

## RUBRICS

## Presentation rubric

CATEGORY	4	3	2	1
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed. Point-of-view was consistently in character.	Student seems pretty prepared but might have needed a couple more rehearsals. Point-of-view was often in character.	The student is somewhat prepared, but it is clear that rehearsal was lacking. Point-of-view was sometimes in character.	Student does not seem at all prepared to present. Point-of-view was not in character.
<b>Speaks Clearly</b>	Speaks clearly and distinctly all (100-95%) the time. Facial expressions and body language generate a strong interest and enthusiasm.	Speaks clearly and distinctly most ( 94-85%) of the time. Facial expressions and body language sometimes generate a strong interest and enthusiasm	Speaks clearly and distinctly some of the time (75-84%). Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Often mumbles or cannot be understood. Very little use of facial expressions or body language. Did not generate much interest.
<b>Content</b>	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
<b>Listens to other groups</b>	Listens intently. Does not make distracting noises or movements.	Listens but has one or two distracting noises or movements.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.

## Writing rubric

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CATEGORY	4	3	2	1
<b>Flow &amp; Rhythm (Sentence Fluency)</b>	All sentences sound natural and each sentence is clear and has an obvious emphasis.	Almost all sentences sound natural, but 1 or 2 are stiff and awkward or difficult to understand.	Most sentences sound natural but several are stiff and awkward or are difficult to understand.	The sentences sound awkward, are distractingly repetitive, or difficult to understand.
<b>Word Choice</b>	Writers use vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writers use vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writers use words that communicate clearly, but the writing lacks variety, punch or flair.	Writers use a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.
<b>Adding Personality (Voice)</b>	The writers seem to be writing from knowledge or experience. They have taken the ideas and made them "his own."	The writers seem to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writers relate some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writers have not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to no one in particular.
<b>Grammar &amp; Spelling (Conventions)</b>	Writers make no errors in grammar or spelling that distract the reader from the content.	Writers make 1-2 errors in grammar or spelling that distract the reader from the content.	Writers make 3-4 errors in grammar or spelling that distract the reader from the content.	Writers make more than 4 errors in grammar or spelling that distract the reader from the content.
<b>Pacing (Organization)</b>	The pacing is well-controlled. The writers know when to slow down and elaborate, and when to pick up the pace and move on.	The pacing is generally well-controlled but the writers occasionally do not elaborate enough.	The pacing is generally well-controlled but the writers sometimes spends too much time on details that don't matter.	The pacing often feels awkward to the reader. The writers elaborate when there is little need, and then leaves out necessary supporting information.

## Group organization: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Delegation of Responsibility</b>	Each student in the group can clearly explain what information is needed by the group, what information s/he is responsible for locating, and when the information is needed.	Each student in the group can clearly explain what information s/he is responsible for locating.	Each student in the group can, with minimal prompting from peers, clearly explain what information s/he is responsible for locating.	One or more students in the group cannot clearly explain what information they are responsible for locating.
<b>Timeliness</b>	Group completes assignment on time as well as each individual component of timeline.	Group completes the assignment on time but fails to meet 2 or more individual components of the timeline	Group completes most of the assignment on time. (80-94%)	Group fails to complete assignment on time.
<b>Group Timeline</b>	Group independently develops a reasonable, complete timeline describing when different parts of the work (e.g., planning, research, first draft, final draft) will be done. All students in group can independently describe the high points of the timeline.	Group independently develops a timeline describing when most parts of the work will be done. All students in group can independently describe the high points of the timeline.	Group independently develops a timeline describing when most parts of the work will be done. Most students can independently describe the high points of the timeline.	Group needs adult help to develop a timeline AND/OR several students in the group cannot independently describe the high points of the timeline.
<b>Plan for Organizing Information</b>	Students have developed a clear plan for organizing the information as it is gathered and in the final research product. All students can independently explain the planned organization of the research findings.	Students have developed a clear plan for organizing the information in the final research product. All students can independently explain this plan.	Students have developed a clear plan for organizing the information as it is gathered. All students can independently explain most of this plan.	Students have no clear plan for organizing the information AND/OR students in the group cannot explain their organizational plan.

## Individual rubric (can be given to members of a group to evaluate each other)

CATEGORY	4	3	2	1
<b>Contributions &amp; problem solving</b>	Routinely provides useful ideas when participating in the group discussion. Actively looks for and suggests solutions to problems.	Usually provides useful ideas when participating in the group discussion. Refines solutions suggested by others	Sometimes provides useful ideas when participating in the group discussion. Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Rarely provides useful ideas when participating in the group discussion. May refuse to participate. Does not help others solve problems.
<b>Quality of Work</b>	Provides work of the highest quality.	Provides high quality work which reflects strong student efforts.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
<b>Time-management</b>	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
<b>Focus on the task</b>	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
<b>Working with Others</b>	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause \"waves\" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
<b>Monitors Group Effectiveness</b>	Routinely monitors the effectiveness of the group, and makes suggestions to make it more effective.	Routinely monitors the effectiveness of the group and works to make the group more effective.	Occasionally monitors the effectiveness of the group and works to make the group more effective.	Rarely monitors the effectiveness of the group and does not work to make it more effective.