Glencoe Literature

The Reader's Choice

Rubrics for Assessing Student Writing, Listening, and Speaking

High School

Mc Graw Hill **Glencoe**

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How to Use the Rubrics

The Glencoe Literature rubrics are designed to be both comprehensive and flexible. The rubrics may be adapted to any writing or oral presentation in the high school curriculum. They are especially useful for the Glencoe Literature: Reader's Choice program (© 2007).

Rubrics for writing assignments run the gamut from responses to literature and biographical narratives to editorials and short stories. Speaking, listening, and viewing rubrics cover assignments from delivering a persuasive speech (oratory) and expository (informative) speaking to delivering a multimedia presentation and oral interpretations of literature.

In every case, the rubrics are detailed and specific to the content of the assignment. At the same time, every rubric offers the flexibility teachers need to meet the changing needs of their classrooms and curricula. Each rubric is designed to be easily adapted and individualized for your own lessons and assignments.

Assessment Tools

Like all rubrics, the Glencoe Literature rubrics provide a quick, standardized assessment grid. This provides the teacher with several benefits:

- It eliminates debate about grades. Students can see the criteria that result in highly rated work, as well as the deficiencies that result in lower marks.

- It eliminates grading "gray areas" by replacing subjective judgments with clear ratings for highly specific performance criteria.

- By assigning a point value to each cell in the rubric, the teacher can weight the grading of the assignment in order to closely match the focus of the lesson.

- For oral presentations in particular, the rubrics offer a means for surer, more consistent assessment. Without these rubrics, assessing an oral presentation either requires the teacher to rely on memory or to miss portions of the presentation while making assessment notes. Using these rubrics, the teacher can simply check off ratings in the rubric and provide the performance assessment at the end of the presentation.

- All of the elements of a top-ranked paper or presentation are included in the rubric. This provides a benchmark for all assessments.

- The format of the rubrics is standardized, so students can quickly become familiar with the categories that are assessed in writing and oral presentation assignments. This will help them understand that their work is being assessed according to specific learning objectives. The reasoning behind their grades for any given assignment will be self-evident.

Teaching Tools

But the Glencoe Literature rubrics go beyond assessment. These rubrics are essential instructional tools as well.

- By presenting the rubric to the student along with the assignment, he or she knows exactly what is expected. The criteria for a complete assignment are explicitly defined. The execution that earns varying grades is likewise explicit. In short, each rubric establishes the objectives for virtually any assigned writing or oral presentation.

- Each area of the assignment is highlighted, so the student can discretely consider each element of the assignment instead of viewing the assignment solely as a whole—it will help them see that the assignment is the sum of its parts. For example, a piece of writing might include excellent, highly original ideas yet be overrun with errors in usage and punctuation. The individual cells of the rubric emphasize the importance of different portions of each assignment.

- Each rubric can also be modified into a self-assessment tool or checklist for the student. Likewise, the rubrics can be used as peer critiques for revision before the teacher makes a final assessment.

- Many teachers model good papers, but few students are exposed to papers that contain various flaws that reduce the grade. The Glencoe Literature rubrics can help. Each column of the rubrics is ideal for effective, varied modeling. For example, a lesson on stance and posture during an oral presentation can be built around that column in any of the speaking, listening, and viewing rubrics. You can use the cells of the column to model not only an "A" presentation but presentations with flaws—showing students what not to do along with an "ideal" presentation or delivery.

Adapting the Rubrics

One of the strengths of the Glencoe Literature rubrics is their adaptability. Because they cover such a wide range of content, it is easy to adapt a rubric to specific written or oral presentations.

For example, suppose the student assignment is to present a TV commercial in a communications class. The rubric for "Delivering a Persuasive Presentation" (page 40) can be quickly adapted to that specific assignment.

Conversely, students may be reading published newspaper editorials in preparation for writing editorials of their own. The "Writing an Editorial" rubric (page 18) can be used as a checklist to see how well professional editorials present persuasive arguments. This will enable them to better fashion their own editorials.

The rubrics can also be adapted to support specific lessons. Using just the "Word Choice & Sentence Fluency" column from "Writing a Descriptive Essay" (page 24) can become the core of a lesson on descriptive writing. Using just the "Organization" column from "Writing a Research Report" (page 14) will help students understand how to effectively structure any research paper in any content area.

Basic Organization

The writing rubrics are organized according to the traits of strong writing that are identified in the Glencoe Literature: Reader's Choice program. These are:

- *Ideas*—the message of the theme and the details that develop it;

- *Organization*—the arrangement of main ideas and supporting details;

- *Voice*—a writer's unique way of using tone and style;

- *Word Choice*—the vocabulary a writer uses to convey meaning;

- *Sentence Fluency*—the smooth rhythm and flow of sentences that vary in length and style;

- *Conventions*—correct spelling, grammar, usage, and mechanics

The speaking, listening, and viewing rubrics also have a standardized format that divides into delivery skills and content. Delivery skills include:

- *Stance and Posture*—the degree to which a speaker projects confidence, and how his or her body language expresses intent;

- *Handling of Note Cards (or Notebooks), Visual Aids, and Gestures*—the way that thorough preparation is reflected in smooth movements, and the way the speaker uses hand and body movements to emphasize key points;

- *Vocal Variety*—the way the speaker's tone, rate, volume, and pitch vary to emphasize key points and make an oral presentation more interesting;

- *Facial Expression and Eye Contact*—the nonverbal means by which the speakers establishes a rapport with the audience; and

- *Content*—the thesis and purpose, plus supporting details, of an oral presentation.

Writing Rubric: Writing a Response to Literature

	Ideas	Organization
6	• The response demonstrates a clear, complete understanding of the assignment. • The response makes an honest and insightful point about the piece of literature. • The response shows a clear understanding of the piece of literature. • The response effectively explores the writer's thoughts and feelings about the piece of literature. • The response demonstrates a very clear purpose and focus. • Perfectly tuned examples and details are presented. • The evidence selected and presented provides effective support for the response's main point. • The response demonstrates a great deal of originality and creativity.	• Response clearly states a position about the piece of literature. • The opening provides a clear focus for the response. • The focus is effective throughout the response. • Introduction is exceptionally clear, effective, and compelling—it grabs the reader's attention. • Presentation of supporting evidence is exceptionally clear and thorough, with explicit, vivid details. • The sequence of ideas and supporting evidence is exceptionally effective. • Transitions provide a seamless progression from point to point. • Conclusion very effectively reaffirms the focus of the response.
5	• The response demonstrates a clear understanding of the assignment. • The response makes an honest and thoughtful point about the piece of literature. • The response shows a basic understanding of the literature. • The response exposes the writer's thoughts and feelings about the piece of literature but does not explore them in depth. • The response demonstrates a clear purpose and focus. • Good examples and details are presented to support the response. • The evidence selected and presented generally supports the response's main point. • The response shows originality and creativity.	• Response states a position about the piece of literature. • The opening provides a focus for the response. • The focus is maintained throughout the response. • Introduction is clear and effective. • Presentation of supporting evidence is clear and complete, with strong details. • The sequence of ideas and supporting evidence is generally effective. • Transitions provide a progression from point to point. • Conclusion reaffirms the focus of the response.
4	• The response demonstrates a basic understanding of the assignment. • The response makes a considered point about the piece of literature. • The response shows some understanding of the piece of literature. • The response touches on the writer's thoughts and feelings about the piece of literature but does not explore them to any degree. • The response includes a purpose and focus, but it is not always clear. • Generally appropriate examples and details are presented to support the response. • The evidence selected and presented somewhat supports the response's main point, but some may be off the subject. • The response shows some originality and creativity.	• Response implies a position about the piece of literature. • The opening generally provides a focus. • The focus is generally clear. • Introduction is clear and attempts to catch the reader's attention. • Presentation of supporting evidence is generally clear and includes details. • The sequence of ideas and supporting evidence is generally effective but not always logical. • Transitions are used. • Conclusion recalls the focus of the response.
3	• The response demonstrates little understanding of the assignment. • The response's point is missing or unclear. • The response shows little or an inaccurate understanding of the piece of literature. • The response rarely reveals the writer's thoughts and feelings about the piece of literature. • The response appears to have a purpose and focus, but it is not clear. • Examples and details are presented but are rarely appropriate. • The evidence is mainly inappropriate to the main point. • The response shows little originality and creativity.	• Response suggests a position about the piece of literature, but it is vague. • The opening may not clearly provide a focus. • The focus is not always clear. • Introduction is not entirely clear or may not include an attempt to catch the reader's attention. • Presentation of supporting evidence is generally clear but may lack details. • The sequence of ideas and evidence is not always effective or logical. • Transitions are not always used. • Conclusion may not echo the focus of the response.
2	• The response demonstrates some understanding of the assignment, but it is not complete. • The response suggests a point about the piece of literature, but it is vague. • The response shows an incomplete or somewhat inaccurate understanding of the piece of literature. • The response implies the writer's thoughts and feelings about the piece of literature but is unclear about them. • The response implies a purpose and focus, but it is rarely clear. • Examples and details are not always appropriate. • The evidence may be inappropriate to the main point. • The response occasionally shows some originality and creativity.	• The position about the topic is not entirely clear. • The opening does not provide a focus. • The focus is generally unclear. • Introduction is not clear and may not include an attention-getter. • Presentation of supporting evidence is somewhat unclear and lacks details. • The sequence of ideas and evidence is not effective and may be illogical. • Transitions are rarely used. • Conclusion does not echo the focus of the response.
1	• The assignment is not understood. • The response makes no point about the piece of literature. • The response shows no understanding of the piece of literature. • The response never reveals the writer's thoughts and feelings about the piece of literature. • The response has no purpose or focus. • Examples and details are not presented. • No supporting evidence is presented. • The response shows no originality or creativity.	• No position about the topic is given. • No opening is used. • The focus is unclear. • Introduction is not clear and does not catch a reader's attention. • No supporting evidence is presented. • The sequence of ideas and evidence is random. • Transitions are not used. • No conclusion is given.

Voice	Word Choice & Sentence Fluency	Conventions
• The writer's voice is clear, consistent, and sincere throughout the response. • Writer's voice is perfectly attuned to the subject matter of the response. • The writer's voice is exceptionally appropriate to the intended audience of the response. • The response's tone demonstrates exceptional sensitivity to the piece of literature.	• The word choice is exceptionally precise and accurate. • The word choice is vivid and effective, with lively descriptive words used. • When necessary, literary terms are used appropriately and effectively. • Sentences vary in length and structure. • Ideas are clearly and smoothly connected using transition words and phrases. • The response shows an excellent balance between emotional reflection and reasoned observations. • The response forms a meaningful whole, moving smoothly from beginning to end.	• All words are spelled correctly. • The response contains no errors in usage, grammar, or punctuation. • The response contains no errors in capitalization.
• The writer's voice is consistent and sincere throughout the response. • Writer's voice is appropriate to the subject matter of the response. • The writer's voice is appropriate to the intended audience of the response. • The response's tone demonstrates sensitivity to the piece of literature.	• The word choice is generally precise and accurate. • The word choice is effective, with descriptive words used. • Generally as necessary, literary terms are used appropriately. • Sentences vary somewhat in length and structure. • Ideas are generally connected using transition words and phrases. • The response shows a good balance between emotional reflection and reasoned observations. • The response forms a whole, generally moving smoothly from beginning to end.	• Almost all words are spelled correctly. • The response contains almost no errors in usage, grammar, or punctuation. • The response contains almost no errors in capitalization.
• The writer's voice is somewhat consistent, but sincerity is not obvious. • Writer's voice is generally appropriate to the subject matter of the response. • The writer's voice is generally appropriate to the intended audience of the response. • The response's tone demonstrates some sensitivity to the piece of literature.	• Word choices reflect thought but are not always precise. • Descriptive phrasing is attempted but is not always effective or relevant. • Some literary terms are used, generally appropriately. • Sentences vary somewhat in length and structure but could use more variation. • Ideas are usually connected using transition words and phrases, but not always. • The response shows some balance between emotional reflection and reasoned observations. • The response is generally complete but may not move smoothly from beginning to end.	• Some spelling errors occur, but not enough to impede understanding. • The response contains some errors in usage, grammar, or punctuation, but not enough to impede understanding. • The response contains a few errors in capitalization.
• Writer's voice is not always consistent, and sincerity may be lacking. • Writer's voice is not always appropriate to the subject matter. • Writer's voice is not always appropriate to the intended audience of the response. • The response's tone demonstrates only occasional sensitivity to the subject.	• Word choices reflect thought but are often not precise or accurate. • Descriptive phrasing is occasionally attempted but is not effective or is irrelevant. • Some literary terms are used, but often not appropriately. • Sentences only occasionally vary. • Ideas are only occasionally connected. • The response includes emotional reflection and reasoned observations but is overly reliant on one approach. • The response is somewhat incomplete and moves somewhat awkwardly from beginning to end.	• Some spelling errors may impede understanding. • Errors in usage, grammar, or punctuation may impede understanding at times. • Errors in capitalization may intrude on understanding.
• Writer's voice is generally inconsistent and often insincere. • Writer's voice is sometimes inappropriate to the subject matter, but often not. • Writer's voice is sometimes inappropriate to the intended audience of the response. • The response's tone demonstrates little sensitivity to the subject.	• Word choices are generally not precise or accurate. • Descriptive phrasing is rarely used. • Sentences and paragraphs may not flow together. • Sentences rarely vary in length and structure. • Ideas are rarely connected using transition words and phrases. • The response includes only emotional reflection or observation, but not both. • The response is incomplete and does not move smoothly from beginning to end.	• Spelling errors impede understanding. • Numerous errors in usage, grammar, and punctuation often impede understanding. • The response contains numerous errors in capitalization.
• Writer's voice is not consistent or sincere. • Writer's voice is not appropriate to the subject. • Writer's voice is not appropriate for the audience. • The response's tone demonstrates no sensitivity to the subject.	• Word choices are haphazard and inappropriate. • Descriptive phrasing is not used. • Sentences and paragraphs do not flow together. • Sentences do not vary in length and structure. • Ideas are not connected. • The response includes declarations but no reflection or observation. • The response is incomplete with no identifiable beginning and end.	• Numerous spelling errors prevent understanding. • Numerous errors in usage, grammar, and punctuation impede understanding. • Numerous errors in capitalization impede understanding.

Writing Rubric: Writing an Autobiographical Narrative

	Ideas	Organization
6	• The narrative demonstrates a clear, complete understanding of the assignment. • The narrative is sharply focused around a specific incident or event. • The narrative implies or states a clear and insightful theme. • The narrative shows a deep understanding of the complexity of the subject and the events described. • The narrative reveals a deep understanding of the chosen events in the writer's life. • The time and place of the narrative are presented clearly and thoroughly. • Perfectly tuned examples and details are presented to support the writer's point of view. • The narrative demonstrates a great deal of creativity and originality.	• The narrative's opening is clear, effective, and compelling—it grabs the reader's attention. • The narrative has a clear beginning, middle, and end. • The pattern of organization is very clear and effective throughout the narrative. • The point of view is consistent and effective throughout the narrative. • Transitions provide a seamless progression from point to point. • The ending very effectively wraps up the narrative.
5	• The narrative demonstrates a clear understanding of the assignment. • The narrative is focused around a specific incident or event. • The narrative implies or states a clear theme. • The narrative shows a general understanding of the complexity of the subject and the events described. • The narrative reveals a general understanding of the chosen events in the writer's life. • The time and place of the narrative are presented clearly. • Good examples and details are presented to support the writer's point of view. • The narrative demonstrates creativity and originality.	• The narrative's opening catches the reader's attention. • The narrative has a beginning, middle, and end. • The pattern of organization is generally clear and effective throughout the narrative. • The point of view is almost always consistent and effective throughout the narrative. • Transitions provide a progression from point to point. • The ending wraps up the narrative.
4	• The narrative demonstrates a basic understanding of the assignment. • The narrative is generally concerned with a specific incident or event. • The narrative has a theme. • The narrative shows some understanding of the complexity of the subject and the events described. • The narrative reveals some understanding of the chosen events in the writer's life. • The narrative states a time and place. • Some examples and details are presented to support the writer's point of view. • The narrative demonstrates occasional creativity and originality.	• The narrative's opening includes an attention-getter, but it may not be entirely effective. • The narrative seems to have a beginning, middle, and end, but it is not entirely clear. • The pattern of organization is clear and effective at times, but not always. • The point of view is mostly consistent and effective, but not always. • Transitions are used. • A clear ending is included but may not wrap up the narrative.
3	• The narrative demonstrates some understanding of the assignment, but it is not complete. • The narrative is not clearly focused on a specific incident or event. • The narrative seems to have a theme, but it is not always clear. • The narrative shows a somewhat superficial understanding of the complexity of the subject. • The narrative reveals a somewhat superficial understanding of the chosen events. • The narrative implies a time and place, but it is not precisely clear. • Some examples and details are presented, but they may not support the writer's point of view. • The narrative demonstrates infrequent creativity and originality.	• The narrative's opener does not grab the reader's attention. • The narrative lacks one element: a beginning, middle, or end. • The pattern of organization is only occasionally clear and effective. • The point of view is only occasionally consistent and effective. • Transitions are not always used. • The ending may not have a clear connection to the narrative theme.
2	• The narrative demonstrates little understanding of the assignment. • The narrative has no focus on a specific incident or event. • The narrative's theme is not clear. • The narrative shows little understanding of the complexity of the subject. • The narrative reveals little understanding of the chosen events. • The time and place may be confusing to the reader. • Few examples and details are presented, and they may not support the writer's point of view. • The narrative demonstrates very little creativity and originality.	• The narrative's opener is lacking or not effective. • The beginning, middle, and end are not easily identified. • The pattern of organization is rarely clear and is generally not effective. • The point of view is hard to determine. • Transitions are very rarely used. • The ending does not connect to the narrative theme.
1	• The assignment is not understood. • No incident or event is mentioned. • No theme is discernible. • The narrative shows no understanding of the complexity of the subject. • The narrative reveals no understanding of the chosen events. • The time and place are not given. • No examples and details are presented. • The narrative demonstrates no creativity and originality.	• The narrative has no opener. • The narrative has no identifiable beginning, middle, or end. • There is no pattern of organization. • No point of view is evident. • Transitions are not used. • No ending is presented.

Voice	Word Choice & Sentence Fluency	Conventions
• The writer's choice of narrative voice is exceptionally appropriate to the events recounted. • The narrative voice is very clear, consistent, and highly effective throughout. • The voice is exceptionally appropriate to the subject matter of the narrative. • The voice is exceptionally appropriate to the audience of the narrative.	• The word choice is exceptionally precise and accurate throughout the narrative. • The sensory details are explicit and vivid. • Sentences vary in length and structure. • Ideas are clearly and smoothly connected using transition words and phrases. • Sentences and paragraphs flow seamlessly together.	• All words are spelled correctly. • The narrative contains no errors in English usage or grammar. • The narrative contains no errors in punctuation. • The narrative contains no errors in capitalization.
• The writer's choice of narrative voice is appropriate to the events recounted. • The narrative voice is clear, consistent, and effective throughout. • The voice is appropriate to the subject matter of the narrative. • The voice is appropriate to the audience of the narrative.	• The word choice is generally precise and accurate throughout the narrative. • Sensory details are included and described well. • Sentences vary somewhat in length and structure. • Ideas are generally connected using transition words and phrases. • Sentences and paragraphs flow together well.	• Almost all words are spelled correctly. • The narrative contains almost no errors in English usage or grammar. • The narrative contains almost no errors in punctuation. • The narrative contains almost no errors in capitalization.
• The voice is generally appropriate to the events recounted, but not at all times. • The narrative voice is often clear, consistent, and effective, but not always. • The voice is generally appropriate to the subject matter, but not always. • The voice is generally appropriate to the audience of the narrative, but not always.	• Word choices are thoughtful but not always precise or accurate. • Sensory details are included but not described inventively. • Sentences vary somewhat in length and structure but could use more variation. • Ideas are usually connected using transition words and phrases, but not always. • Sentences and paragraphs sometimes flow together well, but not always.	• Some spelling errors occur, but not enough to impede understanding. • The narrative contains some errors in usage or grammar, but not enough to impede understanding. • The narrative contains some errors in punctuation, but not enough to impede understanding. • The narrative contains a few errors in capitalization.
• The narrative voice is not always appropriate to the events recounted and may be inappropriate at times. • The narrative voice is generally clear and consistent, but it may not be effective. • The voice is not always appropriate to the subject matter and may be inappropriate at times. • The voice is not always appropriate to the audience and may be inappropriate at times.	• Word choices reflect thought but are often not precise or accurate. • Sensory details are sometimes included but not described well. • Sentences only occasionally vary in length and structure. • Ideas are only occasionally connected using transition words and phrases. • Sentences and paragraphs only occasionally flow together.	• Some spelling errors may impede understanding. • Errors in usage or grammar may impede understanding at times. • Errors in punctuation may impede understanding at times. • Errors in capitalization may intrude on understanding.
• The narrative voice is often inappropriate to the events recounted. • The narrative voice is rarely clear, consistent, or effective. • The voice is often inappropriate to the subject matter. • The voice is often inappropriate to the audience.	• Word choices are generally not precise or accurate. • Sensory details are rarely included or described. • Sentences rarely vary in length and structure. • Ideas are rarely connected using transition words and phrases. • Sentences and paragraphs do not flow together effectively.	• Spelling errors impede understanding. • The narrative contains numerous errors in usage or grammar. • Errors in punctuation often impede understanding. • The narrative contains numerous errors in capitalization.
• The narrative voice is missing or inappropriate to the events recounted. • The narrative voice is not clear, consistent, or effective. • The voice is not appropriate to the subject matter. • The voice is not appropriate to the audience.	• Word choices are haphazard. • Sensory details are not included. • Sentences do not vary in length or structure. • Transition words and phrases are not used to connect ideas. • Sentences an paragraphs are disconnected.	• Numerous spelling errors prevent understanding. • Numerous errors in usage or grammar impede understanding. • Numerous errors in punctuation impede understanding. • Numerous errors in capitalization impede understanding.

Writing Rubric: Writing a Biographical Narrative

	Ideas	Organization
6	• The narrative demonstrates a clear, complete understanding of the assignment. • The narrative implies or states a clear and insightful theme about the subject's life. • The narrative shows a deep understanding of the complexity of the biography subject. • The narrative reveals a deep understanding of the chosen events in the subject's life. • The time, place and events of the subject's life are presented clearly and thoroughly. • Perfectly tuned examples and details support the theme. • A range of well-chosen anecdotes very accurately reflect the character of the subject. • The narrative demonstrates a great deal of creativity and originality.	• The narrative's opening is clear, effective, and compelling—it grabs the reader's attention. • The narrative has a clear beginning, middle, and end. • The pattern of organization is very clear and effective throughout the narrative. • The point of view is consistent and effective throughout the narrative. • Transitions provide a seamless progression from point to point. • The ending very effectively wraps up the narrative.
5	• The narrative demonstrates a clear understanding of the assignment. • The narrative implies or states a clear theme about the subject's life. • The narrative shows a general understanding of the complexity of the biography subject. • The narrative reveals a general understanding of the chosen events in the subject's life. • The time and place of the subject's life are presented clearly. • Good examples and details are presented to support the theme. • A few well-chosen anecdotes accurately reflect the subject. • The narrative demonstrates creativity and originality.	• The narrative's opening catches the reader's attention. • The narrative has a beginning, middle, and end. • The pattern of organization is generally clear and effective throughout the narrative. • The point of view is almost always consistent and effective throughout the narrative. • Transitions provide a progression from point to point. • The ending wraps up the narrative.
4	• The narrative demonstrates a basic understanding of the assignment. • The narrative has a theme about the subject's life. • The narrative shows some understanding of the complexity of the biography subject. • The narrative reveals some understanding of the chosen events in the subject's life. • The narrative states a time and place of the subject's life. • Some examples and details are presented to support the theme. • A few anecdotes reflect the character of the subject. • The narrative demonstrates occasional creativity and originality.	• The narrative's opening includes an attention-getter, but it may not be entirely effective. • The narrative seems to have a beginning, middle, and end, but it is not entirely clear. • The pattern of organization is clear and effective at times, but not always. • The point of view is mostly consistent and effective, but not always. • Transitions are used. • A clear ending is included but may not wrap up the narrative.
3	• The narrative demonstrates some understanding of the assignment, but it is not complete. • The narrative seems to have a theme, but it is not always clear. • The narrative shows a somewhat superficial understanding of the complexity of the biography subject. • The narrative reveals a somewhat superficial understanding of the chosen events in the subject's life or misses the point of the events. • The narrative implies a time and place, but it is not precisely clear. • Some examples and details are presented, but they may not support the theme. • A few anecdotes partially reflect the character of the subject and may not be good choices. • The narrative demonstrates infrequent creativity and originality.	• The narrative's opener does not grab the reader's attention. • The narrative lacks one element: a beginning, middle, or end. • The pattern of organization is only occasionally clear and effective. • The point of view is only occasionally consistent and effective. • Transitions are not always used. • The ending may not have a clear connection to the narrative theme.
2	• The narrative demonstrates little understanding of the assignment. • The narrative's theme is not clear. • The narrative shows little understanding of the complexity of the biography subject. • The narrative reveals little understanding of the chosen events in the subject's life. • The time and place may be confusing to the reader. • Few details are presented, which may not support the theme. • Few anecdotes are included and do not accurately reflect the character of the subject. • The narrative demonstrates very little creativity and originality.	• The narrative's opener is lacking or not effective. • The beginning, middle, and end are not easily identified. • The pattern of organization is rarely clear and is generally not effective. • The point of view is hard to determine. • Transitions are very rarely used. • The ending does not connect to the narrative theme.
1	• The assignment is not understood. • No theme is discernible. • The narrative shows no understanding of the complexity of the biography subject. • The narrative reveals no understanding of the chosen events in the subject's life or omits events entirely. • The time and place are not given. • No examples or details are presented. • No anecdotes about the subject are included. • The narrative demonstrates no creativity and originality.	• The narrative has no opener. • The narrative has no identifiable beginning, middle, or end. • There is no pattern of organization. • No point of view is evident. • Transitions are not used. • No ending is presented.

Voice	Word Choice & Sentence Fluency	Conventions
• The writer's choice of narrative voice is exceptionally appropriate to the events recounted. • The narrative voice is exceptionally clear, consistent, and highly effective throughout. • The narrative voice is exceptionally appropriate to the subject's life. • The voice is exceptionally appropriate to the audience of the narrative.	• The word choice is exceptionally precise and accurate throughout the narrative. • The sensory details are explicit and vivid. • Sentences vary in length and structure. • Ideas are clearly and smoothly connected using transition words and phrases. • Sentences and paragraphs flow seamlessly together. • The narrative forms a meaningful whole, moving smoothly from beginning to end.	• All words are spelled correctly. • The narrative contains no errors in English usage or grammar. • The narrative contains no errors in punctuation. • The narrative contains no errors in capitalization.
• The writer's choice of narrative voice is appropriate to the events recounted. • The narrative voice is clear, consistent, and effective. • The voice is appropriate to the subject's life. • The voice is appropriate to the audience of the narrative.	• The word choice is generally precise and accurate throughout the narrative. • Sensory details are included and described well. • Sentences vary somewhat in length and structure. • Ideas are generally connected using transition words and phrases. • Sentences and paragraphs flow together well. • The narrative feels complete, moving steadily from beginning to end.	• Almost all words are spelled correctly. • The narrative contains almost no errors in English usage or grammar. • The narrative contains almost no errors in punctuation. • The narrative contains almost no errors in capitalization.
• The voice is generally appropriate to the events recounted, but not at all times. • The voice is often clear and effective, but not always. • The voice is generally appropriate to the subject's life, but not always. • The voice is generally appropriate to the audience of the narrative, but not always.	• Word choices are thoughtful but not always precise or accurate. • Sensory details are included but not described inventively. • Sentences vary somewhat in length and structure but could use more variation. • Ideas are usually connected using transition words and phrases, but not always. • Sentences and paragraphs sometimes flow together well, but not always. • The narrative is generally complete but may not move smoothly from beginning to end.	• Some spelling errors occur, but not enough to impede understanding. • The narrative contains some errors in usage or grammar, but not enough to impede understanding. • The narrative contains some errors in punctuation, but not enough to impede understanding. • The narrative contains a few errors in capitalization.
• The voice is not always appropriate to the events recounted and may be inappropriate at times. • The voice is generally clear and consistent, but it may not be effective. • The voice is not always appropriate to the subject's life and may be inappropriate. • The voice is not always appropriate to the audience and may be inappropriate.	• Word choices reflect thought but are often not precise or accurate. • Sensory details are sometimes included but not described well. • Sentences only occasionally vary in length and structure. • Ideas are only occasionally connected using transition words and phrases. • Sentences and paragraphs only occasionally flow together. • The narrative is somewhat incomplete and does not move smoothly from beginning to end.	• Some spelling errors may impede understanding. • Errors in usage or grammar may impede understanding at times. • Errors in punctuation may impede understanding at times. • Errors in capitalization may intrude on understanding.
• The narrative voice is often inappropriate to the events recounted. • The narrative voice is rarely clear, consistent, or effective. • The voice is often inappropriate to the subject's life. • The voice is often inappropriate to the audience.	• Word choices are generally not precise or accurate. • Sensory details are rarely included or described. • Sentences rarely vary in length and structure. • Ideas are rarely connected using transition words and phrases. • Sentences and paragraphs do not flow together effectively. • The narrative feels incomplete and lacks internal progression.	• Spelling errors impede understanding. • The narrative contains numerous errors in usage or grammar. • Errors in punctuation often impede understanding. • The narrative contains numerous errors in capitalization.
• The narrative voice is missing or inappropriate to the events recounted. • The narrative voice is not clear, consistent, or effective. • The voice is not appropriate to the subject. • The voice is not appropriate to the audience.	• Word choices are haphazard. • Sensory details are not included. • Sentences do not vary in length or structure. • Transition words and phrases are not used to connect ideas. • Sentences and paragraphs are disconnected. • The narrative is incomplete with no identifiable beginning or end.	• Numerous spelling errors prevent understanding. • Numerous errors in usage or grammar impede understanding. • Numerous errors in punctuation impede understanding. • Numerous errors in capitalization impede understanding.

Writing Rubric: Writing a Reflective Essay

	Ideas	Organization
6	• Essay demonstrates a clear, complete understanding of the assignment. • Essay's dominant theme is clear and very well articulated. • Essay makes a clear, insightful point about the subject. • Essay shows a deep, well-considered understanding of the subject. • The ideas presented in the essay are completely thought out and well elaborated. • The development of the ideas is thorough and logical. • Support for the ideas presented is highly specific and very detailed.	• The significance of the title is clear and very insightful. • Essay clearly states a position about the topic. • Focus is very clear and effective throughout the essay. • Introduction is exceptionally clear, effective, and compelling—it grabs the reader's attention. • Presentation of supporting evidence is exceptionally clear and thorough, with details that are explicit and vivid. • Sequence of supporting evidence is highly logical and exceptionally effective. • Transitions provide a seamless progression from point to point. • Conclusion very effectively reaffirms the focus of the essay.
5	• Essay demonstrates a general, essentially complete understanding of the assignment. • Essay's dominant theme is clear and well articulated. • Essay makes a clear point about the subject. • Essay shows a considered understanding of the subject. • The ideas presented in the essay are thought out and elaborated. • The development of the ideas is mostly thorough and generally logical. • Support for the ideas presented is specific and detailed.	• The significance of the title is clear and meaningful. • Essay states a position about the topic. • Focus is clear and effective throughout the essay. • Introduction is clear, effective, and catches the reader's attention. • Presentation of supporting evidence is clear and complete, with strong details. • Sequence of supporting evidence is logical and generally effective. • Transitions provide a progression from point to point. • Conclusion reaffirms the focus of the essay.
4	• Essay demonstrates a basic understanding of the assignment. • Essay's dominant theme is clear and generally well expressed. • Essay makes a point about the subject. • Essay shows some understanding of the subject. • The ideas presented in the essay are thought out but not completely elaborated. • The development of the ideas is not entirely complete but generally logical. • Support for the ideas presented is general and somewhat detailed.	• The significance of the title is generally clear but not explicitly so. • Essay implies a position about the topic. • Focus is generally clear. • Introduction is clear and attempts to grab the reader's attention. • Presentation of supporting evidence is generally clear and includes details. • Sequence of supporting evidence is generally effective but not always logical. • Transitions are used. • Conclusion recalls the focus of the essay.
3	• Essay demonstrates a basic but somewhat incomplete understanding of the assignment. • Essay's dominant theme may not be entirely clear and needs to be more fully expressed. • Essay makes a vague point about the subject. • Essay shows a partial understanding of the subject. • The ideas presented in the essay are considered but not elaborated. • The development of the ideas is not entirely complete and not entirely logical. • Support for the ideas presented is general but lacks detail.	• The significance of the title is not entirely clear. • Essay suggests a position about the topic, but it may be vague. • Focus is not always clear. • Introduction is not entirely clear or may not include an attention-getter. • Presentation of supporting evidence is generally clear but may lack details. • Sequence of supporting evidence is not entirely effective and not always logical. • Transitions are inconsistently used. • Conclusion may not recall the focus of the essay.
2	• Essay demonstrates an incomplete understanding of the assignment. • Essay's dominant theme is not clear or fully expressed. • Essay does not make a clear point about the subject. • Essay shows little understanding of the subject. • The ideas presented in the essay are not fully considered and not elaborated. • The development of the ideas is incomplete and not logical. • Support for the ideas presented is vague and lacks detail.	• The significance of the title is not clear. • Position about the topic is not entirely clear. • Focus is sometimes lacking. • Introduction is not clear and may not include an attention-getter. • Presentation of supporting evidence is somewhat unclear and lacks details. • Sequence of supporting evidence is not effective and may be illogical. • Transitions are rarely used. • Conclusion does not recall the focus of the essay.
1	• Essay demonstrates no understanding of the assignment. • Essay has no dominant theme. • Essay makes no point about the subject. • Essay shows no understanding of the subject. • The ideas presented in the essay are not considered and not elaborated. • Ideas are not developed. • No support for the ideas is presented.	• The essay has no title. • No position about the topic is demonstrated. • Focus is absent. • Introduction is unclear and does not catch attention. • No supporting evidence is presented. • Transitions are not used. • No conclusion is included.

Voice	Word Choice & Sentence Fluency	Conventions
• Writer's voice is clear, consistent, and effective throughout the essay. • Writer's voice is perfectly attuned to the subject matter. • Writer's voice is perfectly attuned to the audience. • Essay's tone demonstrates exceptional sensitivity to the subject.	• Essay displays great precision and accuracy in word choices. • Descriptive phrasing is vivid and highly effective. • Sentences and paragraphs flow smoothly together. • Sentences vary in length and structure. • Ideas are clearly connected using transition words and phrases. • Essay shows an excellent balance between emotional reflection and reasoned observations.	• All words are spelled correctly. • The essay contains no errors in English usage or grammar. • The essay contains no errors in punctuation. • The essay contains no errors in capitalization.
• Writer's voice is generally consistent and effective throughout the essay. • Writer's voice is appropriate to the subject matter. • Writer's voice is appropriate for the audience. • Essay's tone demonstrates sensitivity to the subject.	• Essay displays generally precise and accurate word choices. • Descriptive phrasing is engaging and generally effective. • Sentences and paragraphs generally flow smoothly together. • Sentences vary somewhat in length and structure. • Ideas are generally connected using transition words and phrases. • Essay shows good balance between emotional reflection and reasoned observations.	• Almost all words are spelled correctly. • The essay contains almost no errors in English usage or grammar. • The essay contains almost no errors in punctuation. • The essay contains almost no errors in capitalization.
• Writer's voice is somewhat consistent throughout the essay. • Writer's voice is generally appropriate to the subject matter. • Writer's voice is generally appropriate for the audience. • Essay's tone demonstrates some sensitivity to the subject.	• Word choices reflect thought but are not always precise or accurate. • Descriptive phrasing is attempted but is not always effective. • An effort is made to flow sentences and paragraphs, but not always effectively. • Sentences vary somewhat in length and structure but could use more variation. • Ideas are usually connected using transition words and phrases, but not always. • Essay shows some balance between emotional reflection and reasoned observations.	• Some spelling errors occur, but not enough to impede understanding. • The essay contains some errors in usage or grammar, but not enough to impede understanding. • The essay some errors in punctuation, but not enough to impede understanding. • The essay contains a few errors in capitalization.
• Writer's voice is not always consistent. • Writer's voice is not always appropriate to the subject matter. • Writer's voice is not always appropriate for the audience. • Essay's tone demonstrates only occasional sensitivity to the subject.	• Word choices reflect thought but are often not precise or accurate. • Descriptive phrasing is occasionally attempted but is not effective. • Sentences and paragraphs may not flow together. • Sentences only occasionally vary in length and structure. • Ideas are only occasionally connected using transition words and phrases. • Essay includes both emotional reflection and observation but is overly reliant on one approach.	• Some spelling errors may impede understanding. • Errors in usage or grammar may impede understanding at times. • Errors in punctuation may impede understanding at times. • Errors in capitalization may intrude on understanding.
• Writer's voice is generally inconsistent. • Writer's voice is sometimes inappropriate to the subject matter. • Writer's voice is sometimes inappropriate for the audience. • Essay's tone demonstrates little sensitivity to the subject.	• Word choices are generally not precise or accurate. • Descriptive phrasing is rarely used. • Sentences and paragraphs may not flow together. • Sentences rarely vary in length and structure. • Ideas are rarely connected using transition words and phrases. • Essay includes only emotional reflection or observation, but not both.	• Spelling errors impede understanding. • The essay contains numerous errors in usage or grammar. • Errors in punctuation often impede understanding. • The essay contains numerous errors in capitalization.
• Writer's voice is not consistent. • Writer's voice is not appropriate to the subject matter. • Writer's voice is not appropriate for the audience. • Essay's tone demonstrates no sensitivity to the subject.	• Word choices are haphazard and inappropriate. • Descriptive phrasing is not used. • Sentences and paragraphs do not flow together. • Sentences do not vary in length and structure. • Ideas are not connected using transition words and phrases. • Essay includes declarations but no reflection or observation.	• Numerous spelling errors prevent understanding. • Numerous errors in usage or grammar impede understanding. • Numerous errors in punctuation impede understanding. • Numerous errors in capitalization impede understanding.

