**Writing Rubric**

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|  | **4** | **3** | **2** | **1** |
| **Criteria** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Planning** | * Significantly strengthens product by use of outlines or other planning tools, revising and rewriting | * Effectively strengthens product by use of outlines or other planning tools, revising and rewriting | * Limited use of outline or other planning tools, revising or rewriting impacts the quality of product | * Does not use planning tools, revision, or rewriting |
| **Thesis/**  **Investigative question** | * Develops a sophisticated, arguable, well-developed thesis statement or investigative question | * Develops an arguable, well-developed thesis statement or investigative question | * Develops a thesis statement or investigative question that lacks clarity or focus | * Thesis statement or investigative question is unclear or weak |
| **Support** | * Skillfully uses evidence to support and expertly proves the thesis and connects ideas to prove thesis | * Uses evidence and support to prove the thesis. | * Uses limited evidence that weakly proves and supports the thesis | * Uses insufficient evidence that does not prove or support the thesis. |
| **Organization/**  **Development** | * Writing has a clear introduction with well-defined body paragraph topics * Sophisticatedly organized into clear, insightful paragraphs with strong critical thinking and transitions sophisticatedly * Student draws a conclusion, summarizes important details, and connects to human nature or a big idea | * Writing has a clear introduction and appropriately defined body paragraph topics * Organized with clear paragraph structure * The conclusion connects back to the argument and evidence – student draws an effective conclusion | * Writing has a vague introduction with unclear body paragraph topics that do not align with the thesis * Paragraphs need clarification and further development * The conclusion simply restates the topics and thesis | * Writing has a vague or unclear introduction * Writing is not separated into body paragraphs (*Paragraph Blob*) * The conclusion is missing or does not demonstrate the ability to identify and restate key ideas |

Student Reflection:

**Language Usage Rubric**

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|  | **4** | **3** | **2** | **1** |
| **Criteria** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Craft/**  **Structure**  (Argumentative) | * Writes in a **consistently** appropriate register and style that serves the context and intention | * Writes in an **appropriate** register and style that **mostly** serves the context and intention | * Writes in a **somewhat appropriate** register and style that serves the context and intention to a **limited** degree | * **Attempts to** write in a register and style that serves the context and intention but only does so in a **very limited** degree |
| **Vocabulary** | * Diction is precise, **sophisticated** and **perceptive** to the task * Writing includes a **wide range** of insightful vocabulary | * Diction is precise and **mostly appropriate** to the task * Writing includes an **appropriate** range of insightful vocabulary | * Diction is **somewhat** precise, sophisticated and appropriate to the task * Writing includes **limited** range of insightful vocabulary | * **Attempts to** include precise diction, but regularly **lacks** sophistication * **Attempts to** include vocabulary; however, does so **ineffectively** or without accurateness |
| **Grammar/ Syntax/ Punctuation** | * Exhibits **sophisticated** control of grammatical conventions appropriate to the writing task: sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling | * Exhibits **appropriate** control of grammatical conventions appropriate to the writing task: sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling | * Exhibits **some control** of grammatical conventions appropriate to the writing task: sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling | * **Lacks** the ability to demonstrate grammatical conventions appropriate to the writing task: sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling |
| **MLA**  **Formatting** | * Writing demonstrates a **sophisticated** command of the Modern Language Association rules and specifications | * Writing demonstrates an **appropriate** command of the Modern Language Association rules and specifications | * Writing **somewhat** demonstrates acommand of the Modern Language Association rules and specifications | * **Attempts to** demonstratecommand of the Modern Language Association rules and specifications but does so to a **very limited** degree |

Student Reflection:

# **Speaking & Listening Rubric**

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| Criteria | Exemplary | Accomplished | Developing | Beginning |
| **Content Understanding** | Incorporates effective details, evidence, explanations and examples that enhance topic development | -Incorporates considerable supporting details, explanations, evidence, and/or examples -Analyzes essential parts of the topic and points of view | -Incorporates supporting details evidence and examples relevant to purpose -Analyzes some parts of the topic and point of view | -Rarely incorporates supporting details, evidence, and examples or details are unrelated to topic -No analysis of topic or point of view |
| **Organization** | -Presents information in creative and logical sequence-Focused introduction, body with supporting details, clear transitions, and an effective conclusion | -Presents information in logical sequence -Includes an introduction, body with supporting details, some transitions, and a conclusion | -Information sequence is not easy to follow-Includes introductory statement, supporting material, and a conclusion -Some elements may be weak or incomplete | -Information sequence cannot be followed -Weak or illogical introduction, supporting information, or conclusion |
| **Vocabulary, Mechanics, Documentation** | -Exhibits skillful use of language, using sophisticated, varied, and accurate vocabulary -No errors in grammar and spelling -When applicable, includes citations in appropriate format | -Exhibits proper use of language and vocabulary -Some errors in grammar and spelling -When applicable, includes correct citations | -Exhibits limited use of language and vocabulary -Errors in grammar and spelling may interfere with fluency  -When applicable, includes citations guidance and some errors | -Misuse of language and vocabulary -Errors in grammar and spelling interfere with fluency  -When applicable, includes citations only with support; many errors or missing |
| **Presentation** | -Always speaks with appropriate volume, pacing, and/or fluency with only minor lapses -Uses frequent eye contact, posture, and facial expressions to create a commanding presence that increases interest and understanding  -Engages audience some of the time  -When applicable, use of technology does enhance or support the final product | -Consistently speaks with appropriate volume, pacing, and/or fluency with only minor lapses -Consistently demonstrates good eye contact, posture, or facial expressions  -Engages audience some of the time  -When applicable, use of technology does enhance or support the final product | -Some inconsistency in volume, pacing, and/or fluency -Demonstrates some appropriate eye contact, posture, or facial expressions with some digressions  -Engages audience  -When applicable, use of technology does enhance or support the final product only a little | -Inconsistent volume, pacing, and/or fluency -Eye contact, posture, or facial expressions may be missing or distracting to the presentation of material  -Audience is not engaged  -When applicable, use of technology does not enhance the final product or assignment; or is absent |

# Student Reflection:

**Social Rubric**

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| --- | --- | --- | --- | --- |
|  | **4** | 3 | 2 | 1 |
| **Criteria** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Respect for Self** | Always shows up on time, fully prepared and chooses excellence on every task | Mostly shows up on time, prepared and chooses excellence on most tasks | Sometimes shows up on time, partially prepared and attempts to choose excellence on some tasks | Lacks the academic maturity to show up on time, is unprepared and demonstrates little to no ability to choose excellence |
| **Respect for Others** | Always listens to others with an open mind and pushes others to empathize – Exhibits consideration without being asked | Mostly listens to others with an open mind and demonstrates empathy | Attempts to listen to others with an open mind and empathize | Lacks the academic maturity to listen to others with an open mind and does not demonstrate empathy |
| **Respect for Dress Code** | Always arrives, stays in for the duration of the class and leaves in dress code | Needs almost no reminders about arriving, staying in for the duration of the class and leaving in dress code | Needs frequent reminders about arriving, staying in for the duration of the class and leaving in dress code | Despite being addressed, student chooses to not comply with the dress code |
| **Choosing Respectful Language** | Always chooses acceptable words for a professional, academic environment | Mostly chooses acceptable words for a professional, academic environment | Sometimes chooses acceptable words for a professional, academic environment | Consistently chooses unacceptable words for a professional, academic environment |

Student Reflection:

**Civic Rubric**

Civic Expectation: Students will utilize opportunities to embrace diversity through engagement in school programs, cultural activities, and the neighborhood community.

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|  | **4** | **3** | **2** | **1** |
| **Criteria** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Class Community** | \*Always exhibits leadership, guides peers to make good academic and social choices  \*Always works with peers and teacher to make sure the academic environment is respected  \*Always completes assigned work to the best of his/her ability in the timeframe given, without distracting others | \*Exhibits some leadership, often guides peers to make good academic and social choices  \*At times, works with peers and teacher to make sure the academic environment is respected  \*Completes most of the assigned work to the best of his/her ability in the timeframe given, without distracting others | \*Responds to other peers’ leadership – allows peers to help him/her make good academic and social choices  \*Is responsive to peers and/or teacher so that the academic environment is respected  \*Completes some of the assigned work to the best of his/her ability in the timeframe given, while distracting other’s learning | \*Lacks the academic maturity to make good academic and social choices, does not respond peer leadership  \*Does not respond to peer and/or teacher requests to be considerate of the academic community  \*Completes little to none of the assigned work given due to being a consistent distraction in the learning environment |
| **Civic Involvement** | Creates opportunities for events and/or programs within the school, local community, and/or globally | Contributes to an already created event/program within the school, local community, and/or globally | Attends an already created event/program within the school, local community, and/or globally | Does not attend an event/program and therefore was not civically involved |
| **Respect for Authority** | Always treats the adults in the room with consideration (teacher, administrator, security, paraprofessional, substitute, visitors, and etc.) | Mostly treats the adults in the room with consideration (teacher, administrator, security, paraprofessional, substitute, visitors, and etc.) | Sometimes treats the adults in the room with consideration (teacher, administrator, security, paraprofessional, substitute, visitors, and etc.) | Regularly, does not treat the adults in the room with consideration (teacher, administrator, security, paraprofessional, substitute, visitors, and etc.) |

Student Reflection: