct usage. Correct capitalization, punctuation, and spelling.</p>

Writing Evaluation Rubric

	Apprentice	Basic	Learned	Exemplary
Writing Process	<ul style="list-style-type: none"> Little evidence of plan/focus. Little evidence of revision. Little attempt at editing. 	<ul style="list-style-type: none"> Some evidence of plan/focus. Some evidence of revision. Some attempt at editing. 	<ul style="list-style-type: none"> Much evidence of plan/focus. Much evidence of revision. Much attempt at editing. 	<ul style="list-style-type: none"> Plan improves overall quality of work. Revisions improve overall quality of work. Effective editing.
Storyline-Development of Focus/Theme	<ul style="list-style-type: none"> Many ideas do not relate to theme. Details are missing or lacking direction. Topic is insufficiently developed. 	<ul style="list-style-type: none"> Develops ideas that usually relate to the focus/theme. Events are covered with some detail. Deals with the topic in an ordinary and functional fashion. 	<ul style="list-style-type: none"> Develops ideas so that they relate to the focus/theme. Events are covered with sufficient detail. Deals with the topic in an interesting and creative fashion. 	<ul style="list-style-type: none"> Develops ideas clearly relating to the focus/theme. Events are covered with exceptional detail. Deals with the topic in a unique and creative fashion.
Organization	<ul style="list-style-type: none"> Ineffective opening doesn't catch the reader's interest. Sequence of events is confusing. Transitions are unclear. Has some sense of conclusions. Beginning to use paragraphs. 	<ul style="list-style-type: none"> Acceptable opening attempts to catch the reader's interest. Follows some sequence of events. Some transitions exist between events. Has a conclusion. Occasionally uses paragraphs correctly. 	<ul style="list-style-type: none"> Effective opening catches the reader's interest. Follows a sequence of events. Transitions exist between events. Has an effective conclusion. Generally uses paragraphs correctly. 	<ul style="list-style-type: none"> Exceptional opening catches the reader's interest. Clearly follows sequence of events. Exceptional transitions between events. Has an exceptional conclusion. Consistently uses paragraphs correctly

Writing Evaluation Rubric (continued)

Word Choices/ Styles	<ul style="list-style-type: none"> ▪ Attempts to include appropriate vocabulary. ▪ Little evidence of imagery and mood. ▪ Uses simple and/or run-on sentence structures repeatedly. 	<ul style="list-style-type: none"> ▪ Occasionally uses descriptive/ appropriate vocabulary. ▪ Attempts to create imagery and mood. ▪ Uses well developed simple and compound sentence structures. 	<ul style="list-style-type: none"> ▪ Generally uses descriptive/ appropriate vocabulary. ▪ Creates imagery and mood. ▪ Attempts to use complex sentence structures. 	<ul style="list-style-type: none"> ▪ Consistently uses descriptive/ appropriate vocabulary. ▪ Creates imagery and mood in a variety of ways. ▪ Uses complex sentence structures.
Mechanics/ Grammar/ Word Usage (verb tense, subject/verb, noun/ pronoun, agreement, etc.)	<ul style="list-style-type: none"> ▪ Many errors in capitalization ▪ Many errors/omissions in punctuation. ▪ Word usage is unclear and inaccurate ▪ Spells commonly used words incorrectly. 	<ul style="list-style-type: none"> ▪ Errors in capitalization don't affect readability. ▪ Errors in punctuation don't affect readability. ▪ Few errors in word usage ▪ Spells commonly used words correctly. 	<ul style="list-style-type: none"> ▪ Generally uses correct capitalization. ▪ Consistently uses correct punctuation. ▪ Word usage is generally clear and accurate. ▪ Spells many difficult words accurately. 	<ul style="list-style-type: none"> ▪ Consistently uses correct capitalization ▪ Consistently uses correct punctuation. ▪ Word usage is consistently clear and concise ▪ Superior spelling.

Research Papers Rubric

Apprentice	Basic	Learned	Exemplary
<ul style="list-style-type: none"> • Limited awareness of audience and/or purpose • Minimal idea development, limited and/or unrelated details • Few references • Random or weak organization • Incorrect or lack of topic and/or transition sentences • Incorrect and/or ineffective wording and/or sentence structure • Errors in grammar and format (e.g., spelling, punctuation, capitalization, headings) 	<ul style="list-style-type: none"> • An attempt to establish and maintain purpose and communicate with the audience • Unelaborated idea development; unelaborated and/or repetitious details • Some references • Lapses in focus and/or coherence • Simplistic and/or awkward sentence structure • Simplistic and/or imprecise language. • Some errors in grammar and/or format that do not interfere with communication 	<ul style="list-style-type: none"> • Focused on a purpose; evidence of voice and/or suitable tone • Depth of idea development supported by elaborated, relevant details • Use of references indicate ample research • Logical organization • Controlled and varied sentence structure • Acceptable, effective language • Few errors in grammar or format relative to length and complexity 	<ul style="list-style-type: none"> • Establishes and maintains clear focus; evidence of distinctive voice and/or appropriate tone • Depth and complexity of ideas supported by rich, engaging, and or pertinent details; evidence of analysis, reflection and insight. • Use of references indicate substantial research • Careful and/or suitable organization • Variety of sentence structure and length • Precise and/or rich language • Control of surface features

Writing Assessment Rubric

	Apprentice	Basic	Learned	Exemplary
Focus <ul style="list-style-type: none"> Demonstrates awareness of audience and task Establishes and maintains a clear purpose Sustains a single point of view Exhibits clarity of ideas 	Confused Focus	Vague focus	Clear focus	Sharp, distinct focus
Content <ul style="list-style-type: none"> Information and details are specific to topic Information and details are relevant to focus Ideas are fully developed 	Superficial content	Content limited to a listing, repetition or mere sequence of ideas	Specific and illustrative content	Substantial, and illustrative content; sophisticated ideas that are particularly well developed
Organization <ul style="list-style-type: none"> Logical order or sequence is maintained Paragraphs deal with one subject Logical transitions are made within sentences and between paragraphs Introduction and conclusion are evident 	Confused organization	Inconsistent organization	Logical and appropriate organization	Obviously controlled and/or subtle organization
Style <ul style="list-style-type: none"> Precise language Effective word choice Voice, tone, originality of language Variety of sentence structures, types, and lengths 	Lack of sentence and word choice variety	Limited sentence variety and word choice	Precision and variety in sentence structure and word choice	Writer's voice apparent in tone, sentence structure, and word choice
Conventions <ul style="list-style-type: none"> Mechanics, spelling, capitalization, punctuation Usage (eg., pronoun references, subject-verb agreement) Sentence completeness 	Mechanical and usage errors that seriously interfere with the writer's purpose	Repeated weaknesses in mechanics and usage	Some mechanical and usage errors	Few mechanical and usage errors

Student Writing Assessment Checklist

	Question	Yes	No	Examples/Comments
Content	Are the details specific and supportive of the topic?			
	Are the ideas fully developed?			
	Does the information support the topic and focus on the theme?			
Focus	Was there a specific audience?			
	Were all the ideas clear?			
	Does the writing sustain a single point of view?			
Organization	Is there a definite sequence?			
	Does each paragraph deal with one another?			
	Does logical sentence order and do transitions exist between paragraphs or ideas?			
	Are the introductions and conclusions clear?			
Style	Is the word choice effective and appropriate?			
	Does the structure vary?			
Conventions	Are spelling, punctuation and capitalization correct?			
	Is the usage correct?			
	Are all sentences complete?			

Observing and Reporting: Expository Writing Rubric

Expository writing is meant to inform first—but often to entertain as well. The skillful expository writer draws on information from his or her own experience, and from other sources, too—books, films, interviews, etc.—integrating, synthesizing and making connections that might not be apparent to everyone, and then reshaping the whole to give it meaning and relevance for a particular audience. Thus, an expository essay on the life of the sea slug written for curious first graders will be transformed totally when reworked into an essay for experienced marine biologists.

From the most successful expository writing, the reader learns something new and has no trouble paying attention. Basic information (the who, what, when, where, why or how of the subject) is enlivened by fitting examples or anecdotes. The writer shows enough knowledge of the topic to choose information in an order that makes it both knowledgeable and confident. This encourages a kind of trust on the part of the reader, who feels in good hands taking the writer's word of how things are.

Apprentice	Basic	Learned	Exemplary
Idea development impedes progress. Student needs a great deal of assistance.	Misses even high points. Baffling/befogging information. Repetition to fill space. Stays on the surface. Frugal development. Restricted flow of information. Trivia overload. Leaves reader in the dark. Limited knowledge of topic. Details questionable/missing. Unsupported statements. Meager. Skimpy. Flimsy. Shallow. Adequate achievement. Competent writer.	Solid and trustworthy, but general. Misses the nuances. Competently presented. Leaves reader hungry for juicy tidbits. Not fully sifted--some sand with the pearls. Leaves some questions for another day. Hits the high points. Development sparing to modest. Overview. Matter-of-fact. Doesn't dig. Ground-level perspective. Functionally informative. Clear, but simple. Reaffirms what reader know/suspected. Garden-variety information. Answers basic questions. Typical textbook. Commendable achievement. Commendable writer.	Ferrets out the curious, the remarkable, the little known. Renders the mysterious familiar. Bursting with details. Bits of the surprising, the unexpected. Takes the reader by the hand. A well of good information. Creative examples. Tells enough, tells what matters. An insider's perspective. Anticipates reader's questions. Dots the i's, crosses the t's with flair. Sweeps away the cobwebs. Keeps it lively. Abundant detail. Beyond Obvious. Exceptional achievement. Exceptional writer.