Writing Rubric: Writing a Literary Analysis

	Ideas	Organization
6	• The essay demonstrates a complete understanding of the assignment. • The essay makes a clear and insightful point about the subject. • The essay shows a deep understanding of theme, plot, characterization, and other elements of literary analysis. • The essay demonstrates a very clear purpose and focus. • The ideas presented in the essay are fully elaborated. • The development of the ideas is thorough and perfectly logical. • The supporting evidence provides well-chosen direct references from the literary work. • The evidence selected and presented provides effective support for the essay's main point. • The essay demonstrates a great deal of originality and creativity.	• The essay takes a clear and persuasive position. • The opening provides a clear focus for the essay. • The focus is clear and effective throughout the essay. • Introduction is exceptionally clear, effective, and compelling—it grabs the reader's attention. • Presentation of supporting evidence is exceptionally clear and thorough, with details that are explicit and vivid. • The sequence of ideas and supporting evidence is exceptionally effective. • Transitions provide a seamless progression of ideas. • The conclusion very effectively reaffirms the focus.
5	• The essay demonstrates a clear understanding of the assignment. • The essay makes a clear point about the subject. • The essay shows an understanding of theme, plot, characterization, and other elements of literary analysis. • The essay demonstrates a clear purpose and focus. • The ideas presented in the essay are elaborated. • The development of the ideas is generally thorough and logical. • The supporting evidence includes appropriate references from the literary work. • The evidence generally supports the essay's main point. • The essay shows originality and creativity.	• The essay takes a clear position on the topic. • The opening provides a focus for the essay. • The focus is maintained throughout the essay. • The introduction is clear and effective. • Presentation of supporting evidence is clear and complete, with strong details. • The sequence of ideas and supporting evidence is generally effective and logical. • Transitions provide a progression from point to point. • The conclusion reaffirms the focus of the response.
4	• The essay demonstrates basic understanding of the assignment. • The essay makes a considered point about the subject. • The essay shows some understanding of theme, plot, characterization, and other elements of literary analysis. • The essay includes a purpose and focus, but it is not always clear. • The ideas presented in the essay are explained, but not in great detail. • The development of the ideas is mostly complete and generally logical. • The supporting evidence includes some references from the literary work. • The evidence somewhat supports the essay's main point, but some may be off the subject. • The essay shows some originality and creativity.	• The essay takes a position on the topic, but it is not entirely clear and may not be persuasive. • The opening generally provides a focus. • The focus is generally clear. • The introduction is clear and attempts to catch the reader's attention. • Presentation of supporting evidence is generally clear and includes details. • The sequence of ideas and supporting evidence is generally effective but not always logical. • Transitions are used. • The conclusion recalls the focus of the response.
3	• The essay demonstrates some understanding of the assignment, but it is not complete. • The essay suggests a point about the subject, but it is not clear. • The essay shows an incomplete or sometimes inaccurate understanding of theme, plot, characterization, and other elements of literary analysis. • The essay implies a purpose and focus, but it is rarely clear. • The ideas presented in the essay are not completely explained. • The development of the ideas is not entirely complete or logical. • The supporting evidence includes few references from the literary work. • The evidence may be inappropriate to the main point. • The essay only occasionally shows originality or creativity.	• The essay seems to take a position on the topic, but it is vague. • The opening may not clearly provide a focus. • The focus is not always clear. • Introduction is not entirely clear or may not include an attempt to catch the reader's attention. • Presentation of supporting evidence is generally clear but may lack details. • The sequence of ideas and evidence is not always effective or logical. • Transitions are not always used. • The conclusion may not echo the focus of the response.
2	• The essay demonstrates little understanding of the assignment. • The essay's point about the subject is unclear or may be missing. • The essay shows little or an inaccurate understanding of theme, plot, characterization, and other elements of literary analysis. • The essay may have a purpose and focus, but it is not clear. • The ideas presented in the essay are not explained or may be inappropriate to the subject. • The development of the ideas is generally incomplete and illogical. • The supporting evidence includes a few inappropriate references from the literary work. • The evidence is mainly inappropriate to the main point. • The essay shows little originality or creativity.	• The position about the topic is not clear. • The opening does not provide a focus. • The focus is generally unclear. • Introduction is not clear and may not include an attention-getter. • Presentation of supporting evidence is somewhat unclear and lacks details. • The sequence of ideas and evidence is not effective and may be illogical. • Transitions are rarely used. • The conclusion does not echo the focus of the response.
1	• The essay demonstrates no understanding of the assignment. • The essay makes no point about the subject. • The essay shows no understanding of theme, plot, characterization, and other elements of literary analysis. • The essay has no purpose or focus. • No ideas about the subject are presented. • No references from the literary work are used. • No evidence that is appropriate to the essay's main point is presented. • The essay shows no originality or creativity.	• No position about the topic is given. • No opening is used. • The focus is unclear. • Introduction is not clear and does not catch a reader's attention. • No supporting evidence is presented. • The sequence of ideas and evidence is random. • Transitions are not used. • No conclusion is given.

Voice	Word Choice & Sentence Fluency	Conventions
• The writer's voice is clear, consistent, and sincere throughout the essay. • Writer's voice is perfectly attuned to the subject matter of the essay. • The writer's voice is exceptionally appropriate to the intended audience of the essay. • The essay's tone demonstrates exceptional sensitivity to the piece of literature.	• The word choice is exceptionally precise and accurate. • The word choice is vivid and effective, with lively descriptive words used. • When necessary, literary terms are used appropriately and effectively. • Sentences vary in length and structure. • Ideas are clearly and smoothly connected using transition words and phrases. • The essay shows an excellent balance between emotional reflection and reasoned observations.	• All words are spelled correctly. • The essay contains no errors in English usage, grammar, or punctuation. • The essay contains no errors in capitalization.
• The writer's voice is consistent and sincere throughout the essay. • Writer's voice is appropriate to the subject matter of the essay. • The writer's voice is appropriate to the intended audience of the essay. • The essay's tone demonstrates sensitivity to the piece of literature.	• The word choice is generally precise and accurate. • The word choice is effective, with descriptive words used. • Generally as necessary, literary terms are used appropriately. • Sentences vary somewhat in length and structure. • Ideas are generally connected using transition words and phrases. • The essay shows a good balance between emotional reflection and reasoned observations.	• Almost all words are spelled correctly. • The essay contains almost no errors in usage, grammar, or punctuation. • The essay contains almost no errors in capitalization.
• The writer's voice is somewhat consistent throughout the essay, but sincerity is not obvious. • Writer's voice is generally appropriate to the subject matter of the essay. • The writer's voice is generally appropriate to the intended audience of the essay. • The essay's tone demonstrates some sensitivity to the piece of literature.	• Word choices reflect thought but are not always precise or accurate. • Descriptive phrasing is attempted but is not always effective or relevant. • Some literary terms are used, generally appropriately. • Sentences vary somewhat in length and structure but could use more variation. • Ideas are usually connected using transition words and phrases, but not always. • The essay shows some balance between emotional reflection and reasoned observations.	• Some spelling errors occur, but not enough to impede understanding. • The essay contains some errors in usage, grammar, or punctuation, but not enough to impede understanding. • The essay contains a few errors in capitalization.
• Writer's voice is not always consistent, and sincerity may be lacking. • Writer's voice is not always appropriate to the subject matter. • Writer's voice is not always appropriate to the intended audience of the essay. • The essay's tone demonstrates only occasional sensitivity to the subject.	• Word choices reflect thought but are often not precise or accurate. • Descriptive phrasing is occasionally attempted but is not effective or is irrelevant. • Some literary terms are used, but often not appropriately. • Sentences only occasionally vary in length and structure. • Ideas are only occasionally connected using transition words and phrases. • The essay includes emotional reflection and reasoned observations but is overly reliant on one approach.	• Some spelling errors may impede understanding. • Errors in usage, grammar, or punctuation may impede understanding at times. • Errors in capitalization may intrude on understanding.
• Writer's voice is generally inconsistent and often insincere. • Writer's voice is sometimes inappropriate to the subject matter, but often not. • Writer's voice is sometimes inappropriate to the intended audience of the essay. • The essay's tone demonstrates little sensitivity to the subject.	• Word choices are generally not precise or accurate. • Descriptive phrasing is rarely used. • Sentences and paragraphs may not flow together. • Sentences rarely vary in length and structure. • Ideas are rarely connected using transition words and phrases. • The essay includes only emotional reflection or observation, but not both.	• Spelling errors impede understanding. • Numerous errors in usage, grammar, or punctuation often impede understanding. • The essay contains numerous errors in capitalization.
• Writer's voice is not consistent or sincere. • Writer's voice is not appropriate to the subject matter. • Writer's voice is not appropriate for the audience. • The essay's tone demonstrates no sensitivity to the subject.	• Word choices are haphazard and inappropriate. • Descriptive phrasing is not used. • Sentences and paragraphs do not flow together. • Sentences do not vary in length and structure. • Ideas are not connected using transition words and phrases. • The essay includes declarations but no reflection or observation.	• Numerous spelling errors prevent understanding. • Numerous errors in usage, grammar, and punctuation impede understanding. • Numerous errors in capitalization impede understanding.

Writing Rubric: Writing a Research Report

	Ideas	Organization
6	• The report demonstrates a complete, clear understanding of the assignment. • The report addresses a very interesting topic. • The report provides a clear and insightful point about the topic. • The report shows a deep understanding of the complexity and nuances of the topic. • The report demonstrates a very clear purpose and focus. • The selection of relevant information as supporting evidence is sensible and insightful. • The development of the ideas is thorough and perfectly logical. • The report demonstrates a great deal of originality and creativity. • The report completely avoids plagiarism through the effective use of quotations and paraphrasing.	• The introduction effectively focuses on the topic. • The report includes a clear, direct thesis statement that conveys the writer's attitude about the topic. • The opening provides a clear focus for the report. • The focus is clearly and effectively maintained throughout the report. • The body is presented in a completely logical order. • The supporting factual information is exceptionally explicit and thorough. • Transitions are seamless. • The conclusion effectively reviews the most important points presented in the report.
5	• The report demonstrates a clear understanding of the assignment. • The report addresses an interesting topic. • The report makes a clear point about the topic. • The report shows an understanding of the complexity of the topic. • The report demonstrates a clear purpose and focus. • The selection of supporting evidence is sensible. • The development of the ideas is generally thorough and logical. • The report demonstrates good originality and creativity. • The report generally avoids plagiarism through the use of quotations and paraphrasing.	• The introduction focuses on the topic. • The report includes a clear thesis statement that generally conveys the writer's attitude about the topic. • The focus is maintained throughout the report. • The body is presented in a generally logical order. • The factual information is clear and thorough. • Transitions are effective. • The conclusion reviews the most important points.
4	• The report demonstrates a basic understanding of the assignment. • The report addresses a somewhat intriguing topic. • The report makes a considered point about the topic. • The report shows an understanding of the complexity of the topic but is not nuanced. • The report includes a purpose and focus, but it is not always clear. • The selection of evidence is generally sensible. • The development of the ideas is mostly complete and logical. • The report shows some originality and creativity. • The report uses quotations and paraphrasing, but the line separating quoted material from the writer's own content is not always clear.	• The introduction mentions the topic, but it is not entirely clear. • The report includes a thesis statement that generally conveys the writer's attitude about the topic. • The focus is generally clear, but not always. • The order is generally logical but sometimes confusing. • The factual information is generally clear and includes some details. • Transitions are used. • The conclusion recalls some important points.
3	• The report demonstrates some understanding of the assignment, but it is not complete. • The report addresses a somewhat humdrum topic. • The report suggests a point about the topic, but it is not clear. • The report shows an incomplete or sometimes inaccurate understanding of the complexity of the topic. • The report suggests a purpose and focus, but it is rarely clear. • The supporting evidence is not always appropriate or relevant. • The development of the ideas is not entirely complete or logical. • The report only occasionally shows originality and creativity. • The division between quoted or paraphrased material from the writer's own content is not always clear.	• The introduction's focus on the topic of the report is not entirely clear and may be missing. • The report includes a thesis statement but it does not convey the writer's attitude about the topic. • The focus is not always clear. • The order is often illogical or confusing. • The factual information is generally clear but lacks details. • Transitions are not always used. • The conclusion notes only a few of the report's main points.
2	• The report demonstrates little understanding of the assignment. • The report's topic is not compelling. • The report's point about the topic is not clear. • The report shows little or an inaccurate understanding of the topic. • The report's purpose and focus is not clear. • The supporting evidence is often irrelevant. • The development of the ideas is generally incomplete or illogical. • The report shows little originality and creativity. • The division between quoted or paraphrased material from the writer's own content is not clear and gives the impression of plagiarism.	• The introduction does not provide a focus. • The report does not include an easily identified thesis statement. • The focus is generally unclear. • The report is presented in a confusing order. • The factual information is unclear and lacks details. • Transitions are rarely used. • The conclusion does not review the report's main points.
1	• The assignment is not understood. • The report's topic is not at all interesting. • No point about the topic is made. • The report shows no understanding of the topic. • The report has no purpose or focus. • No supporting evidence is included. • Ideas are not developed. • The report shows no originality and creativity. • Portions or all of the report are plagiarized.	• No introduction is presented. • The report does not include a thesis statement. • The focus is unclear. • The report is in random, unconnected order. • No supporting factual information is presented. • Transitions are not used. • No conclusion is presented.

