

## AUTHENTIC RUBRIC SAMPLES

| Math: Problem Solving                        |   |  |   |   |
|--|---|--|---|---|
| CATEGORY                                     | 4   | 3  | 2   | 1   |
| <b>Mathematical Concepts</b>                 | Explanation shows complete understanding of the mathematical concepts used to solve the problem(s).   | Explanation shows substantial understanding of the mathematical concepts used to solve the problem(s). | Explanation shows some understanding of the mathematical concepts needed to solve the problem(s).   | Explanation shows very limited understanding of the underlying concepts needed to solve the problem(s) OR it is not written. More than 75% of the steps and solutions have mathematical errors. |
| <b>Mathematical Errors</b>                   | Relatively all (90-100%) of the steps and solutions have no mathematical errors.                      | Almost all (85-89%) of the steps and solutions have no mathematical errors.                            | Most (75-84%) of the steps and solutions have no mathematical errors.   | More than 75% of the steps and solutions have mathematical errors.  |
| <b>Neatness and Organization</b>             | The work is presented in a neat, clear, organized fashion that is easy to read.                       | The work is presented in a neat and organized fashion that is usually easy to read.                    | The work is presented in an organized fashion but may be hard to read at times.   | Work appears sloppy and unorganized. It is hard to know what information goes together.   |
| <b>Diagrams and Sketches</b>                 | Diagrams and/or sketches are clear and greatly add to the reader's understanding of the procedure(s). | Diagrams and/or sketches are clear and easy to understand.   | Diagrams and/or sketches are somewhat difficult to understand.  | Diagrams and/or sketches are difficult to understand or are not used.   |
| <b>Mathematical Terminology and Notation</b> | Correct terminology and notations are always used, making it easy to understand what was done.        | Correct terminology and notations are usually used, making it fairly easy to understand what was done. | Correct terminology and notations are used, but it is sometimes not easy to understand what was done. Sometimes uses an effective strategy to solve problems but does not do it consistently. | There is little use (or a lot of inappropriate use) of terminology and notation.  |
| <b>Strategy/Procedures</b>                   | Typically, uses an efficient and effective strategy to solve the problem(s).                          | Typically, uses an effective strategy to solve the problem(s).   | Sometimes uses an effective strategy to solve problems but does not do it consistently.   | Rarely uses an effective strategy to solve problems   |

## Persuasive Essay: What I Would Change About My World

Teacher Name: Mrs. Doe

| CATEGORY                      | 4 – Above Standards   | 3 – Meets Standards   | 2 – Approaching Standards  | 1 – Below Standards  |
|-------------------------------|---|---|--|--|
| <b>Attention Grabber</b>      | Introductory paragraph has a strong, audience-appropriate hook or attention grabber. This could be a strong statement, relevant quotation, statistic, or question for the reader. | The introductory paragraph has a hook or attention grabber, but it is weak, rambling, or inappropriate for the audience.                                  | The author has an interesting introductory paragraph, but the connection to the topic is not clear.  | The introductory paragraph is not interesting AND is not relevant to the topic.                      |
| <b>Position Statement</b>     | The position statement provides a clear, strong statement of the author's position on the topic.  | The position statement provides a clear statement of the author's position on the topic.  | A position statement is present, but it does not make the author's position clear.   | There is no position statement.  |
| <b>Evidence and Examples</b>  | All of the evidence and examples are specific, relevant, and explanations are given that show how each piece of evidence supports the author's position.                          | Most of the evidence and examples are specific, relevant, and explanations are given that show how each piece of evidence supports the author's position. | At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position. | Evidence and examples are NOT relevant AND/OR are not explained.                                     |
| <b>Accuracy</b>               | All supportive facts and statistics are reported accurately.  | Almost all supportive facts and statistics are reported accurately.   | Most supportive facts and statistics are reported accurately.  | Most supportive facts and statistics are inaccurately reported.                                      |
| <b>Transitions</b>            | A variety of thoughtful transitions are used.   | Transitions show how ideas are connected, but there is little variety   | Some transitions work well, but some connections between ideas are fuzzy.  | The transitions between ideas are unclear OR nonexistent.  |
| <b>Closing Paragraph</b>      | The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of position.  | The conclusion is recognizable. The author's position is restated within the first two sentence of the closing paragraph.                                 | The author's position is vaguely restated within the closing paragraph.  | There is no conclusion - the paper just ends.  |
| <b>Sentence Structure</b>     | All sentences are well-constructed with varied structure.   | Most sentence are well-constructed and there is some varied sentence structure in the essay.  | Most sentences are well constructed, but there is no variation in structure.   | Most sentences are not well-constructed or varied.   |
| <b>Grammar &amp; Spelling</b> | Author makes no errors in grammar or spelling that distract the reader from the content.  | Author makes one or two errors in grammar or spelling that distract the reader from the content.  | Author makes three to four errors in grammar or spelling that distract the reader from the content.  | Author makes more than four errors in grammar or spelling that distract the reader from the content. |

## Oral Presentation Rubric

### Westward Migration Components: Reasons, Timeline, Participants, Direct Impacts, and Geography.

| CATEGORY                              | 4   | 3   | 2  | 1  |
|---------------------------------------|---|---|--|--|
| <b>Attire</b>                         | Business attire, very professional look   | Casual business attire  | Casual business attire, but wore sneakers or seemed somewhat wrinkled  | General attire not appropriate for audience (jeans, t-shirt, shorts)   |
| <b>Preparedness</b>                   | Student is completely prepared and has obviously rehearsed.   | Student seems pretty prepared but might have needed a couple more rehearsals.                                       | The student is somewhat prepared, but it is clear that rehearsal was lacking.                                      | Student does not seem at all prepared to present.  |
| <b>Enthusiasm</b>                     | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.               | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language are used to try to generate enthusiasm but seem somewhat faked.               | Very little use of facial expressions or body language. Did not generate much interest in the topic being presented. |
| <b>Posture and Eye Contact</b>        | Stands up straight and establishes eye contact with everyone in the room during the presentation.                       | Establishes eye contact with everyone in the room during the presentation.  | Sometimes stands up straight and establishes eye contact.  | Slouches and/or does not look at people during the presentation.   |
| <b>Time-Limit</b>                     | Presentation is 5-6 minutes long.   | Presentation is 4 minutes long.   | Presentation is 3 minutes long.  | Presentation is less than 3 minutes OR more than 6 minutes.  |
| <b>Content</b>                        | Shows a full understanding of their Westward Migration component.   | Shows a good understanding of their Westward Migration component.   | Shows a good understanding of some of their Westward Migration component.  | Does not seem to understand their component very well.   |
| <b>Stays on Topic</b>                 | Stays on topic all (100%) of the time.  | Stays on topic most (99%-90%) of the time.  | Stays on topic some (89%-75%) of the time.   | It was hard to tell what the topic was.  |
| <b>Comprehension</b>                  | Student is able to accurately answer almost all questions posed by classmates about their Westward Migration component. | Student is able to accurately answer most questions posed by classmates about their Westward Migration component.   | Student is able to accurately answer a few questions posed by classmates about their Westward Migration component. | Student is unable to accurately answer questions posed by classmates about their Westward Migration component.       |
| <b>Listens to Other Presentations</b> | Listens intently. Does not make distracting noises or movements.  | Listens intently. Has one distracting noise or movement.  | Sometimes does not appear to be listening but is not distracting.  | Sometimes does not appear to be listening and has distracting noises or movements.                                   |

| Lab Report Rubric         |  |   |  |   |
|---------------------------|--|---|--|---|
| Category                  | 4  | 3   | 2  | 1   |
| <b>Drawing/Diagrams</b>   | Clear, accurate diagrams are included and make the experiment easier to understand. Diagrams are labeled neatly and accurately.          | Diagrams are included and are labeled neatly and accurately.  | Diagrams are included and are labeled.   | Needed diagrams missing OR missing important labels.  |
| <b>Participation</b>      | Used time well in lab and focused attention on the experiment.   | Used time pretty well. Stayed focused on the experiment most of the time.   | Did the lab but did not appear very interested. Focus was lost on several occasions.   | Participation was minimal OR student was hostile about participating.   |
| <b>Procedures</b>         | Procedures are listed in clear steps. Each step is numbered and is a complete sentence.  | Procedures are listed in a logical order, but steps are not numbered and/or are not in complete sentences.        | Procedures are listed but are not in a logical order or are difficult to follow.   | Procedures do not accurately list the steps of the experiment.  |
| <b>Background Sources</b> | Several reputable background sources were used and cited correctly. Material is translated into student's own words.                     | A few reputable background sources are used and cited correctly. Material is translated into student's own words. | A few background sources are used and cited correctly, but some are not reputable sources. Material translated into student's own words. | Material is directly copied rather than put into student's own words and/or background sources are cited incorrectly. |
| <b>Calculations</b>       | All calculations are shown and the results are correct and labeled appropriately.  | Some calculations are shown and the results are correct and labeled appropriately.                                | Some calculations are shown and the results labeled appropriately.   | No calculations are shown OR results are inaccurate or mislabeled. C  |
| <b>Conclusion</b>         | Conclusions included whether the findings supported the hypothesis, possible sources of error, and what was learned from the experiment. | Conclusion includes whether the findings supported they hypothesis and what was learned from the experiment.      | Conclusion includes what was learned from the experiment.  | No conclusions was included in the report OR shows little effort and reflection.                                      |