Painting a Picture with Words: Descriptive Writing Rubric

Apprentice	Basic	Learned	Exemplary
<p>Unable to begin. The paint is dry and the paintbrush is broken.</p>	<p>Details blurry or lost. Paints outside the lines. Insubstantial. Obfuscated. Seen through the fog. Abstract. Bodiless. Misses even the obvious. Out of focus. Faint, colorless. Holes in the canvas. Nebulous. Unanswered questions. Reader struggles for clues. Imprecise. Feeble. Clouded. Fuzzy. Misty. Adequate achievement. Competent writer.</p>	<p>The quick once-over. Broad brushstrokes--sweeping details. Hints at critical details. Never gets too close. A light sketch. Shows the man in the coat--but not the tarnish on the buttons. Coming into focus. General. Panoramic. Mix of critical and trivial. Just out of reach. The big picture. Generic. Partly in shadow. Partly illuminated. Notices the obvious. Readily foretold. Commendable achievement. Commendable writer.</p>	<p>Tangible--reach and touch it. Etched with sure strokes. Seen through a discerning eye. Irrefutable. Lives and breathes. Fine brush strokes. Doesn't miss a trick. What matters most. Distinct. Attentive to telling details. Captures the quintessential. True to the original. Graphic. "You had to be there" moments. Precise. Selective. In focus. Notices everything.</p>

Telling a Story: Narrative Writing Rubric

Apprentice	Basic	Learned	Exemplary
<p>Unable to begin a story. Has trouble getting beyond the pre-writing phase of the writing process.</p>	<p>No "glue" to hold it all together. No real storyline yet. Details wander in search of a plot. Significant intermingles with trivial. Many unanswered questions. Conflict or question not defined yet. Little or no sense of time or place. No sense of closure. No real lead to set up what follows. Tough to stage. Characters do not think or feel yet. Reader asks, "Why are you telling me this?" Doesn't go anywhere. Random sequencing. Not much happens. List of events.</p>	<p>Familiar plotline. Reader can foretell events. Reader craves embellishment. Link to conflict sometimes fuzzy. Pithy, telling events mix non-essentials. Characters live and breathe, but lack depth. Skeletal outline. A beginning of sorts. Minimal foreshadowing. Some important questions answered. Barebones sketch. Evolving sense of plot. Emerging sense of time and place. Reaches closure. Plot unfolds logically, but mechanically.</p>	<p>Graceful ending lays the conflict to rest. Reader wonders what will happen. A tale you can retell. Events foreshadow one another. A lead sets up the story. Clear sense of time and place. Conflict resolution, change discovery. Well-developed plot with depth. Intricate framework. Reader gains something from the telling. Characters who learn or grow. Strategic, purposeful sequence. Events matter. Notable turning point.</p>

Daily Journal Writing Rubric

A	B	L	E
pprentice	asic	earned	xemplary
Could not or would not write anything on the paper.	Needs substantial help to complete the task. Unable or unwilling to write own sentences. Copies dictated sentences to own paper. Needs help with writing or spelling words.	Completes the task, but may need prompts to complete the task.	Works independently. Free writes continuously. Develops thoughts and ideas while expanding on the topic of the day.

Constructing and Argument: Persuasive Writing Rubric

In persuasive writing, the writer crafts an argument, using a combination of logic, wit, winning rhetoric, and skillfully presented evidence. The purpose is to influence the readers' thinking, and sometimes to change the reader's mind about something or prompt some action.

Constructing a sound argument, the sort that can make a believer even out off a skeptic, demands both rational thought and creative presentation of ideas. First, the writer must sift and weigh all the available information (including what comes from experience), separate out what is inconsequential or insupportable or misleading, and use what remains to build a defensible position. The writing must then make that position crystal clear and defend it with grace and gusto, marshalling the best evidence at hand and sometimes, if it's useful, exposing the weakness of opposing views.

Good persuasive writing is clear, compelling, well-supported, opinionated without relying solely on opinion, and lively—since readers who drift off to sleep are rarely convinced of anything. Writers who know an issue inside and out and who can anticipate and field opposing viewpoints without becoming rattled or cranky stand the best chance to succeed.

Apprentice	Basic	Learned	Exemplary
Writer restates the point of the argument but makes no attempt to express opinion or compel the audience.	Fuzzy thinking dominates. Weak, questionable evidence. Reader resists budging. Appeals to feelings. Position weak/unclear/shifting. Easy to refute. Exaggeration in lieu of logic. Ignores/glosses over facts. Repetition in lieu of real strength. Unsure of ground. Giant leaps of faith required. Minimal content. Unsupported statements	Some chinks in foundation. Few surprises. Predictable, well-worn arguments. Nudges reader gently. Relies on good will of audience. Overlooks key evidence. Basic position easily inferred. Credible but limited support. Acceptable, knowledge as evidence. Relies on common sense. Fact/opinion sometimes overlap. Non-probing. Holds one position throughout. Mix of rational and muddled thinking.	Weak counterpoints exposed. Digs for truth. Propels reader in one direction. Sound reasoning. Clear position. Opinions thoughtfully supported. Credible evidence probing, penetrating. Telling evidence. Avoids exaggeration. Provable statements. Compelling arguments, Fact/opinion distinguished. Conclusions well-grounded. Displays evidence to advantage. Believable. Defensible. Convincing. Tough to refute.

Journal Checklist

Rating Scale: 1 = never, 2 = rarely, 3 = about half the time, 4 = usually, 5 = always or almost always

	1	2	3	4	5
Is the journal used regularly?					
Is the writing fluent?					
Is there detail and elaboration?					
Is there variety?					
Is there an attempt to use known conventions to communicate effectively?					
Is there evidence that the Writer is Willing to Take Risks and Try Out New Ideas?					

Compare/Contrast Essay Checklist

Rating Scale: 1 = very weak, 2 = weak, 3 = okay, 4 = very good, 5 = super

Criteria	1	2	3	4	5	Comments
Opening catches reader's interests.						
Thesis states topics and the main idea.						
Features or subjects are discussed in the same order.						
Order in which features are discussed is logical.						
Specific examples are used to support ideas.						
Wording and ideas are fresh and interesting.						
Compare/contrast clue words are used.						
Grammar						
Spelling						
Capitalization						

Body Paragraph Evaluation Checklist

Use this checklist to evaluate a body paragraph of an essay, but not for an introduction or summary paragraph.

Checklist	0	1	2	Comments
1. Starts with a transition.				
2. First sentence contains appropriate idea from thesis.				
3. Contains one to three explanatory sentences.				
4. Contains two to four sentences about specific details.				
5. Details are colourful, interesting and appropriate.				
6. Ends with a good closing sentence.				
7. Contains no run-ons or sentence fragments.				
8. Is free of errors in agreement. - Subject/verb - singular or plural - Pronoun selection correct (singular or plural) - Pronoun selection correct (subject or object)				
9. Is free of punctuation errors.				
10. Is free of spelling errors.				
11. Handwriting is easy to read.				

What are the strongest points of this paragraph?

What should the writer do to make this paragraph better?

Technical Writing Rubric

	Apprentice	Basic	Learned	Exemplary
Organization/Format	Little evidence of a cohesive plan. Little or no description or detail. Ideas seem scrambled, jumbled, or disconnected.	Some evidence of a cohesive plan. Some effort on description and detail. Ideas are developing, but not quite clear.	Organizes material in an appropriate manner, but may lack some clarity or consistency. Presents basic information but may have extraneous material.	Organizes material in a clear, appropriate, and precise manner.
Content	Little evidence of appropriate content.	Material is appropriate, but may lack a clear connection to the purpose.	Material is clear, relevant, and accurate, but may be lacking conciseness.	Material content is clear, relevant, accurate, and concise.
Writing Conventions	Little or no evidence of correct writing. Poor conventions seriously limit the paper's readability.	Some evidence of correct writing. Poor conventions limit the paper's readability, but not seriously	Minor errors are present, but they do not detract from the readability of the paper.	Enhances the readability of the paper.
Research and Interpret Data/Information	Incorrectly interprets data or information with little or no analysis or conclusion. Little or no evidence of research presented.	Correctly interprets data or information but provides little or no evidence of analysis or conclusion. Research is limited.	Correctly interprets data or information, but analysis or conclusion may not be supported by research.	Correct interpretation of data or information. Analysis and conclusion are based on research.
Appropriate Vocabulary	Inappropriate vocabulary and use occurs.	Some inappropriate vocabulary present, or limited use of appropriate vocabulary.	Articulates appropriate vocabulary but is still limited somewhat.	Articulates appropriate vocabulary and terms associated with the subject matter.

Written Report Checklist

Conventions	Fluency	Organization	Capitalization	Word Choice	I deas
<input type="checkbox"/> My paragraphs are sound. <input type="checkbox"/> Each of my paragraphs has one main idea. <input type="checkbox"/> I have used correct grammar. <input type="checkbox"/> I have used correct punctuation. <input type="checkbox"/> Periods are at the ends of my sentences. <input type="checkbox"/> I have quotation marks around dialogue. <input type="checkbox"/> My spelling is correct. <input type="checkbox"/> My handwriting is legible. <input type="checkbox"/> My printouts contain no typos.	<input type="checkbox"/> My sentences begin in different ways. <input type="checkbox"/> My sentences build upon the ones before it. <input type="checkbox"/> My sentences are different lengths. <input type="checkbox"/> The meaning of each of my sentences is clear. <input type="checkbox"/> My sentences flow and use correct grammar. <input type="checkbox"/> There are no run-ons. <input type="checkbox"/> My sentences are complete.	<input type="checkbox"/> My report is sequenced in order. <input type="checkbox"/> My introduction is exciting and inviting. <input type="checkbox"/> My ideas flow and are well connected. <input type="checkbox"/> I have a satisfying conclusion.	<input type="checkbox"/> I have capitalized the first word in every sentence. <input type="checkbox"/> I have capitalized people and pet names. <input type="checkbox"/> I have capitalized months and days. <input type="checkbox"/> I have capitalized cities, provinces, and places. <input type="checkbox"/> I have capitalized titles of books, movies, et cetera.	<input type="checkbox"/> Every word seems just right. <input type="checkbox"/> I used a lot of describing words (adjectives and adverbs). <input type="checkbox"/> My words paint pictures in the reader's mind. <input type="checkbox"/> I use strong verbs like darted and exclaimed. <input type="checkbox"/> I used synonyms to add variety.	<input type="checkbox"/> I used brainstorming or a story map to create and organize ideas. <input type="checkbox"/> My ideas are written in my own words. <input type="checkbox"/> My report is clear and focused. I stay on target. <input type="checkbox"/> I understand my topic. <input type="checkbox"/> My details give the reader important information. <input type="checkbox"/> My ideas relate to one another. <input type="checkbox"/> I have listened to suggestions from the teacher or peer writers.

Biography Rubric

	Apprentice	Basic	Learned	Exemplary
Reasoning	<ul style="list-style-type: none"> Has little to no ideas what reading materials would be useful and can only proceed with a lot of help from group members. Makes notes that are irrelevant to the historic person's character (e.g., "Champlain's mother avoided eating meat.") Uses adjectives that are inconsistent with the character (e.g., "Samuel de Champlain was unadventurous") The examples don't support the adjectives chosen (e.g., "Champlain was bold because he never saw his wife.") 	<ul style="list-style-type: none"> Has a suggestion for one research source but otherwise still needs help from the group in choosing. Makes some notes that are relevant to the historic person's character. Uses adjectives that are mostly consistent with the character. Some examples support the adjectives chosen. 	<ul style="list-style-type: none"> Has a good idea of what sources are appropriate and is able to get them on his/her own. Most notes are relevant to the historic person's character. Uses adjectives that are all consistent with the character. All examples support the adjectives chosen. 	<ul style="list-style-type: none"> Has a good idea of what books are appropriate and can suggest a variety of other resources for group members. All notes are relevant to the historic person's character. Uses adjectives that are all consistent with the character. All examples support the adjective chosen and reveal insight into the character (e.g., "Champlain was self-absorbed. He always put exploration and settlement ahead of his personal life. In the end Champlain's many trips led to a static marriage with Helene Boule.")
Communication	<ul style="list-style-type: none"> Has trouble describing examples used to support the adjectives (e.g., "Champlain was fearless because there was that time that he fought off those Indians in that place and that kind of meant he was serious about the whole thing.") Jot notes don't make sense or don't 	<ul style="list-style-type: none"> Describes simple examples with little detail. Uses very short, basic sentences that don't vary in structure to describe the example (e.g., "Champlain was strong because he fought Indians. Champlain was 	<ul style="list-style-type: none"> Describes some examples with detail and clarity. Occasionally varies sentence types to describe the example (e.g., "Champlain, who was not only smart, was also quite strong. While many of the crew couldn't rig a boom without 	<ul style="list-style-type: none"> Describes all examples with detail and clarity. Uses a variety of complete sentence types throughout description of examples. All jot notes communicate a coherent idea.

	<p>communicate a coherent idea (e.g., “Champlain big, Habitation with Helene.”)</p> <ul style="list-style-type: none"> Often interrupts group discussions with irrelevant statements. Makes irrelevant comments that don’t help the group move forward. 	<p>brave because he could stand the cold.”)</p> <ul style="list-style-type: none"> Some jot notes communicate a coherent idea (e.g., “Champlain Habitation.”) Occasionally interrupts group discussions with irrelevant statements. Makes some irrelevant comments. 	<p>help, Champlain could do it by himself.”)</p> <ul style="list-style-type: none"> Most jot notes communicate a coherent idea. Doesn’t interrupt group discussions and lets people speak. Makes only relevant comments. 	<ul style="list-style-type: none"> Facilitates group discussion and encourages others to speak. Makes only relevant comments and helps others focus their comments.
Organization of Ideas	<ul style="list-style-type: none"> Doesn’t keep track of what examples came from what source Adjectives aren’t in any order of importance. 	<ul style="list-style-type: none"> Has some idea of which source the example came from The order of some adjectives show a logical building of importance. 	<ul style="list-style-type: none"> Is able to match sources with examples. All adjectives are in order of importance to the character of the historic figure. 	<ul style="list-style-type: none"> Is able to provide detailed notes on the source for each example. All adjectives are in order of importance to the character of the historic figure.
Application of Language Conventions	<ul style="list-style-type: none"> Uses words that aren’t adjectives to describe the person’s character (e.g., “Champlain was always fighting.”) Most adjectives are spelled incorrectly. Examples barely make sense due to several major errors or word omissions. Requires a lot of help from group members and teachers when spelling simple and common words. 	<ul style="list-style-type: none"> Uses very simple adjectives (e.g., “Champlain was strong, smart, cool.”) Some adjectives are spelled incorrectly. Examples make sense but contain numerous errors. Requires some help from group members spelling simple and common words. 	<ul style="list-style-type: none"> Uses some simple adjectives and some that are more complex (e.g., “Champlain was strong and conscientious.”) Adjectives are spelled correctly. Examples contain a few minor errors. Requires no help from group members when it comes to spelling and grammar. 	<ul style="list-style-type: none"> Uses complex adjectives to accurately describe the person’s character. Adjectives are spelled correctly. Examples contain no errors or omissions. Requires no help from group members and help others with spelling and grammar.

Speaking Rubrics and Checklists

Presentation Rubric

	Apprentice	Basic	Learned	Exemplary
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.

Speaking Rubric

Apprentice	Basic	Learned	Exemplary
<ul style="list-style-type: none"> • Presentation shows lack of interest. • Speech difficult to understand. • Lack of eye contact. • Knowledge is minimal. • Volume is uneven. • Lacks focus. • Lacks information. • Grammatical errors. 	<ul style="list-style-type: none"> • Presentation lacks enthusiasm. • Speech is adequate. • Lapses in sentence structure and grammar. • Fact not included. • Volume is uneven. 	<ul style="list-style-type: none"> • Speech is clear. • Eye contact is made intermittently. • Grammar usually correct. • Knowledge and facts are partially included. • Volume is appropriate. 	<ul style="list-style-type: none"> • Speech is clear. • Eye contact is made. • Grammar is conventional. • Knowledge and facts are included • Volume is appropriate.

Speaking Assessment Criteria

	Apprentice	Basic	Learned	Exemplary
<ul style="list-style-type: none"> Content 	<ul style="list-style-type: none"> The speaker says practically nothing. The speaker focuses primarily on irrelevant content. The speaker is highly egocentric. The speaker appears to ignore the listener and the situation. 	<ul style="list-style-type: none"> The speaker does not provide enough content to meet the requirements of the task. The speaker includes some irrelevant content. The speaker wanders off the topic. The speaker adapts poorly to the listener and the situation. The speaker uses words and concepts which are inappropriate for the knowledge and experiences of the listener (e.g., slang, jargon, technical language). 	<ul style="list-style-type: none"> The speaker provides enough content to meet the requirements of the task. The speaker focuses primarily on relevant content. The speaker sticks to the topic. The speaker adapts the content in a general way to the listener and the situation. The speaker uses words and concepts which are appropriate for the knowledge and experience of a general audience. The speaker uses arguments which are adapted to a general audience. 	<ul style="list-style-type: none"> The speaker provides a variety of types of content appropriate for the task, such as generalizations, details, examples and various forms of evidence. The speaker adapts the content in a specific way to the listener and situation. The speaker takes into account the specific knowledge and experience of the listener, adds explanations as necessary and refers to the listener's experience. The speaker uses arguments which are adapted to the values and motivations of the specific listener.
<ul style="list-style-type: none"> Delivery 	<ul style="list-style-type: none"> The volume is so low that you cannot understand most of the message. The rate is so fast that you cannot understand 	<ul style="list-style-type: none"> The volume is too low or too loud. The rate is too fast or too slow. Pauses are too long or at inappropriate spots. The pronunciation and 	<ul style="list-style-type: none"> The volume is not too low or too loud. The rate is not too fast or too slow. Pauses are not too long or at inappropriate spots. 	<ul style="list-style-type: none"> The speaker uses delivery to emphasize and enhance the meaning of the message. The speaker delivers the message in a lively, enthusiastic fashion The volume

	<p>most of the message.</p> <ul style="list-style-type: none"> ▪ The pronunciation and enunciation are so unclear that you cannot understand most of the message. 	<p>enunciation are unclear. The speaker exhibits many disfluencies, such as “ahs,” “uhms,” or “you knows.”</p> <ul style="list-style-type: none"> ▪ You are distracted by problems in the delivery of the message. ▪ You have difficulty understanding the words in the message. You have to work to understand the words. 	<ul style="list-style-type: none"> ▪ The pronunciation and enunciation are clear. The speaker exhibits few disfluencies, such as “ahs,” “uhms,” or “you knows”. 	<p>varies to add emphasis and interest.</p> <ul style="list-style-type: none"> ▪ Rate varies and pauses are used to add emphasis and interest. ▪ Pronunciation and enunciation are very clear. The speaker exhibits very few disfluencies, such as “ahs,” “uhms,” or “you knows”.
<ul style="list-style-type: none"> ▪ Organization 	<ul style="list-style-type: none"> ▪ The message is so disorganized you cannot understand most of the message. 	<ul style="list-style-type: none"> ▪ The organization of the message is mixed up; it jumps back and forth. ▪ The organization appears random or rambling. ▪ You have difficulty understanding the sequence and relationships among the ideas in the message. You have to make some assumptions about the sequence and relationship of ideas. ▪ You cannot put the ideas in the message into an outline. 	<ul style="list-style-type: none"> ▪ The message is organized. You do not have difficulty understanding the sequence and relationships among the ideas in the message. You do not have to make assumptions about the sequence and relationships of ideas. ▪ You can put the ideas in the message in an outline. 	<ul style="list-style-type: none"> ▪ The message is overtly organized. ▪ The speaker helps you understand the sequence and relationships of ideas by using organizational aids such as announcing the topic, previewing the organization, using transitions, and summarizing.
<ul style="list-style-type: none"> ▪ Language 	<ul style="list-style-type: none"> ▪ The grammar and vocabulary are 	<ul style="list-style-type: none"> ▪ The speaker makes many grammatical 	<ul style="list-style-type: none"> ▪ The speaker makes few grammatical 	<ul style="list-style-type: none"> ▪ The speaker makes very few grammatical

	<p>so poor that you cannot understand most of the message.</p>	<p>mistakes.</p> <ul style="list-style-type: none"> ▪ The speaker uses very simplistic, bland language. The speaker uses a “restricted code,” a style of communication characterized by simple grammatical structure and concrete vocabulary. 	<p>mistakes.</p> <ul style="list-style-type: none"> ▪ The speaker uses language which is appropriate for the task, e.g., descriptive language when describing, clear and concise language when giving information and explaining, persuasive language when persuading. The speaker uses an “elaborate code,” a style of communication characterized by complex grammatical structure and abstract vocabulary. 	<p>mistakes.</p> <ul style="list-style-type: none"> ▪ The speaker uses language in highly effective ways to emphasize or enhance the meaning of the message. As appropriate to the task, the speaker uses a variety of language techniques such as vivid language, emotional language, humor, imagery, metaphor, simile.
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Debate Rubric

Name: _____ Date: _____ Period: _____

Subject of Debate: _____

Pro or Con (Circle One) Which Side Won: _____

Criteria	Rate 1-10	Comments
Appearance of Team (Professionally dressed.)		
Opening statements were well organized.		
Team members addressed remarks to the audience.		
Opening statements were not read from cards.		
Both team members participated equally in opening statement.		
Students spoke loud enough to be heard.		
Rebuttal was specific to arguments made in the opposing team's opening statement.		
Both team members participated equally in the rebuttal.		
Answers to audience questions were well thought out.		
Respect was shown throughout the debate for the opposing team. (No name calling, interruptions, etc.)		
Points Earned: _____/100 Points		

Oral Presentation Checklist

Content	Resources	Organization	Presentation Aids	Delivery
<input type="checkbox"/> I used a strong attention-getting device. <input type="checkbox"/> I used words that the audience could understand. <input type="checkbox"/> My vocabulary was strong and unambiguous. <input type="checkbox"/> I used facts and logical appeals where appropriate. <input type="checkbox"/> I used opinions or emotional appeals where appropriate. <input type="checkbox"/> I used supportive details. <input type="checkbox"/> The information I gave was valuable. <input type="checkbox"/> The information and arguments were easy to follow.	<input type="checkbox"/> I used credible library resources. <input type="checkbox"/> I used credible Internet resources. <input type="checkbox"/> I used interviews with others as a resource. <input type="checkbox"/> I cited my resources using the appropriate format. <input type="checkbox"/> I gave credit to the resources in my speech. <input type="checkbox"/> A bibliography was available. <input type="checkbox"/> I put things into my own words. <input type="checkbox"/> I was able to answer questions from the audience.	<input type="checkbox"/> I organized ideas in a meaningful way. <input type="checkbox"/> I stated my topic clearly in the introduction. <input type="checkbox"/> I included necessary background information. <input type="checkbox"/> A clear introduction was present. <input type="checkbox"/> The introduction included a statement of the main points. <input type="checkbox"/> The audience could predict the presentation's basic structure from the introduction alone. <input type="checkbox"/> The body of the presentation contained support for the main points.	<input type="checkbox"/> Presentation aids were used during the speech. <input type="checkbox"/> Presentation aids were relevant. <input type="checkbox"/> Presentation aids enhanced the speech or reinforced main points. <input type="checkbox"/> Presentation aids did not distract the audience. <input type="checkbox"/> Presentation aids were creative. <input type="checkbox"/> Visual aids were easy to read or see. <input type="checkbox"/> Audio aids were easy to hear. <input type="checkbox"/> Presentation aids contained no spelling or grammar errors.	<input type="checkbox"/> I maintained eye contact most of the time. <input type="checkbox"/> I spoke to the entire audience, not just one or two people. <input type="checkbox"/> My pronunciation was clear and easy to understand. <input type="checkbox"/> My rate of speech was not too fast or too slow. <input type="checkbox"/> My volume was not too loud or too soft. <input type="checkbox"/> My body language was not too relaxed or too tense. <input type="checkbox"/> My voice varied in pitch; it was not monotone. <input type="checkbox"/> I used meaningful gestures.

<ul style="list-style-type: none"> <input type="checkbox"/> I stayed focused; I did not stray off my topic. <input type="checkbox"/> I was well informed on my topic. <input type="checkbox"/> I presented information that others didn't know. <input type="checkbox"/> I was able to answer questions from the audience. 		<ul style="list-style-type: none"> <input type="checkbox"/> I used helpful transitions between main points (e.g.: "First of all..." or "Similarly..."etc). <input type="checkbox"/> Ideas flowed logically from one point to the next. <input type="checkbox"/> A strong conclusion was present. <input type="checkbox"/> The conclusion had a clear call to action or belief. <input type="checkbox"/> The conclusion was a creative summary of my topic. <input type="checkbox"/> The audience could distinguish the introduction, body, and conclusion. 		<ul style="list-style-type: none"> <input type="checkbox"/> I used notes sparingly; I did not read from them. <input type="checkbox"/> I used standard grammar. <input type="checkbox"/> I didn't hesitate or lose my place. <input type="checkbox"/> I didn't use filler words (uhm, uh, ah, mm, like). <input type="checkbox"/> I didn't call attention to errors by apologizing. <input type="checkbox"/> I didn't fidget, rock back and forth, or pace. <input type="checkbox"/> I maintained good posture.
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Speaking Rubric II

	A pprentice	B asic	L earned	E xemplary
Vocal Expression-Expressiveness (Voice Usage)	Monotonous.	Some variation.	Enthusiastic.	Energizes the audience with enthusiasm.
Vocal Expression-Clarity (Distinctness of the articulation and pronunciation of words)	Poor articulation.	Generally clear.	Clear throughout.	Precisely clear.
Vocal Expression-Audibility (Appropriateness of the vocal volume used by the speaker)	Cannot be heard.	Generally audible	Audibility dropped a couple of times.	Audible throughout.
Physical Expression-Eye Contact (Degree to which the speaker maintains eye contact with the listener(s))	Avoids eye contact.	Some eye contact.	Much eye contact.	Involves audience with eye contact.
Physical Expression – Bodily Movement (Movements of the entire body as well as facial expression, and to the use of gestures)	Stiff or erratic.	Some order.	Good order.	Effective order.
Organization-Order (Sequencing of main points within the message)	No order.	Some order.	Good Order.	Effective order.
Organization-Focus (Extent to which the central thesis is clear and the subpoints are related to this thesis)	Unclear focus (purpose).	Clear focus (purpose).	Focus (purpose) ideas well related.	Audience never loses sight of the speaker's focus (purpose).
Organization-Transitions (Extent to which the speaker provides internal summaries and signal words (“in the first place,” “finally,” etc.) for the listener).	No transitions.	Some transitions.	Good transitions.	Effective transitions/summaries.