Voice	Word Choice & Sentence Fluency	Conventions
• The writer's voice is clear, consistent, and sincere throughout the report. • Writer's voice is perfectly attuned to the subject matter of the report. • The writer's voice is exceptionally appropriate to the intended audience of the report. • The report's tone demonstrates exceptional understanding of the research subject.	• The word choice is exceptionally precise and accurate. • The word choice is vivid and effective, with lively descriptive words used. • When necessary, literary terms are used appropriately and effectively. • Sentences vary in length and structure. • Ideas are clearly and smoothly connected using transition words and phrases.	• All words are spelled correctly. • The report contains no errors in English usage or grammar. • The report contains no errors in punctuation. • The report contains no errors in capitalization.
• The writer's voice is consistent and sincere throughout the report. • Writer's voice is appropriate to the subject matter of the report. • The writer's voice is appropriate to the intended audience of the report. • The report's tone demonstrates an understanding of the research subject.	• The word choice is generally precise and accurate. • The word choice is effective, with descriptive words used. • Generally as necessary, literary terms are used appropriately. • Sentences vary somewhat in length and structure. • Ideas are generally connected using transition words and phrases.	• Almost all words are spelled correctly. • The report contains almost no errors in English usage or grammar. • The report contains almost no errors in punctuation. • The report contains almost no errors in capitalization.
• The writer's voice is somewhat consistent throughout the report, but sincerity is not obvious. • Writer's voice is generally appropriate to the subject matter of the report. • The writer's voice is generally appropriate to the intended audience of the report. • The report's tone demonstrates some understanding of the research subject.	• Word choices reflect thought but are not always precise or accurate. • Descriptive phrasing is attempted but is not always effective or relevant. • Some literary terms are used, generally appropriately. • Sentences vary somewhat in length and structure but could use more variation. • Ideas are usually connected using transition words and phrases, but not always.	• Some spelling errors occur, but not enough to impede understanding. • The report contains some errors in usage or grammar, but not enough to impede understanding. • The report contains some errors in punctuation, but not enough to impede understanding. • The report contains a few errors in capitalization.
• Writer's voice is not always consistent, and sincerity may be lacking. • Writer's voice is not always appropriate to the subject matter. • Writer's voice is not always appropriate to the intended audience of the report. • The report's tone demonstrates an incomplete understanding of the research subject.	• Word choices reflect thought but are often not precise or accurate. • Descriptive phrasing is occasionally attempted but is not effective or is irrelevant. • Some literary terms are used, but often not appropriately. • Sentences only occasionally vary in length and structure. • Ideas are only occasionally connected using transition words and phrases.	• Some spelling errors may impede understanding. • Errors in usage or grammar may impede understanding at times. • Errors in punctuation may impede understanding at times. • Errors in capitalization may intrude on understanding.
• Writer's voice is generally inconsistent and often insincere. • Writer's voice is sometimes inappropriate to the subject matter, but often not. • Writer's voice is sometimes inappropriate to the intended audience of the report. • The report's tone demonstrates very little understanding of the research subject.	• Word choices are generally not precise or accurate. • Descriptive phrasing is rarely used. • Sentences and paragraphs may not flow together. • Sentences rarely vary in length and structure. • Ideas are rarely connected using transition words and phrases.	• Spelling errors impede understanding. • The report contains numerous errors in usage or grammar. • Errors in punctuation often impede understanding. • The report contains numerous errors in capitalization.
• Writer's voice is not consistent or sincere. • Writer's voice is not appropriate to the subject matter. • Writer's voice is not appropriate for the audience. • The report's tone demonstrates no understanding of the research subject.	• Word choices are haphazard and inappropriate. • Descriptive phrasing is not used. • Sentences and paragraphs do not flow together. • Sentences do not vary in length and structure. • Ideas are not connected using transition words and phrases.	• Numerous spelling errors prevent understanding. • Numerous errors in usage or grammar impede understanding. • Numerous errors in punctuation impede understanding. • Numerous errors in capitalization impede understanding.

Writing Rubric: Writing an Historical Research Paper

	Ideas	Organization
6	• The assignment is clearly and completely understood. • The title very effectively conveys the subject of the paper. • The paper provides a clear and insightful point about the subject. • The paper demonstrates a very clear purpose and focus. • The development of the ideas is thorough and perfectly logical. • The selection of the historical information as supporting evidence is sensible and insightful. • The ideas and supporting evidence are fully elaborated. • All statements are supported with facts and details. • The paper completely avoids plagiarism through the effective use of quotations and paraphrasing.	• The paper includes a clear, direct thesis statement. • The introduction effectively focuses on the general subject and specific topic of the paper. • The focus is clearly and effectively maintained throughout the paper. • The body of the paper is completely logical. • The supporting historical evidence presented is exceptionally explicit and thorough. • Transitions are seamless. • The conclusion effectively reviews the most important points presented in the paper.
5	• The paper demonstrates a clear understanding of the assignment. • The title conveys the subject of the paper. • The paper provides a clear point about the subject. • The paper demonstrates a clear purpose and focus. • The development of the ideas is generally complete and logical. • The selection of the historical information as supporting evidence is sensible. • The ideas and supporting evidence are elaborated. • Almost all statements are supported with facts and details. • The paper generally avoids plagiarism through the use of quotations and paraphrasing.	• The paper includes a clear thesis statement. • The introduction focuses on the general subject and topic of the paper. • The focus is maintained throughout the paper. • The body of the paper is generally logical. • The supporting historical evidence presented is clear and thorough. • Transitions are effective. • The conclusion reviews the most important points presented in the paper.
4	• The paper demonstrates a basic understanding of the assignment. • The title does not entirely convey the subject of the paper. • The paper implies a point about the subject without stating it clearly. • The paper demonstrates a purpose and focus, but it is not always clear. • The development of the ideas is mostly complete and logical. • The selection of the historical information as supporting evidence is generally sensible, but some inclusions may be irrelevant. • Most statements are supported with facts and details, but some statements are unsubstantiated. • The paper uses quotations and paraphrasing, but the line separating quoted material from the writer's own content is not always clear.	• The paper includes a thesis statement. • The introduction mentions the topic of the paper, but it is not entirely clear. • The focus is generally clear throughout the paper, but not always. • The body of the paper is presented in an order that is generally logical but sometimes confusing. • The supporting historical evidence presented is generally clear and includes some details. • Transitions are used. • The conclusion recalls some of the important points presented in the paper.
3	• The paper demonstrates some understanding of the assignment, but it is not complete. • The relationship of the title to the subject of the paper is vague. • The paper's point about the subject is somewhat unclear. • The paper suggests a purpose and focus, but it is rarely clear. • The development of the ideas is not entirely complete or logical. • The selection of the historical information as supporting evidence may be unexplained or inappropriate to the paper's main point. • Only a few statements are supported with facts and details. • The division between quoted or paraphrased material from the writer's own content is not always clear.	• The paper includes a thesis statement, but it is not explicitly clear. • The introduction's focus on the topic of the paper is not entirely clear and may be missing. • The focus is not always clear. • The body of the paper is often illogical or confusing. • The supporting historical evidence presented is generally clear but lacks details. • Transitions are not always used. • The conclusion notes only a few main points.
2	• The paper demonstrates little understanding of the assignment. • The paper has a title but it has no relationship to the subject of the paper is vague. • The paper's point about the subject is unclear. • The paper's purpose and focus are not clear. • The development of the ideas is generally incomplete and illogical. • The selection of the historical information as supporting evidence is not explained and may be irrelevant to the paper's main point. • Too many statements are not supported with facts and details. • The division between quoted or paraphrased material from the writer's own content is not clear and gives the impression of plagiarism.	• The paper does not include an easily identified thesis statement. • The introduction does not provide a focus. • The focus is generally unclear. • The body of the paper is in a confusing order. • The supporting historical evidence presented is unclear and lacks details. • Transitions are rarely used. • The conclusion does not review the paper's main points.
1	• The assignment is not understood. • The paper has no title. • No point about the subject is made. • The paper has no purpose or focus. • Ideas are not developed. • No historical information as supporting evidence is presented. • No statements are substantiated in any way. • Portions or all of the paper are plagiarized.	• The paper has no thesis statement. • No introduction is presented. • The focus is unclear. • The body of the paper is in random, unconnected order. • No supporting historical evidence is presented. • Transitions are not used. • No conclusion is presented.

Voice	Word Choice & Sentence Fluency	Conventions
• The writer's voice is clear, consistent, and sincere throughout the paper. • Writer's voice is perfectly attuned to the subject matter of the paper. • The writer's voice is exceptionally appropriate to the intended audience of the paper. • The paper's tone demonstrates exceptional understanding of the historical period discussed.	• The word choice is exceptionally precise and accurate. • The word choice is vivid and effective, with lively descriptive words used. • When necessary, literary terms are used appropriately and effectively. • Sentences vary in length and structure. • Ideas are clearly and smoothly connected using transition words and phrases.	• All words are spelled correctly. • The paper contains no errors in English usage or grammar. • The paper contains no errors in punctuation. • The paper contains no errors in capitalization.
• The writer's voice is consistent and sincere throughout the paper. • Writer's voice is appropriate to the subject matter of the paper. • The writer's voice is appropriate to the intended audience of the paper. • The paper's tone demonstrates an understanding of the historical period discussed.	• The word choice is generally precise and accurate. • The word choice is effective, with descriptive words used. • Generally as necessary, literary terms are used appropriately. • Sentences vary somewhat in length and structure. • Ideas are generally connected using transition words and phrases.	• Almost all words are spelled correctly. • The paper contains almost no errors in English usage or grammar. • The paper contains almost no errors in punctuation. • The paper contains almost no errors in capitalization.
• The writer's voice is somewhat consistent throughout the paper, but sincerity is not obvious. • Writer's voice is generally appropriate to the subject matter of the paper. • The writer's voice is generally appropriate to the intended audience of the paper. • The paper's tone demonstrates some understanding of the historical period.	• Word choices reflect thought but are not always precise or accurate. • Descriptive phrasing is attempted but is not always effective or relevant. • Some literary terms are used, generally appropriately. • Sentences vary somewhat in length and structure but could use more variation. • Ideas are usually connected using transition words and phrases, but not always.	• Some spelling errors occur, but not enough to impede understanding. • The paper contains some errors in usage or grammar, but not enough to impede understanding. • The paper contains some errors in punctuation, but not enough to impede understanding. • The paper contains a few errors in capitalization.
• Writer's voice is not always consistent, and sincerity may be lacking. • Writer's voice is not always appropriate to the subject matter. • Writer's voice is not always appropriate to the intended audience of the paper. • The paper's tone demonstrates an incomplete understanding of the historical period.	• Word choices reflect thought but are often not precise or accurate. • Descriptive phrasing is occasionally attempted but is not effective or is irrelevant. • Some literary terms are used, but often not appropriately. • Sentences only occasionally vary in length and structure. • Ideas are only occasionally connected using transition words and phrases.	• Some spelling errors may impede understanding. • Errors in usage or grammar may impede understanding at times. • Errors in punctuation may impede understanding at times. • Errors in capitalization may intrude on understanding.
• Writer's voice is generally inconsistent and often insincere. • Writer's voice is sometimes inappropriate to the subject matter, but often not. • Writer's voice is sometimes inappropriate to the intended audience of the paper. • The paper's tone demonstrates very little understanding of the historical period.	• Word choices are generally not precise or accurate. • Descriptive phrasing is rarely used. • Sentences and paragraphs may not flow together. • Sentences rarely vary in length and structure. • Ideas are rarely connected using transition words and phrases.	• Spelling errors impede understanding. • The paper contains numerous errors in usage or grammar. • Errors in punctuation often impede understanding. • The paper contains numerous errors in capitalization.
• Writer's voice is not consistent or sincere. • Writer's voice is not appropriate to the subject matter. • Writer's voice is not appropriate for the audience. • The paper's tone demonstrates no understanding of the historical period.	• Word choices are haphazard and inappropriate. • Descriptive phrasing is not used. • Sentences and paragraphs do not flow together. • Sentences do not vary in length and structure. • Ideas are not connected using transition words and phrases.	• Numerous spelling errors prevent understanding. • Numerous errors in usage or grammar impede understanding. • Numerous errors in punctuation impede understanding. • Numerous errors in capitalization impede understanding.

