

ESSAY RUBRIC - 40 Points Possible

| ESSAY RUBRIC | 8-10 | 5-7 | 3-4 | 1-2 |
|--|--|--|---|--|
| <p>1. Ideas: The degree to which the essay presents a unique and well formed idea(s). (Weight = 1.5)</p> | <p>The ideas show a complete understanding of the topic. --The thesis (position) is clear --Details (excerpts) support the thesis. --The author provides an interesting or unique perspective, interpretation, and/or examples to support his or her thesis.</p> | <p>The ideas show an understanding of the reading. --The thesis is clear. --Some details support the thesis.</p> | <p>--The thesis statement is unclear. --More details are needed. --The student does not explain all of his/her ideas clearly.</p> | <p>The essay needs a thesis statement and details.</p> |
| <p>2. Organization The degree to which the essay makes a central point (i.e., has a clear theses), supports that point, and concludes with a summary of that point (Weight = 1)</p> | <p>The parts work together to create an insightful and convincing essay. --essay has at least three main parts—introduction (beginning), body (middle) and conclusion (end). --smooth transitions --It is clear and compelling</p> | <p>The organization pattern fits the topic and purpose. --Contains introduction, body and conclusion, but one or more part(s) might need better development.</p> | <p>The beginning, middle and end run-together.</p> | <p>Organization is unclear and incomplete. --No identifiable beginning, middle or end.</p> |
| <p>3. Word choice/Sentence fluency/Grammar The degree to which the</p> | <p>The word choice reflects careful thinking about the essay & makes a powerful case. The writing conveys the author's voice in a</p> | <p>The word choice is clear, but the writer needs to avoid clichés or general words. The writing shows interest</p> | <p>The words do not create a clear message. --too many general words are used. The</p> | <p>The writer needs help with word choice. Some words are misused. Word choice for persuasive writing has not been</p> |

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|--|--|---|--|---|
| <p>writing reflects a good command of English vocabulary and grammar. (Weight = 1)</p> | <p>way that is unique, confident and convincing. The sentence structure in the essay make the ideas stand out. Grammar and punctuation are correct and the copy is free of all or most errors.</p> | <p>in the topic and some elements of a unique voice. No sentence problems exist, but more sentence variety is needed. The essay has a few careless errors in punctuation and grammar.</p> | <p>writing does not show a particular interest in the topic, it is hard to identify the author's voice. The essay has many sentence problems. The number of errors makes the essay hard to read.</p> | <p>considered. There is no unique voice or perspective offered. The writer needs to learn how to construct sentences. Help is needed to make corrections.</p> |
| <p>4. Works Cited The degree to which the author's points are supported by other sources that are properly cited. (Weight = 0.5)</p> | <p>Essay supported with references for all or most points, references clear, references on separate page, and presented neatly.</p> <p>For HS/Above this would be at least 5 citations</p> <p>For middle school this would be at least 3</p> <p>For elementary school this would be at least 2 citations</p> | <p>References provided for the majority of points needing references, references clear, references on separate page, and presented neatly.</p> | <p>Many references missing and either not on separate piece of paper, unclear or not presented neatly.</p> | <p>No references.</p> |

LETTER RUBRIC for Grades 1&2 ONLY - 40 Points Possible

| | 8-10 | 5-7 | 3-4 | 1-2 |
|---|--|--|--|--|
| <p>Style, audience, tone</p> <p>The degree to which the submission reads as an interesting letter.</p> <p>(Weight = 1)</p> | <p>Creative use of the letter format including good use of white space, a sense of the author comes through, and a tone appropriate for the identified recipient of the letter (e.g., a friend, and grandparent, a teacher).</p> | <p>Information is well written and interesting to read.</p> | <p>Some information is provided, but is limited or inaccurate.</p> <p>There is little sense of the author in the letter.</p> | <p>Information is poorly written, inaccurate, or incomplete.</p> |
| <p>Technical</p> <p>The letter follows common letter format with, for example, appropriate font/handwriting size and spacing.</p> <p>(Weight = 1)</p> | <p>Letter is complete with all required elements.</p> | <p>Some friendly letter elements may be missing.</p> | <p>Most friendly letter elements out of place or missing.</p> | <p>Improper form is used.</p> |
| <p>Grammar, punctuation, and choice of words for the friendly letter</p> <p>The degree to which the writing reflects an age-appropriate command of English vocabulary and grammar</p> <p>(Weight = 1)</p> | <p>Excellent job on presentation, style, grammar, and punctuation.</p> | <p>Presentation, style, grammar, and punctuation all fair and indicative of a friendly letter.</p> | <p>Information mislabeled or missing. Inaccurate punctuation or grammar.</p> | <p>Grammar, punctuation, and choice of words poor for a friendly letter.</p> |