Support and Elaboration-Reasoning (Clarity and use of the reasoning process).	No support.	Some elaboration.	Good elaboration and support.	Full/effective elaboration with documentation.
Support and Elaboration-Illustrating, Exemplifying, Clarifying and Documenting (The way the speaker works with each idea).	Reasoning unclear.	Reasoning clear.	Reasoning clear and somewhat effective.	Reasoning clear and effective.
Adaptation to Audience (Extent to which the speaker uses language and conventions appropriate for the listener/audience).	Inadequate (unclear meaning, inappropriate style).	Adequate (appropriate use, clear meaning).	Effective (appropriate and effective style).	Audience engaged during the entire presentation.

Problem Solving Rubrics and Checklists

Problem Solving Rubric

	A pprentice	B asic	L earned	E xemplary
Understanding the Problem	Needs a complete explanation of the problem before getting started.	Needs some clarification from others to understand the problem.	Understands (can explain) the problem and proceeds to the next step.	Understands the problem and relates it to other situations in the working world.
Planning to Solve the Problem	Designs only one strategy. Requires assistance to evaluate strategy.	Brainstorms a few strategies and requires assistance to select an appropriate strategy.	Brainstorms several strategies. Decides on an appropriate solution.	Brainstorms many strategies. Makes priorities for our strategies.
Carrying out the Plan	Attempts to solve problem with an inadequate strategy.	Solves problem without making modifications.	Solves problem using design. Makes appropriate modifications to conclude.	Challenges self to try new methods to solve problem.
Evaluating the Results	Requires assistance to evaluate solution.	Limited evaluation of solution without assistance. Compares solution to the problem.	Compares actual and expected results.	Suggests other modifications or applications for other work situations. Designs own evaluation criteria.
Communicates Result	Explains what happened in simple terms.	Explains what happened using terminology related to the problem.	Explains the reason one method is better using specialized language and symbols including specific measurements and quantities.	Generalizes solution. Describes how solution can be used in other situations.

Group Work Rubrics and Checklists

Group Participation Assessment Rubric

Apprentice	Basic	Learned	Exemplary
<ul style="list-style-type: none"> ▪ Rarely contributed to the group's project; often needed to be begged to focus and produce; frequently off task; distracted group. ▪ Rarely completed his or her share; almost always needed to be prodded. 	<ul style="list-style-type: none"> ▪ Contributed good effort to the group's project. ▪ Was helpful and cooperative in completing his or her share. 	<ul style="list-style-type: none"> ▪ Contributed great effort to the group's project. ▪ Did a good job of organizing group efforts and keeping people on track. ▪ Completed his or her share with great effort. 	<ul style="list-style-type: none"> ▪ Contributed exceptional effort to the group's project. ▪ Did a fantastic job in organizing group efforts and keeping people on track. ▪ Went above and beyond the call of duty to further group's work.

Class Participation Assessment Rubric

Apprentice	Basic	Learned	Exemplary
<ul style="list-style-type: none"> ▪ Does not attend class on consistent basis. ▪ Never prepared for class. Evident that individual has not completed reading assignments prior to class. ▪ Exhibits negative attitudes toward course and class members. ▪ Does not contribute to class discussions or in-class activities. 	<ul style="list-style-type: none"> ▪ Participation is generally similar to one receiving an Apprentice rating, but there are one or two elements which are relatively well done. 	<ul style="list-style-type: none"> ▪ Participation is as good as one receiving a Exemplary rating, but one or two elements are not quite a distinguished level. 	<ul style="list-style-type: none"> ▪ Attends all but one or two class sessions. ▪ Always well prepared for class. ▪ Evident that individual has completed all reading assignments prior to class. ▪ Exhibits positive, supportive attitude toward course and class members. ▪ Consistently contributes to class discussion. ▪ Consistently contributes to in-class activities.

Group Presentation Assessment Rubric

Apprentice	Basic	Learned	Exemplary
<ul style="list-style-type: none"> Presenters are difficult to hear. The rates of speaking are too fast or too slow. The speakers do not show much interest and/or enthusiasm in the topic. May sound like the speakers are reading the presentation. Eye contact is made with only some of the audience. The speakers may have nervous habits which distract from presentation. The speakers are not presentable. Speakers do not involve audience. Presentation shows little organization, unclear purpose, unclear relationship and/or transition between presenters, rambles or may seem like a list of facts. Lacks conclusion. Details and examples are lacking or not well chosen for the topic or audience. Lacks evidence of research. 	<ul style="list-style-type: none"> The presentation is generally similar to one receiving a novice rating, but there are one or two elements which are relatively well done. 	<ul style="list-style-type: none"> The presentation is as good as one receiving a distinguished rating, but there are one or two elements of the presentation which are less polished. 	<ul style="list-style-type: none"> Presenters speak in a clear voice and show a flair for communicating with the audience. Rates of speech are appropriate. A speaker makes eye contact with everyone and has no nervous habits, is appropriately dressed and has excellent posture. Presentation involves audience, allowing time for audience to think and respond. Presentation is well organized with a beginning, middle and end. There is a strong organizing theme, with clear main ideas and transitions. Information is complete and accurate. Clear evidence of research. Visual aids are well done and are used to make presentation more interesting and meaningful. Handout(s) attractive, well organized and includes relevant information. Appropriate length.

Group Work Rubric

Criteria	Apprentice	Basic	Learned	Exemplary
Decision Making	One person dominates decision-making.	Some students contribute to decision-making.	Most students contribute to decision-making.	Students contribute to decision-making.
Social Interaction	Students frequently interrupt and/or put down the views of others. Students do not ask questions or clarification.	Students pay attention to the group discussion. Some students ask questions and build on others comments.	Body and/or verbal responses indicate active listening. Most students ask questions and build on others comments.	Students respect and encourage the views of others. Students ask questions or clarification. Students build on others comments.
Contributing	Students do not contribute in any positive way to the group work.	Some students contribute positively to the group work.	Most students contribute positively to the group work.	Students consistently contribute in a positive way to the group work.
On Task Behaviour	Students exhibit on-task behaviour inconsistently	Students exhibit on-task behaviour some of the time.	Most students exhibit on-task behaviour most of the time.	Students exhibit on-task behaviour consistently.
Group Structure and Functioning	With assistance, students have difficulty sequencing steps. Task is not completed on time.	With assistance, students are able to sequence steps. Rush to complete task. Division of tasks and responsibilities if inefficient and wastes time.	Students complete a sequence of steps. Complete task on time. The leader assigns responsibilities and tasks.	Students complete a clear and logical sequence of steps. Complete task with form and reflection and revision. Members volunteer to take responsibilities and roles.

Multimedia Rubrics and Checklists

MS Word: Word Art Assignment Rubric

	A pprentice	B asic	L earned	E xemplary
Expression of Idea	Idea is unclear.	Word is clear, relationship to graphic unclear.	Graphic(s) and word fit together.	Idea is clear.
Word and Graphic Combined	Words and graphics are separate elements.	Words and graphics share common background.	Words made of graphic elements.	Words and graphics flow seamlessly
Colour and Background	B & W, no background.	Some colour used.	Good colours and background.	Colours and background contribute to mood.
5 different Corel features are applied.	No features are used.	1 or 2 features are used.	3 or 4 features are used.	5 features are used.
Principles of Design.	No effort made to apply principles.	Some of BUCRP applied.	One of BUCRP not applied.	Application of Principles enhances work.

Student Web Page/ Multimedia Project Rubric

	Apprentice	Basic	Learned	Exemplary
Story Board or Planning Sheet	Story board is incomplete and lacks necessary URL's, formats, and resources to complete project.	Story board is not complete. Includes few assigned elements or planned formats, necessary URL's, and resources.	Story board is somewhat complete. Includes many assigned elements, in addition to most planned formats, necessary URL's, and resources.	Story board is complete. Includes all assigned elements, in addition to planned formats, necessary URL's, and resources.
Organization of Content	No logical sequence of information; menus and paths to information are not evident.	Some logical sequence of information, but menus and paths are confusing or flawed.	Logical sequence of information. Menus and paths to more information are clear and direct.	Logical, intuitive sequence of information. Menus and paths to all information are clear and direct.
Originality	The work is a minimal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought.	The work is an extensive collection and rehash of other people's ideas, products, images and inventions. There is no evidence of new thought or inventiveness.	The product shows evidence of originality and inventiveness. While based on an extensive collection of other people's ideas, products, images and inventions, the work extends beyond that collection to offer new insights.	The product shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, inventive, and based upon logical conclusions and sound research.
Copyright and Documentation	Sources have not been properly cited and permissions have not been received.	Some sources have not been properly cited and all permissions have not been received.	Most sources and property cited according to MLA style; Permissions to use any graphics from web pages or other sources have	All sources are properly cited according to MLA style; Permissions to use any graphics from commercial web pages on other

			been received, printed, and saved for future reference.	sources have been received, printed, and saved for future reference.
Format and Platform Transferability	The stack, presentation, or web page plays only on either Mac or PC. There are problems with the operation of some files and the project is not cross-platform.	The stack, presentation, or web page plays best on either Mac or PC. There are problems with the operation of some files and the project is not cross-platform.	Most of the stack, presentation, or web page plays easily on both Mac and PC. Although there are minor problems with a few files, care has been taken in naming files, selecting technologies, or creating enhancements to produce a final product that is cross-platform.	The stack, presentation, or web page plays easily on both Mac and PC. Care has been taken in naming files, selecting technologies, or creating enhancements to produce a final product that is cross-platform.
Subject Knowledge	Subject knowledge is not evident. Information is confusing, incorrect or flawed.	Some subject knowledge is evident. Some information is confusing, incorrect or flawed.	Subject knowledge is evident in much of the product. Information is clear, appropriate, and correct.	Subject knowledge is evident throughout (more than required). All information is clear, appropriate, and correct.
Graphical Design	Exaggerated emphasis upon graphics and special effects weakens the message and interferes with the communication of content and ideas.	Graphical and multimedia elements accompany content but there is little sign of mutual reinforcement. There's no attention paid to visual design criteria such as proportion, balance, and harmony restraint. There is some tendency toward random use of graphics.	Design elements and content combine effectively to deliver a high impact message with the graphics and the words reinforcing each other.	The combination of multimedia elements with words and ideas takes communication and persuasion to a very high level, superior to what could be accomplished with either alone. The mixture brings about synergy and dramatic effects which reach the intended audience.