Writing Rubric: Writing an Editorial

	Ideas	Organization
6	• The editorial demonstrates a complete, clear understanding of the assignment. • The title accurately reflects the argument. • The topic of the editorial is timely. • The topic is clearly stated. • The editorial makes a clear and convincing point about the topic. • Well-chosen details support the editorial argument. • The evidence supporting the main point is concise and relevant. • The editorial thoroughly refutes opposing viewpoints. • Multiple appeals are blended throughout the editorial. • The editorial ends with a dynamic clincher.	• The editorial's main point is clearly and forcefully stated in the lead paragraph. • The focus is clear and effective throughout the editorial. • Internal order of ideas is very easy to follow. • The supporting evidence presented is exceptionally fair and accurate. • The sequence of the supporting evidence is exceptionally logical and compelling. • Possible counterarguments are refuted in a highly logical sequence. • Transitions are seamless. • The closing effectively reaffirms the main point of the editorial.
5	• The editorial demonstrates a clear understanding of the assignment. • The title reflects the argument. • The topic of the editorial is not entirely timely. • The topic is stated. • The editorial makes a clear point about the topic. • Details generally support the editorial argument. • The evidence supporting the editorial's main point is relevant but may not be concise. • The editorial refutes opposing viewpoints. • Multiple appeals are used in a logical and compelling way. • The editorial ends with a strong clincher.	• The editorial's main point is clearly stated in the lead paragraph. • The focus is clear throughout the editorial. • Internal order of ideas is easy to follow. • The supporting evidence presented is fair and accurate. • The sequence of the supporting evidence is logical and interesting. • Counterarguments are refuted in an orderly sequence. • Transitions provide a progression from point to point. • The closing reinforces the main point.
4	• The editorial demonstrates a basic understanding of the assignment. • The title does not entirely reflect the argument. • The topic of the editorial may be dated. • The topic may not be entirely clear. • The editorial makes a point about the topic, but it is not explicit. • Some details support the editorial argument. • Some supporting evidence is presented but may not always be relevant. • Multiple appeals are presented but not in a compelling way. • The editorial ends with a clincher.	• The editorial's main point is stated in the lead paragraph. • The focus is generally clear. • Internal order of ideas is mostly easy to follow, but not always. • The supporting evidence presented is fair but may not be entirely accurate. • The sequence of the supporting evidence makes sense but may not be compelling. • Possible counterarguments are refuted but not in an orderly manner. • Transitions are used. • The closing restates the main point of the editorial.
3	• The editorial demonstrates some understanding of the assignment, but it is not complete. • The title is only loosely connected to the argument. • The topic of the editorial is out of date or of marginal interest. • The topic is somewhat unclear. • The editorial's point about the topic is somewhat vague. • Few details support the editorial argument. • Little supporting evidence is presented. • One or two appeals are presented without compelling arguments. • The editorial ends with an imprecise clincher.	• The editorial's main point is stated, but not in the lead paragraph. • The focus is somewhat unclear. • Internal order of ideas is not always easy to follow. • The supporting evidence presented may not be fair or entirely accurate. • The sequence of the supporting evidence may make no sense and lack interest. • Some counterarguments are refuted but not all. • Transitions are not always used. • The closing makes a point, but not the main point of the editorial.
2	• The editorial demonstrates little or an inaccurate understanding of the assignment. • The title is not connected to the argument. • The topic of the editorial is dated and of little broad interest. • The topic is generally unclear. • The editorial's point about the topic is unclear. • No relevant details support the editorial argument. • No relevant supporting evidence is presented. • Appeals are vague and not compelling. • The editorial lacks a clincher.	• The editorial's main point is not clearly stated. • The focus is unclear. • Internal order of ideas seems random. • The supporting evidence presented is not fair or is inaccurate. • The sequence of the supporting evidence makes no sense and lacks interest. • Few or no possible counterarguments are refuted. • Transitions are rarely used. • The closing does not make a point.
1	• The assignment is not understood. • No title is included. • No topic is presented for the editorial. • The editorial makes no point about a topic. • No details support the editorial argument. • No persuasive appeals are used. • The editorial lacks a conclusion.	• The editorial has no main point. • The editorial has no focus. • The editorial has no internal order of ideas. • No supporting evidence is presented. • No counterarguments are noted. • Transitions are not used. • The editorial has no closing.

	Voice	Word Choice & Sentence Fluency	Conventions
	• Editorial is interesting and presents a compelling issue. • The writer's voice is clear, consistent, and persuasive throughout the editorial. • Arguments and writing have a strong, clear identity. • The editorial voice is exceptionally appropriate to the subject matter and the intended audience. • Emotional appeals are skillfully blended with reasoned arguments.	• Lively verbs are used to strongly support the editorial argument. • Precise word choices are vivid and effective. • Emotional appeals are blended skillfully into the editorial. • Sentences vary in length and structure. • Sentences and paragraphs flow very smoothly together. • Related ideas and arguments are balanced and unified through parallelism.	• All words are spelled correctly. • The paper contains no errors in English usage, grammar, or punctuation. • The paper contains no errors in capitalization.
	• Editorial is acceptable and presents a compelling issue. • The writer's voice is consistent and persuasive throughout the editorial. • Arguments and writing have a clear identity. • The editorial voice is appropriate to the subject matter and the intended audience. • Emotional appeals are blended with reasoned arguments.	• Lively verbs are used to partially support the persuasive argument. • Word choices generally vivid and effective. • Emotional appeals are used in the editorial. • Sentences vary somewhat in length and structure. • Sentences and paragraphs flow together. • Related ideas and arguments are connected with some parallelism.	• Almost all words are spelled correctly. • The paper contains almost no errors in English usage, grammar, or punctuation. • The paper contains almost no errors in capitalization.
	• Editorial is acceptable but may not present a compelling issue. • The writer's voice is consistent but may not be persuasive throughout the editorial. • Arguments and writing may not have a clear identity. • The editorial voice may not always be appropriate to the subject matter and the intended audience. • Emotional appeals are used but may not be blended with reasoned arguments.	• Lively verbs are used but may not support the persuasive argument. • Word choices are not always vivid but may still be effective. • Emotional appeals are used in the editorial, but not always effectively. • Sentences vary a little in length and structure. • Most sentences and paragraphs flow together, but not all. • Related ideas and arguments are usually connected.	• Some spelling errors occur, but not enough to impede understanding. • The paper contains some errors in usage, grammar, or punctuation, but not enough to impede understanding. • The paper contains a few errors in capitalization.
	• Editorial is less than satisfactory but may present a compelling issue. • The writer's voice is not consistent and may not be persuasive. • Arguments and writing do not have a clear identity. • The editorial voice is often inappropriate to the subject matter and the intended audience. • Emotional appeals are used but no reasoned arguments are presented.	• Lively verbs are rarely used and may not support the persuasive argument. • Word choices are rarely vivid or are not effective. • Emotional appeals are only occasionally used in the editorial. • Sentences rarely vary in length and structure. • Sentences and paragraphs only occasionally flow together. • Related ideas and arguments are usually connected, but not always.	• Some spelling errors may impede understanding. • Errors in usage, grammar, or punctuation may impede understanding at times. • Errors in capitalization may intrude on understanding.
	• Editorial is less than satisfactory and does not present a compelling issue. • The writer's voice is not consistent or persuasive. • Arguments and writing do not have a discernible identity. • The editorial voice is rarely appropriate to the subject matter and the intended audience. • Emotional appeals are not used, and no reasoned arguments are presented.	• Lively verbs are not used. • Word choices are not vivid or effective. • Emotional appeals are lacking or only one is used in the editorial. • Sentences do not vary in length and structure. • Sentences and paragraphs do not flow together. • Related ideas and arguments are rarely connected.	• Spelling errors impede understanding. • Numerous errors in usage, grammar, and punctuation often impede understanding. • The paper contains numerous errors in capitalization.
	• Editorial is not satisfactory and does not present a compelling issue. • The writer's voice is not discernible. • The editorial voice is inappropriate to the subject matter and the intended audience. • No persuasive appeals or arguments are presented.	• Lively verbs are not used. • No considered word choices are made. • No emotional appeals are used. • Sentences do not vary in length and structure. • No transitions are used. • Related ideas and arguments are not connected.	• Numerous spelling errors prevent understanding. • Numerous errors in usage, grammar, and punctuation impede understanding. • Numerous errors in capitalization impede understanding.

Writing Rubric: Writing a Persuasive Speech

	Ideas	Organization
6	• Title accurately reflects the theme. • Speech clearly focuses on a single topic. • Thesis is clearly stated. • Well-chosen details support the persuasive argument. • Supporting evidence is ample. • Speech clearly lays out both sides of the issue. • Speech systematically lays out a well-developed, logical solution. • Multiple appeals are blended throughout the persuasive message. • Speech ends with a dynamic clincher.	• Introduction artfully captures audience attention. • Beginning, middle, and end are clearly linked. • Internal order of ideas is easy to follow. • Sentences and paragraphs flow from one to another to support the persuasive argument. • Speech moves smoothly to the thesis. • Strong preview is included. • Conclusion wraps up persuasive argument.
5	• Title largely reflects the theme. • Speech focuses on a single topic. • Thesis is stated. • Details generally support the persuasive argument. • Supporting evidence is present. • Speech lays out both sides of the issue. • Speech lays out a developed, logical solution. • Multiple appeals are presented. • Speech ends with a strong clincher.	• Introduction captures audience attention. • Beginning, middle, and end are linked. • Internal order of ideas can be followed. • Sentences and paragraphs support the persuasive argument. • Speech presents the thesis. • Preview is included. • Conclusion presents persuasive argument.
4	• Title reflects the theme. • Speech generally focuses on a single topic, but the topic may not always be clear. • Thesis is implied. • Some details support the persuasive argument. • Some supporting evidence is present. • Speech mentions both sides of the issue but in passing. • Speech presents a solution. • Two appeals are presented. • Speech ends with a clincher.	• Introduction is present. • Beginning, middle, and end are present but not clearly linked. • Order of ideas can generally be followed. • Some sentences support the persuasive argument. • The thesis is implied. • Preview is vague. • Conclusion presents one argument.
3	• Title has an implied connection to the theme. • Speech generally focuses on a single topic, but the topic is not clear. • Thesis is only suggested. • A few details support the persuasive argument. • Little supporting evidence is present. • Speech barely mentions both sides of the issue. • Speech presents an incomplete solution. • Two appeals are presented. • Speech ends with a clincher.	• Introduction is present. • Beginning, middle, and end are present. • Order of ideas cannot always be followed. • Some sentences support the persuasive argument. • The thesis is not clear. • Preview may be vague. • Conclusion may not present an argument.
2	• Connection between the title and theme is unclear. • The topic of the speech is not clear. • Thesis is not entirely clear. • One or two details support the persuasive argument. • No supporting evidence is present. • Speech mentions only one side of the issue. • Speech presents an incomplete, implausible solution. • No appeals are presented. • Speech lacks a clincher.	• Introduction is unclear. • Beginning, middle, and end are not clear. • Order of ideas cannot always be followed. • Few sentences support the persuasive argument. • The thesis is not clear. • Preview is unclear. • Conclusion does not present an argument.
1	• There is no connection between the title and theme. • The topic of the speech is not clear. • Thesis is unclear. • No details support the persuasive argument. • No supporting evidence is present. • Sides of the issue are unclear. • No solution is presented. • No appeals are presented. • Speech lacks a clincher.	• Introduction is missing. • Beginning, middle, and end are not clear. • Order of ideas cannot be followed. • No sentences support the persuasive argument. • The thesis is not clear. • Preview is not present. • No concluding argument is presented.