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|--|---|---|--|---|
| <p>Organization The degree to which the content of the letter makes a central point (i.e., has a clear theses), supports that point, and concludes with a summary of that point (Weight = 1)</p> | <p>All the parts work together to tell a unified story or make a clear point. The body of the letter includes a clear beginning, middle and end. The author's ideas are clear and compelling</p> | <p>The organization pattern fits the topic and purpose. --Contains introduction, body and conclusion, but one or more part(s) might need better development.</p> | <p>The beginning, middle and end run-together.</p> | <p>Organization is unclear and incomplete. --No identifiable beginning, middle or end.</p> |
|--|---|---|--|---|

SPEECH RUBRIC - 40 Points Possible

| SPEECH RUBRIC | 8-10 | 5-7 | 3-4 | 1-2 |
|--|--|--|---|--|
| <p>Delivery</p> <p>(Weight = 2)</p> | <p>Makes varied and sustained eye contact with entire audience.</p> <p>Uses variance in pitch, rate, and volume to appropriately convey meaning throughout.</p> <p>Smooth flowing language, devoid of filler words or verbal tics.</p> | <p>Makes varied but inconsistent eye contact with entire audience.</p> <p>Frequently uses variance in pitch, rate, and volume to appropriately convey meaning.</p> <p>Smooth flowing language, with a few filler words or verbal tics.</p> | <p>Makes some eye contact with some of the audience.</p> <p>Uses some variance in pitch, rate, and volume to appropriately enhance meaning.</p> <p>Smooth flowing language, with occasional filler words or verbal tics, or pauses.</p> | <p>Does not make eye contact with audience.</p> <p>Speaker speaks in a monotone.</p> <p>Frequently user filler words or phrases, or pauses inappropriately, as if at a loss.</p> |
| <p>Ideas:</p> <p>The degree to which the essay presents a unique and well formed idea(s).</p> <p>(Weight = 2)</p> | <p>The ideas show a complete understanding of the topic and are well organized.</p> <p>--The thesis (position) is clear</p> <p>--Details (excerpts) support the thesis.</p> <p>--The author provides an interesting or unique perspective, interpretation, and/or examples to support his or her thesis.</p> | <p>The ideas show an understanding of the reading.</p> <p>--The thesis is clear.</p> <p>--Some details support the thesis.</p> <p>--The material flows pretty well</p> | <p>--The thesis statement is unclear.</p> <p>--More details are needed.</p> <p>--The student does not explain all of his/her ideas clearly.</p> <p>--The essay is hard to follow</p> | <p>The essay needs a thesis statement and details.</p> |

MULTIMEDIA PROJECT - 30 Points Possible

| MULTIMEDIA PROJECT – 30 points possible | Score |
|---|-------|
| Artistic and Technical Quality (10 points – Refer to breakdown of points below): | |
| ▪ Is the multimedia well-organized? (2 points) | |
| ▪ Are the design and style aesthetically pleasing? (2 points) | |
| ▪ Do the fonts, colors, graphics, and effects enhance the presentation? (4 points) | |
| ▪ Does the multimedia meet the requirements? (2 points) | |
| • Time Limit: 30 sec – 7 minutes | |
| • No inappropriate soundtracks | |
| | |
| Interpretation of Essay Topic (10 points – Refer to breakdown of points below): | |
| ▪ Is the multimedia relevant to the essay topic? (3 points) | |
| ▪ Is the multimedia persuasive and informative? (3 points) | |
| ▪ Does the multimedia reflect imagination, creativity, and individuality? (4 points) | |
| | |
| Presentation (10 points – Refer to breakdown of points below): | |
| ▪ Are the presenter’s emotions, personal connection's felt by the viewer? (2 points) | |
| ▪ Did the presenter display confidence in their project? (2 points) | |
| ▪ Is the presentation clear, coherent, and thoughtful? (2 points) | |
| ▪ Does the presenter respond to the judges’ question and appropriately? (4 points) | |
| TOTAL | |

POSTER RUBRIC - 30 Points Possible

| POSTER RUBRIC – 40 points possible | Score |
|---|-------|
| Artistic Quality (15 points – Refer to breakdown of points below) | |
| ▪ Does the content and design work well together? Are they balanced? (5 points) | |
| ▪ Is the poster neat and well-organized? (5 points) | |
| ▪ Are the style and design aesthetically pleasing? (5 points) | |
| Subtotal | |
| Interpretation of Essay Topic (15 points – Refer to breakdown of points below) | |
| ▪ Is the poster informative? (3 points) | |
| ▪ Does the poster have correct, reliable information? (3 points) | |
| ▪ Does the poster reflect imagination, creativity, and individuality? (4 points) | |
| ▪ Is the poster relevant to the essay topic? (5 points) | |
| Subtotal | |
| Presentation (10 points – Refer to breakdown of points below): | |
| • Are the presenter’s emotions, personal connection's felt by the viewer? (2 points) | |
| • Did the presenter display confidence in their project? (2 points) | |
| ▪ Is the presentation clear, coherent, and thoughtful? (2 points) | |
| ▪ Does the presenter respond to the judges’ question and appropriately? (4 points) | |
| Total | |