Mechanics	Presentation has four or more spelling errors and/or grammatical errors.	Presentation has three or more misspellings and/or grammatical errors.	Presentation has fewer than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.
Screen Design	Screens are either confusing and cluttered or barren and stark. Buttons or navigational tools are absent or confusing	Screens are difficult to navigate, but some buttons and navigational tools work. Users can navigate a few screens.	Screens contain adequate navigational tools and buttons. Users can progress through screens in a logical path to find information.	Screens contain all necessary navigational tools and buttons. Users can progress intuitively through screens in a logical path to find information.
Use of Enhancements	No video, audio, or 3-D enhancements are present or use of these tools is inappropriate.	Limited video, audio, or 3-D enhancements are present. In most instances, use of these tools is appropriate.	Some Video, audio, or 3-D enhancements are used appropriately to entice users to learn and to enrich the experience. In some cases, clips are either too long or too short to be meaningful.	Appropriate amounts of Video, audio, or 3-D enhancements are used effectively to entice users to learn and to enrich the experience. Clips are long enough convey meaning without being too lengthy.
Teamwork	One or two people did all or most of the work	Most team members participated in some aspect of the work, but workloads varied.	Most team members contributed their fair share of the work.	The workload was divided and shared equally by all team members.

Multimedia Project Rubric

	Apprentice	Basic	Learned	Exemplary
Topic/ Content	Includes little essential information and one or two facts.	Includes some essential information with few citations and few facts.	Includes essential information with most sources properly cited. Includes enough elaboration to give readers an understanding of the topic.	Covers topic completely and in depth. Includes properly cited sources and complete information. Encourages readers to know more.
Technical Requirements (To be filled in by teacher)	Includes ____ cards or less, few graphics from outside sources, few animations and advanced features.	Includes ____ cards or less, fewer than 3 graphics from outside sources, fewer than 3 animations and few advanced features, such as video, 3PD or sound.	Includes at least ____ cards, at least 3 graphics from outside sources, at least 3 animations and some advanced features, such as video.	Includes at least ____ cards, 5 or more graphics from outside sources, 5 or more animations and several advanced features, such as video.
Mechanics	Includes more than 5 grammatical errors, misspellings, punctuation errors, etc.	Includes 3-4 grammatical errors, misspellings, punctuation errors, etc.	Includes 2-3 grammatical errors, misspellings, punctuation errors, etc.	Grammar, spelling, punctuation, capitalization are correct. No errors in the text.
Cooperative Group Work	Cannot work with others in most situations. Cannot share decisions or responsibilities.	Works with others, but has difficulty sharing decisions and responsibilities.	Works well with others. Takes part in most decisions and contributes fair share to group.	Works well with others. Assumes a clear role and related responsibilities. Motivates others to do their best.
Oral Presentation Skills	Great difficulty communicating ideas. Poor voice projection. Little preparation or incomplete work.	Some difficulty in communication of ideas, due to voice projection, lack of preparation, or incomplete work.	Communicates ideas with proper voice projection. Adequate preparation and delivery.	Communicates ideas with enthusiasm, voice projection, clear language and delivery.

Judges' Rubric For Multimedia Project

	Apprentice	Basic	Learned	Exemplary
Copyright and Permissions				Every graphic or sound file is either original, free of copyright, or permission for its use in this contest has been obtained from the creator/owner. Hard copies of letters of permission are available. All sources of information have been properly cited in MLA format.
Curriculum Alignment	No evidence of relationship to target curriculum; no reference to facts and properly documented resources. Users are not likely to learn from this product.	Some evidence of connection to target curriculum; a few references to facts and properly documented resources. Users find it difficult to learn from this product.	Adequate evidence of connection to target curriculum; clear references to facts and properly documented resources. Users can learn from this product.	Clear evidence of connection to target curriculum; frequent references to facts and properly documented resources. Users are likely to learn from this product.
Work Completed in the Classroom	Less than 45% of the work was completed in the classroom.	45 – 59% of the work was completed in the classroom	60 – 74% of the work was completed in the classroom	75 – 100% of the work was completed in the classroom.
Teamwork	The work load was not divided equally and few team members contributed their fair share.	Most team members participated in some aspect of the work. But workloads varied.	Most team members contributed their fair share of the work.	The workload was divided and shared equally by all team members.

Organization of Content	No logical sequence of information; menus and paths to information are not evident.	Some logical sequence of information, but menus and paths are confusing or flawed.	Logical sequence of information. Menus and paths to more information are clear and direct.	Logical, intuitive sequence of information. Menus and paths to all information are clear and direct.
Originality	The work is a minimal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought.	The work is an extensive collection and rehash of other people's ideas, products, images and inventions. There is no evidence of new thought or inventiveness.	The product shows evidence of originality and inventiveness. While based on an extensive collection of other people's ideas, products, images and inventions, the work extends beyond that collection to offer new insights.	The product shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, inventive, and based upon logical conclusions and sound research.
Subject Knowledge	Subject knowledge is not evident. Information is confusing, incorrect or flawed.	Some subject knowledge is evident. Some information is confusing, incorrect or flawed.	Subject knowledge is evident in much of the product. Information is clear, appropriate, and correct.	Subject knowledge is evident throughout. (More than required.) All information is clear, appropriate, and correct.
Graphical Design	Exaggerated emphasis upon graphics and special effects weakens the message and interferes with the communication of content and ideas.	Graphical and multimedia elements accompany content but there is little sign of mutual reinforcement. There is no attention paid to visual design criteria such as balance, proportion, harmony and restraint. There is some tendency toward random use of graphical elements.	Design elements and content combine effectively to deliver a high impact message with the graphics and the words reinforcing each other.	The combination of multimedia elements with words and ideas takes communication and persuasion to a very high level, superior to what could be accomplished with either alone. The mixture brings about synergy and dramatic effects which reach the intended audience with style, pizzazz and elegance.

Mechanics	Presentation has four or more spelling errors and/or grammatical errors.	Presentation has three or more misspellings and/or grammatical errors.	Presentation has fewer than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.
Screen Design	Screens are either confusing and cluttered or barren and stark. Buttons or navigational tools are absent or confusing.	Screens are difficult to navigate, but some buttons and navigational tools work. Users can navigate a few screens.	Screens contain adequate navigational tools and buttons. Users can progress through screens in a logical path to find information.	Screens contain all necessary navigational tools and buttons. Users can progress intuitively through screens in a logical path to find information.
Use of Enhancements	No video, audio, or 3-D enhancements are present or use of these tools is inappropriate.	Limited video, audio, or 3-D enhancements are present. In most instances, use of these tools is appropriate.	Some Video, audio, or 3-D enhancements are used appropriately to entice users to learn and to enrich the experience. In some cases, clips are either too long or too short to be meaningful.	Appropriate amounts of Video, audio, or 3-D enhancements are used effectively to entice users to learn and to enrich the experience. Clips are long enough to convey meaning without being too lengthy.

Research Rubrics and Checklists

Research Cycle Rubric

	A pprentice	B asic	L earned	E xemplary
Questioning - A researcher recognizes decisions, issues and problems when looking at a topic.	Has no interest in inquiring about a topic.	Relies upon others to state questions and topics.	Formulates questions about topics to elevate the question to focus on issues and problems	Discovers independently an issue or problem which needs a decision or solution after exploring a topic.
Planning - A researcher identifies sources of information likely to build understanding.	Wanders from source to source without questioning which source will be most helpful.	Selects sources with assistance.	Selects sources with mixed success.	Selects high quality sources independently and efficiently.
Gathering - A researcher collects and stores information for later consideration.	Cannot find needed information.	Loses track of most important information.	Collects information with some degree of organization.	Collects and organizes important information for retrieval independently.
Sorting - A researcher reorganizes information so that the most valuable becomes readily available to support understanding	Leaves information as gathered.	Creates partial organization of information.	Creates a structure but structure lacks some coherence.	Creates structure which provides a coherent and clear focus.
Synthesizing - A researcher recombines information to develop decisions and solutions.	Restates the decisions and solutions of others.	Reorganizes and combines strategies of others.	Combines the strategies of others with some original solution.	Creates an original decision or solution.