Voice	Word Choice & Sentence Fluency	Conventions
• Speech is interesting and presents a compelling issue. • Persuasive argument is clearly presented and reveals the writer's attitude toward the topic. • Arguments and writing have a clear identity. • Emotional appeals are skillfully blended with reasoned arguments.	• Lively verbs are used to strongly support the persuasive argument. • Vivid word choices strongly support the chosen side of the argument. • Ideas and arguments are explained simply and clearly with precise word choices. • Sentences vary in length and structure. • Ideas and arguments are clearly connected using transition words and phrases. • Related ideas and arguments are balanced and unified through parallelism.	• All words are spelled correctly. • The speech contains no errors in grammar or punctuation. • The speech contains no fragments or run-on sentences. • The speech contains no errors in capitalization.
• Speech is acceptable and presents a compelling issue. • Persuasive argument is presented and implies the writer's attitude toward the topic. • Arguments and writing have a clear identity. • Emotional appeals are blended with reasoned arguments.	• Lively verbs are used to partially support the persuasive argument. • Word choices generally support the chosen side of the argument. • Ideas and arguments are explained with precise word choices. • Sentences vary somewhat in length and structure. • Ideas and arguments are generally connected using transition words and phrases. • Related ideas and arguments are connected with some parallelism.	• Almost all words are spelled correctly. • The speech contains almost no errors in grammar or punctuation. • The speech contains no fragments or run-on sentences. • The speech contains no errors in capitalization.
• Speech is acceptable but may not present a compelling issue. • Persuasive argument is presented, but the writer's attitude is not entirely clear. • Arguments and writing may not have a clear identity. • Emotional appeals are used but may not be blended with reasoned arguments.	• Lively verbs are used but may not support the persuasive argument. • Word choices do not always support the chosen side of the argument. • Ideas and arguments are sometimes explained with precise word choices. • Sentences vary a little in length and structure. • Ideas and arguments are sometimes connected using transition words and phrases. • Related ideas and arguments are usually connected.	• Some spelling errors occur, but not enough to impede understanding. • The speech contains some errors in grammar or punctuation, but not enough to impede understanding. • The speech contains some fragments or run-on sentences, but not enough to impede understanding. • The speech contains a few errors in capitalization.
• Speech is less than satisfactory but may present a compelling issue. • Persuasive argument may not be presented, and the writer's attitude is not entirely clear. • Arguments and writing do not have a clear identity. • Emotional appeals are used, but no reasoned arguments are presented.	• Lively verbs are rarely used and may not support the persuasive argument. • Word choices rarely support the chosen side of the argument. • Ideas and arguments are rarely explained with precise word choices. • Sentences rarely vary in length and structure. • Ideas and arguments are connected, but transition words and phrases are not used. • Related ideas and arguments are usually connected, but not always.	• Some spelling errors may impede understanding. • The speech contains errors in grammar or punctuation that may impede understanding at times. • The speech contains fragments or run-on sentences that may impede understanding at times. • The speech contains some errors in capitalization that may intrude on understanding.
• Speech is less than satisfactory and does not present a compelling issue. • Persuasive argument may not be presented, and the writer's attitude is unknown. • Arguments and writing do not have a clear identity. • Emotional appeals are not used, and no reasoned arguments are presented.	• Lively verbs are not used. • Word choices do not support the chosen side of the argument. • Ideas and arguments are not explained with precise word choices. • Sentences do not vary in length and structure. • Ideas and arguments are rarely connected using transition words and phrases. • Related ideas and arguments are rarely connected.	• Spelling errors impede understanding. • The speech contains numerous errors in grammar or punctuation. • The speech contains fragments or run-on sentences that may impede understanding. • The speech contains numerous errors in capitalization.
• Speech is not satisfactory and does not present a compelling issue. • Persuasive argument is not presented, and the writer's attitude is unknown. • Arguments and writing have no clear identity. • Emotional appeals are not used, and no reasoned arguments are presented.	• Lively verbs are not used. • Word choices do not support any side of the argument. • Ideas and arguments are not explained. • Sentences do not vary in length and structure. • Transition words and phrases are not used. • Related ideas and arguments are not connected.	• Numerous spelling errors prevent understanding. • Numerous errors in grammar or punctuation impede understanding. • Numerous fragments or run-on sentences impede understanding. • Numerous errors in capitalization impede understanding.

Writing Rubric: Writing a Short Story

	Ideas	Organization
6	• The short story strongly implies or powerfully states a clear and insightful theme. • The story includes a compelling plot with consistent rising action, foreshadowing, conflict, and resolution. • The story shows a deep, sensitive understanding of the complexity of the content and subjects. • The setting of the story is presented clearly and vividly, clearly showing time, geographical setting, and environment. • The characters in the story are fully developed and believable. • The story demonstrates exceptional originality and creativity.	• The story's opening grabs the reader's attention. • The plot has a clear beginning (exposition), middle (rising action, climax, falling action), and end (resolution). • The rising action effectively builds to a climax. • The falling action is vivid and logical in sequence. • The resolution effectively wraps up the story.
5	• The short story implies or states a clear and insightful theme. • The story includes an interesting plot with rising action, foreshadowing, conflict, and resolution. • The story shows a sensitive understanding of the complexity of the content and subjects. • The setting of the story is presented clearly, showing time, geographical setting, and environment. • The characters in the story are developed and believable. • The story shows originality and creativity.	• The story's opening is interesting and catches attention. • The plot has an implied beginning, middle, and end. • The rising action builds to a climax. • The falling action is logical in sequence. • The resolution wraps up the story.
4	• The short story implies or states a clear theme. • The story includes a credible plot with rising action, foreshadowing, conflict, and resolution. • The story shows an understanding of the complexity of the content and subjects. • The setting of the story is presented, including time, geographical setting, and environment. • The characters in the story are somewhat developed and generally credible. • The story shows some originality and creativity.	• The story's opening is adequate but not entirely attention-getting. • The plot's beginning, middle, and end are not entirely clear. • The rising action builds somewhat to a climax. • The falling action is not entirely logical in sequence. • The resolution incompletely wraps up the story.
3	• The short story implies or states a theme, but the theme may not be clear. • The story includes a plot, but one or more elements (rising action, foreshadowing, conflict, or resolution) may be weak or missing. • The story shows a partial understanding of the complexity of the content and subjects. • The setting of the story is generally presented, but one element (time, geographical setting, or environment) may be weak or missing. • The characters in the story are incompletely developed and not always credible. • The story only occasionally shows some originality and creativity.	• The story's opening is not entirely satisfactory and does not catch the reader's attention. • The plot's beginning, middle, and end are not clear. • The rising action builds only weakly to a climax. • The falling action is not logical or credible. • The resolution is less than satisfactory.
2	• The short story may not imply or state a theme, and the theme is not clear. • The story includes a plot, but it lacks more than one element (rising action, foreshadowing, conflict, or resolution). • The story shows little understanding of the complexity of the content and subjects. • The story lacks one or more element of setting (time, geographical setting, or environment) and physical or emotional setting is unclear. • The characters in the story are incompletely developed and rarely credible. • The story shows little originality and creativity.	• The story's opening is unsatisfactory and gives the reader little incentive to continue with the story. • The plot lacks a beginning, middle, or end. • The story includes a climax but does not include rising action. • Falling action occurs but makes little sense. • The resolution is not satisfactory.
1	• The short story has no theme. • The story has no plot. • The story shows no understanding of the complexity of the content and subjects. • The story presents no setting. • The characters in the story are not developed and not believable. • The story shows no originality or creativity.	• The story's opening gives the reader no reason to continue with the story. • No plot is developed. • No climax is included. • The story has no falling action. • The story has no resolution.

Voice	Word Choice & Sentence Fluency	Conventions
• Point of view is consistent and effective throughout the story. • The writer's choice of narrative voice is exceptionally appropriate to the story's theme. • The writer shows actions and emotions without ever "telling" the reader what is happening. • The narrator's voice is clear, consistent, and effective throughout the story. • The narrator's voice is perfectly appropriate to the content of the story.	• The word choice is exceptionally precise and accurate, even artistic, throughout the story. • Sensory details are explicit and vivid throughout the story. • Sentences are varied inventively in length and structure. • Sentences and paragraphs flow smoothly together to form a unified and creative style. • The tone clearly expresses the author's attitude.	• All words are spelled correctly. • The story contains no errors in English usage or grammar. • The story contains no errors in punctuation, particularly with quotation marks in dialogue. • The story contains no errors in capitalization.
• Point of view is consistent throughout the story. • The writer's choice of narrative voice is generally appropriate to the story's theme. • The writer mostly shows actions and emotions but sometimes "tells" the reader what is happening. • The narrator's voice is consistent and generally effective throughout the story. • The narrator's voice is generally appropriate to the content of the story.	• The word choice is generally precise and accurate throughout the story. • Sensory details are included throughout the story. • Sentences are varied in length and structure. • Sentences and paragraphs flow smoothly together to form an identifiable style. • The tone expresses the author's attitude.	• Almost all words are spelled correctly. • The story contains almost no errors in English usage or grammar. • The story contains almost no errors in punctuation and no errors with quotation marks in dialogue. • The story contains almost no errors in capitalization.
• Point of view is generally consistent but slips at times. • The writer's choice of narrative voice is generally appropriate to the story's theme, but not always. • The writer only sometimes shows actions and emotions and more often "tells" the reader what is happening. • The narrator's voice is sometimes inconsistent and not always effective. • The narrator's voice is generally appropriate to the content, but not always.	• The word choice is mostly precise and accurate, but not throughout the story. • Sensory details are included occasionally but not throughout the story. • Sentences are somewhat varied in length and structure. • Sentences and paragraphs flow together but may not form an identifiable style. • The tone often expresses the author's attitude, but not always.	• Some spelling errors occur, but not enough to impede understanding. • The story contains some errors in usage or grammar, but not enough to impede understanding. • The story contains some errors in punctuation, but not enough to impede understanding. • The story contains a few errors in capitalization.
• Point of view is not always consistent or effective. • The writer's choice of narrative voice is sometimes inappropriate to the story's theme. • The writer generally "tells" the reader what is happening as regards actions or emotions. • The narrator's voice is generally inconsistent and ineffective. • The narrator's voice is sometimes inappropriate to the content.	• The word choice is only sometimes precise and accurate, and not throughout the story. • Sensory details are only occasionally included. • Sentences occasionally vary in length and structure but could use more variety. • Sentences and paragraphs do not always flow together well and an identifiable style may be lacking. • The tone occasionally expresses the author's attitude, but not often.	• Some spelling errors may impede understanding. • Errors in usage or grammar may impede understanding at times. • Errors in punctuation may impede understanding at times, and dialogue may be unclear. • Errors in capitalization may intrude on understanding.
• Point of view is not consistent or effective. • The writer's choice of narrative voice is often inappropriate to the story's theme. • The writer only "tells" the reader what is happening as regards actions or emotions. • The narrator's voice is not consistent or effective. • The narrator's voice is often inappropriate to the content.	• Word choices are generally not precise or accurate. • Descriptive phrasing is rarely used. • Sentences rarely vary in length and structure. • Sentences and paragraphs may not flow together. • The tone is largely hard to discern.	• Spelling errors impede understanding. • The story contains numerous errors in usage or grammar. • Errors in punctuation often impede understanding and dialogue is very difficult to follow. • The story contains numerous errors in capitalization.
• No point of view is attempted. • The narrative voice is inappropriate to the theme. • The writer does not address actions or emotions. • The narrator's voice is not discernible. • The narrator's voice is not appropriate to the content.	• Word choices are haphazard and inappropriate. • Descriptive phrasing is not used. • Sentences do not vary in length and structure. • Sentences and paragraphs do not flow together. • No tone is evident.	• Numerous spelling errors prevent understanding. • Numerous errors in usage or grammar impede understanding. • Numerous errors in punctuation impede understanding, and dialogue cannot be determined. • Numerous errors in capitalization impede understanding.

Writing Rubric: Writing a Descriptive Essay

	Ideas	Organization
6	• The essay demonstrates a clear, complete understanding of the assignment. • The subject of the essay is perfectly described in both general and detailed terms, with telling details included to complete the description. • The essay provides a clearly and thoroughly written picture of the subject. • The sensory details presented in the essay are vivid and fully elaborated to help the reader see, hear, smell, taste, or touch the thing being described. • The sequential development of the descriptive details is thorough and logical. • The meaning to the writer of the thing described is explored with sensitivity and great depth.	• The essay presents the subject with perfect clarity. • The focus is highly effective throughout the essay. • The opening instantly grabs the reader's attention. • The sensory details presented are exceptionally thorough, explicit, and vivid. • The sequence of the sensory details is completely appropriate to the thing being described. • Transitions provide a seamless progression from detail to detail. • The ending very effectively wraps up the essay.
5	• The essay demonstrates a clear understanding of the assignment. • The subject of the essay is described in general and detailed terms. • The essay provides a clearly written picture of the subject. • The sensory details presented in the essay are adequately elaborated to help the reader see, hear, smell, taste, or touch the thing being described. • The sequential development of the descriptive details is generally complete and logical. • The meaning to the writer of the thing described is explored in some depth.	• The essay presents the subject clearly. • The focus is effective throughout the essay. • The opening is interesting and catches attention. • The sensory details presented are complete and clear. • The sequence of the sensory details is generally appropriate. • Transitions provide a progression from detail to detail. • The ending adequately wraps up the essay.
4	• The essay demonstrates a basic understanding of the assignment. • The subject of the essay is described in general terms but may lack some detail. • The essay provides an adequate written picture of the subject, but it may be somewhat imprecise. • Sensory details are presented in the essay but may not be vivid or complete. • The sequential development of the descriptive details may not be entirely complete or logical. • The meaning to the writer of the thing described is explored but could be more insightful.	• The essay presents the subject adequately but is vague at times. • The focus is acceptable throughout the essay but could be sharper. • The opening is clear and attempts to catch the reader's attention. • The sensory details are generally complete and clear, but not always. • The sequence of the sensory details is generally appropriate, but not always. • Transitions from detail to detail are used. • The ending partially wraps up the essay, but not completely.
3	• The essay demonstrates some understanding of the assignment, but it is not complete. • The subject of the essay is described in general terms but lacks detail. • The essay provides a somewhat incomplete written picture of the subject. • Some sensory details are presented in the essay, but some important details are missing. • The sequential development of the descriptive details is not complete or logical. • The meaning to the writer of the thing described is considered but not explored in any detail.	• The subject is presented in a less than satisfying or clear way. • The focus wanders at times. • The opening is not entirely satisfactory and may not catch the reader's attention. • The sensory details are sometimes complete and clear, but more often not. • The sequence of the sensory details is somewhat confusing. • Transitions from detail to detail are not used consistently. • The ending is less than satisfactory and does not really wrap up the essay.
2	• The essay demonstrates little understanding of the assignment. • The subject of the essay is not fully described in general terms and includes very little detail. • The essay provides an incomplete written picture of the subject. • Very few sensory details are presented in the essay. • The sequential development of the descriptive details is incomplete and illogical. • The meaning to the writer of the thing described is mentioned in passing if at all.	• The subject is not entirely clear. • The focus is often hard to determine. • The opening is not satisfactory and does not catch the reader's attention. • The sensory details are generally incomplete and unclear. • The sequence of the sensory details is confusing. • Transitions from detail to detail are rarely used. • The ending does not wrap up the essay.
1	• The assignment is not understood. • The subject of the essay is not adequately described in either general or detailed terms. • No written picture of the subject emerges. • No sensory details are presented in the essay. • The descriptive details are not developed but appear at random. • The meaning to the writer of the thing described is not considered.	• The subject is not clear. • The focus is absent. • No clear opening is presented. • No sensory details are used. • No transitions are used. • No ending is presented.