Evaluating - A researcher determines whether the information gathered is sufficient to support a conclusion.	Does not draw a conclusion.	Reaches a hasty conclusion.	Looks for missing information.	Tests solutions and decisions to see if supporting information is adequate.
Reporting - A researcher translates findings into a persuasive, instructive, or effective product(s).	Restates the research but fails to translate findings.	Shares the work or thoughts of others but doesn't reflect insight.	Provides a product which offers some insight with regard to the original problem or issues.	Creates and presents an original product which effectively addresses original problem or issues.

General Rubrics and Checklists

Rubric Template

	Apprentice	Basic	Learned	Exemplary
Stated Objective of Performance	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.
Stated Objective of Performance	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.
Stated Objective of Performance	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.
Stated Objective of Performance	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.

Learning Skills Rubric

Criteria	Needs Improvement	Satisfactory	Good	Excellent
Works Independently	<ul style="list-style-type: none"> Needs prompting to begin task. Is easily distracted. 	<ul style="list-style-type: none"> Often needs prompting to remain on task. Is easily distracted but will usually return to task. 	<ul style="list-style-type: none"> Begins task promptly. Stays on task with little external prompting. 	<ul style="list-style-type: none"> Begins task promptly and stays focused without external prompting.
Teamwork	<ul style="list-style-type: none"> Does not work well in a group. May be disruptive and keep others from working. 	<ul style="list-style-type: none"> Needs encouragement to work in a group. Tries to work alone. May only work well with group when student chooses the group. 	<ul style="list-style-type: none"> Cooperates with other group members. Remains on task. Communicates effectively with group. 	<ul style="list-style-type: none"> Cooperates with other group members. Keeps group focused and on task. Communicates well with group and on behalf of the group.
Organization	<ul style="list-style-type: none"> Missing pages from notebook or papers stuffed in locker or bag. Forgets equipment regularly. 	<ul style="list-style-type: none"> Has a notebook. Usually puts worksheets etc. into notebook. Usually brings equipment to class. 	<ul style="list-style-type: none"> Keeps notebook and other equipment organized. Brings equipment to class daily. 	<ul style="list-style-type: none"> Keeps notebook well organized. Inserts pages and work as soon as they are received. Brings all equipment and knows where it is.

Work Habits/ Homework	<ul style="list-style-type: none"> ▪ Needs a lot of direction to get to work. ▪ Does not do homework 	<ul style="list-style-type: none"> ▪ Needs reminders to get work finished. ▪ Sometimes forgets to bring homework back to class. ▪ Does not always do homework. 	<ul style="list-style-type: none"> ▪ Comes to class prepared to work. ▪ Attempts homework and completes where possible. 	<ul style="list-style-type: none"> ▪ Opens book and gets out equipment before class starts. ▪ Attempts and completes homework daily. ▪ Completes extra work for practice or interest.
Initiative	<ul style="list-style-type: none"> ▪ Must be told to do everything. ▪ Does not complete work or start another page or exercise without much prompting. 	<ul style="list-style-type: none"> ▪ May or may not seek help when required. ▪ Waits for teacher to notice work is done and another task is required 	<ul style="list-style-type: none"> ▪ Seeks help when required. ▪ Looks for next task to do as each one is completed 	<ul style="list-style-type: none"> ▪ Willing to ask for assistance. ▪ Helps other students when the need arises.

Learner's Self Evaluation Checklist

Name:	Date:		
Address:	Topic:		
After this unit, I am now able to:	Easily	Need More Practice	Not At All
I enjoyed			
I need to know more about			
I need more confidence in			
I suggest			

Unit Self-Assessment Checklist

	1.	2.	3.
Please list three things that you can do now.	After this unit, I can	After this unit, I can	After this unit, I can
Please list three things/activities that you enjoyed most.	I liked most	I liked most	I liked most
Please list three things that you need to practice more.	I need more practice with	I need more practice with	I need more practice with
Please list three suggestions for what you want to learn next.	I suggest	I suggest	I suggest

Generalized Task Rubric

Apprentice	Basic	Learned	Exemplary
<ul style="list-style-type: none"> ▪ Demonstrates partial understanding of the major concepts. - is stronger at “doing” than at describing with language -solves basic problems at the concrete level only 	<ul style="list-style-type: none"> ▪ Demonstrates a fundamental level of understanding of major concepts. -uses language at the literal level -reflects about process and purpose 	<ul style="list-style-type: none"> ▪ Demonstrates detailed understanding of major concepts. -uses language, to a point, to describe process or strategy -reflects and generalizes about process and purpose 	<ul style="list-style-type: none"> ▪ Demonstrates deep understanding of major concepts. -uses language to describe process or strategy -reflects and generalizes about process and purpose

Instructional Rubrics and Checklists

Instructional Unit Assessment Rubric

Excellent	Satisfactory	Unsatisfactory
<ul style="list-style-type: none"> Contains lesson plan that exhibits excellent characteristics as described in rubric for lesson plans. Evidence of Research: Materials (e.g., articles, citations, reviews, annotated bibliographies) presented that demonstrate that you have researched your chosen topic. Student Materials: All materials necessary for student to complete instructional unit included and well formatted. Teacher Materials: All materials necessary for teacher to implement instructional unit included and well formatted. Resources: Learners presented with additional references and resources for additional information and learning if desired. Overall Organization and Presentation: Complete package presented in well-organized and professional fashion. Can be given to a substitute teacher for ready use. 	<ul style="list-style-type: none"> Instructional unit contains and/or exhibits most of the elements depicted under excellent performance. 	<ul style="list-style-type: none"> Instructional unit contains and/or exhibits few of the elements depicted under excellent performance.

Lesson Plan Assessment Rubric

Excellent	Satisfactory	Unsatisfactory
<ul style="list-style-type: none"> ▪ Instructional goals and objectives clearly stated. Learners have a clear understanding of what is expected of them. Learners can determine what they should know and be able to do as a result of learning and instruction. ▪ Evidence of Research: Materials (e.g., articles, citations, reviews, annotated bibliographies) presented that demonstrate that you have researched your chosen topic. ▪ Student Materials: All materials necessary for student to complete instructional unit included and well formatted. ▪ Teacher Materials: All materials necessary for teacher to implement instructional unit included and well formatted. ▪ Resources: Learners presented with additional references and resources for additional information and learning if desired. ▪ Overall Organization and Presentation: Complete package presented in well-organized and professional fashion. Can be given to a substitute teacher for ready use. ▪ Relevance of goals and objectives depicted describing why it is important for learners to acquire targeted skills, knowledge, and/or attitudes. ▪ Instructional strategies appropriate for learning outcome(s). Strategy based on a combination of practical experience, theory, research and documented best practice. ▪ Method for assessing student learning and evaluating instruction is clearly delineated. Can be readily used for expert, peer, and/or self-evaluation. ▪ Selection and application of technologies appropriate for learning environment and outcomes. Technologies applied to enhance learning. 	<ul style="list-style-type: none"> ▪ Lesson plan contains and/or exhibits most of the elements depicted under excellent performance. 	<ul style="list-style-type: none"> ▪ Instructional unit contains and/or exhibits few of the elements depicted under excellent performance.

<ul style="list-style-type: none"> ▪ Technology is surrounded by activities and methods for learners use; the “how” of usage are well described and/or demonstrated. ▪ Appropriateness to Target Audience: Reasonable and appropriate to those who would employ them, and likely be considered interesting and useful. ▪ All materials necessary for student and teacher to complete lesson clearly listed. ▪ Overall Organization and Presentation: Complete package presented in well-organized and professional fashion. 		
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Employment Rubrics and Checklists

Job Offer Evaluation Checklist

Position/Title _____	Company Name _____
Location _____	Compensation _____

Consider each of the factors below and circle the appropriate number using the following scale:

-1 Negative Factor Does not meet my objectives	0 Neutral Factor Not a factor in my considerations	+1 Positive Factors Meets or exceeds my objectives	
Fits my values. comments:	-1	0	+1
Fits my strengths. comments:	-1	0	+1
Uses the knowledge and skills I want to use. comments:	-1	0	+1
Salary. comments:	-1	0	+1
Location (commuting time and cost) comments:	-1	0	+1
Style of supervision/management. comments:	-1	0	+1
Level of responsibility. comments:	-1	0	+1

Working conditions (hours, travel, etc.) comments:	-1	0	+1
Physical environment (indoor/outdoor, manufacturing/office setting) comments:	-1	0	+1
Benefits package (insurance, pension plans, sick benefits, parking, training) comments:	-1	0	+1
Bring me closer to my career goal / fits long range goals. comments:	-1	0	+1
Company atmosphere (philosophy, work style, interaction with co-workers) comments:	-1	0	+1
Company stability / future direction. comments:	-1	0	+1
Advancement opportunities (promotions, transfers) comments:	-1	0	+1
Family's opinion. comments:	-1	0	+1
Other factors: comments:	-1	0	+1
Total score _____ + # of factors _____ = _____ final rating Total scores and divide the sum by the number of factors used to get the final rating. If the final rating is above 0, consider the job. A rating of 0.5 or more is a very good match.			

Interview Checklist

Consider your performance in relation to the questions below.	Yes	No
Did I arrive 5 - 10 minutes before my interview?		
Was I friendly and courteous to all?		
Were my responses clear, concise and to the point?		
Did I demonstrate that I was knowledgeable about the company?		
Did I communicate the necessary information about my background?		
Did I confirm my ability to do the job by relating my experience?		
Was I enthusiastic and confident throughout the interview?		
Did I maintain eye contact with the interviewer(s)?		
Did I leave visual examples of my work?		
Did I ask all the questions I wanted to ask?		
Overall, did I make a positive impression?		

Job Interview Checklist

	Yes	No
Was the applicant on time for the interview?		
Did the applicant appear to be paying attention?		
Was the applicant dressed and groomed properly?		
Did the applicant answer the questions well?		
Did the applicant seem to be prepared for the interview?		
Did the applicant talk too much?		
Did the applicant talk too little?		
Did the applicant talk just enough?		
Did the applicant ask questions to get information?		
Did the applicant make a good first impression on you?		
Did the applicant make positive statements about his/her qualifications?		
Was the applicant polite and courteous at all times?		
Did the applicant appear to be relaxed?		
Did the applicant use good attending behaviours, such as eye contact, gestures, etc.?		
Did the applicant answer questions using complete statements?		
Did the applicant speak clearly?		
Did the applicant avoid using slang expressions?		
Did the applicant take care not to interrupt?		
Did the applicant seem to know when the interview was over?		
Did the applicant thank the interviewer?		

Interview Evaluation Checklist

Rate yourself after being interviewed using the criteria listed below. For each item, rate yourself on a scale from 1 to 5 where **1 = poor** and **5 = excellent**.

Criteria	Rating				
Eye contact with interviewer.	1	2	3	4	5
Voice level (volume).	1	2	3	4	5
Facial expressions.	1	2	3	4	5
Mannerisms/Body movements.	1	2	3	4	5
Self-confidence/Comfort level.	1	2	3	4	5
Willingness to volunteer information.	1	2	3	4	5
Appropriateness of responses to the questions asked.	1	2	3	4	5
Effectiveness describing strengths, skills and abilities in relation to the job.	1	2	3	4	5
Overall evaluation.	1	2	3	4	5

Interview Checklist

Use this checklist before your interview to make sure you are as well prepared as possible.		Yes	No
Preparation	Research the company.		
	Learn as much as you can about the position: - access a copy of the job description. - talk to someone employed in the same kind of position.		
	Read your own resume to anticipate questions it may generate.		
	Anticipate the type of questions you may be asked and prepare answers for likely questions; so that you are not taken unawares by questions for which you have not prepared answers.		
	Prepare a list of questions to ask during the interview.		
	Plan what you are going to wear to the interview the night before you attend and have everything prepared, including proper footwear.		
	Do a trial run, know exactly where you are going: - establish travelling time. - determine availability of parking and/or bus routes.		
	Arrive at least ten minutes early.		
	Prepare yourself mentally for the interview: - think positive thoughts, visualize it going well. - feel good about your skills and abilities.		
	Take along a folder or briefcase containing the following: - notepad and pen. - list of references and/or letters of recommendation. - transcripts, diploma, certificates. - additional copies of your resume. - if you are taking your car, make sure you have change for parking.		
	Optional things to bring with you: - completed sample application form. - dictionary, calculator, portfolio. - extra pair of pantyhose.		

Appearance	Be conservative in appearance.		
	Dress appropriately for the position for which you are applying.		
	Maintain an overall well groomed appearance: - pressed clothes, polished shoes, good personal hygiene.		
	Wear a minimum of makeup, perfume and jewellery.		
	Never chew gum or smoke.		
During the Interview	Make a point of being friendly and courteous to the front-desk person.		
	When you first meet the interviewer be assertive and extend your hand first.		
	Show a relaxed and confident manner.		
	Don't be afraid to smile.		
	Be mentally alert and responsive.		
	When answering interview question, follow the lead of the interviewer.		
	Make certain your answers are clear, concise and to the point.		
	Be prepared to market yourself: - stress your qualifications. - list ways the organization can benefit from hiring you. - give examples of what makes you the ideal candidate. - focus on positive attitudes – they are just as important as skills and knowledge.		
	Don't be afraid to ask for clarification – questions may be interpreted in different ways.		
	Maintain eye contact but do not stare.		
	When interviewed by more than one person, make sure you make eye contact with each member of the panel.		
	Be aware of your body language: - sit up straight. - lean slightly forward to show interest. - mirror the actions of the interviewer.		

	When the meeting is over, shake hands and thank the interviewer or person meeting with you.		
	Ask permission to do a follow-up call after the interview.		
After the Interview	Assess your performance and identify areas for improvement.		
	Practise self care – be sure to do something positive for yourself.		
	<p>The next day, drop off a thank you card or letter thanking the interviewer(s) for:</p> <ul style="list-style-type: none"> - taking time to meet with you. - a company tour (if one was given). - providing you with additional information. <p>Also:</p> <ul style="list-style-type: none"> - mention something specific about the company that impressed you. - indicate what makes you an excellent candidate. - restate your interest in the position. - mention you are looking forward to hearing from them. 		

Telephone Effectiveness Checklist

How well are you using the telephone to communicate? Review this list after each call you make to an employer.

Name of Business:	Person Spoken To:
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	Yes	No
▪ I introduced myself to the person answering.		
▪ I asked for the name of the department.		
▪ I addressed the department head by name.		
▪ I mentioned the name of the person who referred me.		
▪ I stated my qualifications to the department head.		
▪ I requested a meeting to discuss possible future openings.		
▪ I requested permission to forward a copy of my resume.		
▪ I asked for the names of other possible employers.		
▪ I asked permission to use their name.		
▪ I suggested a call back date.		
▪ I spoke clearly and without hesitation.		

Resume Checklist

	Yes	No
I have included the essentials – my name, address, telephone numbers.		
My education is given completely, but in just a few lines.		
My work experience gives dates and companies.		
I have included other experiences that show my skills, accomplishments, and energy.		
I know why I have included each piece of information.		
My writing uses action words and job-related vocabulary.		
I have avoided grand sounding phrases.		
I have not puffed up experiences to be more than they were.		
I like the way that my resume looks on the page. There are even margins, and spacing helps the reader along.		
I have proofread my resume for spelling and typographical errors.		
I have made sure my resume is copied on good paper.		
I have looked at the photocopies to be sure they are clean.		
I have included my address and the company address on each cover letter.		
Each cover letter tells the job I am applying for, or why I am sending my resume.		
I have proofread my cover letters.		
I understand what employers are looking for in a resume.		
I have written a WINNING RESUME .		

Cover Letter Checklist

	Yes	No
Use a standard business style format and 8 ½" x 11" paper.		
Be wary of suggestions to use gimmicky attention-getters, overzealous or desperate-sounding phrases, and exaggerated praise of the employer.		
Type all letters. Employers type even personal notes, so follow suit.		
Check your work carefully for grammar and spelling. It is a good idea to have someone else proofread it.		
Address letters to a particular individual, and use the correct job title.		
Always send a letter with a resume, never a resume alone.		
Never duplicate a letter; each must be an original.		
Make paragraphs average in length.		

Evaluation Resources

<http://www.nwrel.org/eval/writing/treasure.html>

<http://www.essdack.org/building/evaluation.html>

<http://www.learningspace.org/instruct/lessons/pst4.html>

<http://www.bham.wednet.edu/mod8.htm>

<http://www.peel.edu.on.ca/bfleming/rubric.htm>

Ramos-Urbano, Regina. Learn to Earn: A Self-Directed Job Search Guidebook For Manitobans. Winnipeg: Employment Projects for Women Inc., 1997.

Bertram, Chris, Judy Johnson, and Frances Molaro. USL Job Search Handbook: Second Edition. Winnipeg: Settlement and Adult Language Training Branch Manitoba Culture, Heritage, & Citizenship, 1998

Tessier, Angela. The Job Seeker's Handbook: A Supporting Guide for Literacy Practitioners. Winnipeg: Employment Projects for Women Inc., 1997.

http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/ideas_and_rubrics.html

Site Source: Cornett, J. S. and B. Gooden. Grade Five Writing Assessment. Brandon: Grade 5 Teachers Board Assessment Committee Brandon School Division #40

<http://7-12educators.about.com/education/7-12educators/library/weekly/blrubriccompare.htm>

<http://7-12educators.about.com/education/7-12educators/library/weekly/blbyrubric.htm>

<http://4teachers.org/projectbased/58wrt.shtml>

<http://www2.TVO.org/edulinks>

<http://www.ncsu.edu/midlink/rub.pres.html>

<http://7-12educators.about.com/education/7-12educators/blrubricdebate.htm>

<http://4teachers.org/projectbased/58pre.shtml>

http://129.7.160.115/COURSE/INST_5931A/Rubric.html

<http://www.ncsu.edu/midlink/rub.mm.st.htm>

<http://www.ncsu.edu/midlink/rub.mmproj.htm>

<http://www.ncsu.edu/midlink/rubric.judge2000.htm>

<http://www.bham.wednet.edu/mod8cyl.htm>

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Ryan, Concetta Doti. Authentic Assessment Professional's Guide. Westminister, CA: Teacher Created Materials, 1994

Jasmine, Julia. Middle School Assessment. Huntington Beach, AC: Teacher Created materials, Inc., 1994.