Voice	Word Choice & Sentence Fluency	Conventions
• The writer's voice is clear, consistent, and highly descriptive throughout the essay—the subject leaps from the page. • The writer's voice is perfectly suited to the subject matter of the essay. • The writer's voice is perfectly suited to the intended audience of the essay.	• The word choice is exceptionally precise and accurate, even artistic, throughout the essay. • Sensory details are explicit and vivid throughout the essay and are extremely well chosen. • Sentences are varied inventively in length and structure. • Sentences and paragraphs flow smoothly together to form a unified and creative style. • The tone clearly expresses the author's attitude.	• All words are spelled correctly. • The essay contains no errors in English usage or grammar. • The essay contains no errors in punctuation, particularly with quotation marks in dialogue. • The essay contains no errors in capitalization.
• The writer's voice is consistent and descriptive throughout the essay—the reader "sees" the subject. • The writer's voice is appropriate to the subject matter of the essay. • The writer's voice is appropriate to the intended audience of the essay.	• The word choice is generally precise and accurate throughout the essay. • Sensory details are clear and well chosen. • Sentences are varied in length and structure. • Sentences and paragraphs flow smoothly together to form an identifiable style. • The tone expresses the author's attitude.	• Almost all words are spelled correctly. • The essay contains almost no errors in English usage or grammar. • The essay contains almost no errors in punctuation and no errors with quotation marks in dialogue. • The essay contains almost no errors in capitalization.
• The writer's voice is generally consistent and descriptive, but not always—the subject sometimes lacks clarity. • The writer's voice is generally appropriate to the subject matter of the essay, but not always. • The writer's voice is generally appropriate to the intended audience of the essay, but not always.	• The word choice is mostly precise and accurate, but not throughout the essay. • Sensory details are included but the choices do not always make sense. • Sentences are somewhat varied in length and structure. • Sentences and paragraphs flow together but may not form an identifiable style. • The tone often expresses the author's attitude, but not always.	• Some spelling errors occur, but not enough to impede understanding. • The essay contains some errors in usage or grammar, but not enough to impede understanding. • The essay contains some errors in punctuation, but not enough to impede understanding. • The essay contains a few errors in capitalization.
• The writer's voice is not always consistent or descriptive—the subject is somewhat vague. • The writer's voice is sometimes inappropriate to the subject matter of the essay. • The writer's voice is sometimes inappropriate to the intended audience of the essay.	• The word choice is only sometimes precise and accurate, and not throughout the essay. • Sensory details are only occasionally included, and the selections may be inappropriate. • Sentences occasionally vary in length and structure but could use more variety. • Sentences and paragraphs do not always flow together well and an identifiable style may be lacking. • The tone occasionally expresses the author's attitude, but not often.	• Some spelling errors may impede understanding. • Errors in usage or grammar may impede understanding at times. • Errors in punctuation may impede understanding at times, and dialogue may be unclear. • Errors in capitalization may intrude on understanding.
• The writer's voice is not consistent or descriptive—the subject is often vague. • The writer's voice is often inappropriate to the subject matter of the essay. • The writer's voice is often inappropriate to the intended audience of the essay.	• Word choices are generally not precise or accurate. • Sensory description is rarely used or is generally inappropriate to the subject. • Sentences rarely vary in length and structure. • Sentences and paragraphs may not flow together. • The tone is largely hard to discern.	• Spelling errors impede understanding. • The essay contains numerous errors in usage or grammar. • Errors in punctuation often impede understanding and dialogue is very difficult to follow. • The essay contains numerous errors in capitalization.
• The writer's voice is inconsistent and not descriptive—the subject is unclear. • The writer's voice is inappropriate to the subject matter of the essay. • The writer's voice is inappropriate to the intended audience of the essay.	• Word choices are haphazard and inappropriate. • Sensory description is not included. • Sentences do not vary in length and structure. • Sentences and paragraphs do not flow together. • No tone is evident.	• Numerous spelling errors prevent understanding. • Numerous errors in usage or grammar impede understanding. • Numerous errors in punctuation impede understanding, and dialogue cannot be determined. • Numerous errors in capitalization impede understanding.

Speaking, Listening, and Viewing Rubric:
Presenting an Oral Response to Literature

	Stance & Posture	Handling of Note Cards & Gestures	Vocal Variety
6	• Stance is alert and in tune with vocal delivery. • Stance and posture enhance the presentation.	• Use of cards is fluid and does not detract from message delivery. • Gestures complement verbal message.	• Pitch, rate, and volume vary as responses are presented. • Pitch, rate, volume, and quality are appropriate, enthusiastic, and conversational in tone. • There are no vocalized pauses (um, like, etc.). • The speech contains no mispronunciations.
5	• Stance is in tune with vocal delivery. • Stance and posture generally assist the presentation.	• Use of cards is not fluid but does not detract from message delivery. • Gestures are attempted when appropriate.	• Pitch, rate, and volume vary somewhat. • Pitch, rate, volume, and quality are generally appropriate, with some effort at a conversational tone. • There are few vocalized pauses but not enough to break the flow of the speech. • The speech contains few mispronunciations.
4	• Stands straight throughout presentation.	• Consults cards but is not overly reliant. • Attempts to gesture when appropriate.	• Pitch, rate, and volume vary only a little. • Some effort at a conversational tone is made. • Some vocalized pauses may hinder the flow of the speech. • Some mispronunciations may detract from message.
3	• Some shifting of weight occurs during presentation.	• Reads from cards as often as not; some uncertainty is evident. • Only a few gestures are used.	• There is little variety in pitch, rate, and volume. • Conversational tone is rare. • Some vocalized pauses break the flow of the speech. • Frequent mispronunciations detract from literary response.
2	• Frequent shifting of weight occurs during presentation.	• Reads from cards more frequently than not and delivery is unsure. • Gestures are rarely used.	• Speaks in a partial monotone, at a low volume, or too fast or too slow. • Natural rhythm is lacking. • Frequent vocalized pauses break the flow of the speech. • Frequent mispronunciations detract from literary response.
1	• Shifts weight from foot to foot throughout presentation. • Slumped or slouching throughout presentation.	• Is completely reliant on notes—reading the speech. • Delivery is stumbling. • No gestures are used, hand is in pocket or fidgeting.	• Speaks in a monotone, at a low volume, or too fast or too slow. • There is no natural rhythm. • Frequent vocalized pauses break the flow of the speech. • Frequent mispronunciations interfere with meaning.

Facial Expression & Eye Contact	Content of Oral Response
• Face is animated and attuned to literary response. • Eye contact is comprehensive, direct, and sustained.	• The response demonstrates a clear, complete understanding of the assignment. • The response clearly reveals the speaker's personal views and opinions. • A thorough understanding of the literature selection is demonstrated. • The presentation demonstrates a very clear purpose and focus. • Response seamlessly includes a synopsis of the literature selection. • Response is highly engaging to the audience and precisely appropriate to the selection. • Ideas and reasoned arguments are presented in a completely logical sequence. • Response demonstrates a high degree of creativity and originality. • Presentation is exactly tuned to the audience. • Highly appropriate examples from the work of literature are quoted to support the presentation.
• Face reflects the literary response presented. • Eye contact is comprehensive, and direct.	• The response demonstrates a clear understanding of the assignment. • The response reveals the speaker's personal views and opinions. • A good understanding of the literature selection is demonstrated. • The presentation demonstrates a clear purpose and focus. • Response includes a synopsis of the literature selection. • Response is engaging to the audience and appropriate to the selection. • Ideas and reasoned arguments are presented in a generally logical sequence. • Response demonstrates a fair degree of creativity and originality. • Presentation is generally appropriate to the audience. • Examples from the work of literature are quoted to support the presentation.
• Face is expressive most of the time. • Eye contact made with all segments of audience.	• The response demonstrates a basic understanding of the assignment. • The response includes the speaker's personal views but could express them more clearly. • An adequate understanding of the literature selection is demonstrated. • The presentation states a purpose and focus. • Response includes a brief or partial synopsis of the literature selection. • Response is generally engaging and appropriate to the selection. • Ideas and reasoned arguments are presented in a random order. • Response demonstrates some creativity and originality. • Presentation is mostly appropriate to the audience, but not always. • Examples from the work of literature are quoted without a clear connection to the focus of the presentation.
• Face is infrequently expressive. • Eye contact is haphazard and not sustained.	• The response demonstrates some understanding of the assignment, but it is not complete. • The speaker's personal views are implied but not expressed. • An incomplete understanding of the literature selection is demonstrated. • The presentation has an unstated purpose and focus. • Response includes an incomplete synopsis of the literature selection. • Response is somewhat engaging but not always appropriate to the selection. • Few ideas and reasoned arguments are presented. • Response demonstrates limited, occasional creativity and originality. • Presentation is only sometimes appropriate to the audience. • Examples from the work of literature are cited infrequently.
• Face is inexpressive. • Eye contact is rare.	• The response demonstrates little understanding of the assignment. • The speaker's personal views are not expressed. • An incomplete and sometimes inaccurate understanding of the literature selection is demonstrated. • No purpose and focus are presented. • Response may not include a synopsis of the literature selection. • Response is rarely engaging and not appropriate to the selection. • Few ideas and arguments are presented. • Response demonstrates little creativity and originality. • Presentation is not appropriate to the audience. • Examples from the work of literature are not cited.
• There is little or no expression—face is uninvolved. • Little or no eye contact with audience.	• The assignment is not understood. • No personal views are expressed. • The literature selection is misunderstood. • No purpose and focus are presented. • No synopsis of the literature selection is included. • Response is not engaging and is inappropriate to the selection. • No ideas and arguments are presented. • Response demonstrates very little creativity and originality. • Presentation is not appropriate to the audience. • Examples from the work of literature are not cited.

Speaking, Listening, and Viewing Rubric:
Delivering a Narrative Presentation

	Stance & Posture	Handling of Notebook & Gestures	Vocal Variety
6	• Stance is alert and in tune with vocal delivery. • Stance and posture enhance the narrative.	• Use of notebook is fluid and does not detract from message delivery. • Gestures complement verbal delivery of narrative and add dramatic emphasis.	• Pitch, rate, volume and tone quality vary to add dramatic power to the narrative. • Pitch, rate, volume, and quality are appropriate to narrative content and conversational in tone. • There are no vocalized pauses (um, like, etc.). • The narrative contains no mispronunciations.
5	• Stance is in tune with vocal delivery. • Stance and posture generally assist the narrative.	• Use of notebook is not fluid but does not detract from message delivery. • Gestures are attempted when appropriate.	• Pitch, rate, and volume vary somewhat and add dramatic texture to the narrative at times. • Pitch, rate, volume, and quality are generally appropriate, with some effort at a conversational tone. • There are a few vocalized pauses but not enough to break the flow of the narrative. • The narrative contains few mispronunciations.
4	• Stands straight throughout narrative. • Stance and posture vary somewhat to support the narrative.	• Consults notebook but is not overly reliant. • Attempts to gesture when appropriate.	• Pitch, rate, and volume vary only a little and add little support to the dramatic strengths of the narrative. • Some effort at a conversational tone is made. • Some vocalized pauses may hinder the flow of the narrative. • Some mispronunciations may detract from narrative.
3	• Some shifting of weight occurs during narrative. • Stance and posture vary little to support the narrative.	• Reads from notebook often; some uncertainty is evident. • Only a few gestures are used.	• There is little variety in pitch, rate, and volume. • Conversational tone is rare. • Some vocalized pauses break the flow of the narrative. • Frequent mispronunciations detract from the narrative.
2	• Frequent shifting of weight occurs during narrative. • Stance and posture rarely relate to the narrative.	• Reads from notebook more frequently than not and delivery is unsure. • Gestures are rarely used.	• Speaks in a partial monotone, at a low volume, or too fast or too slow. • Natural rhythm is lacking. • Frequent vocalized pauses break the flow of the narrative. • Frequent mispronunciations distract the listener.
1	• Shifts weight from foot to foot throughout presentation. • Slumped or slouching throughout narrative.	• Is completely reliant on notebook—reading the narrative. • Delivery is stumbling. • No gestures are used, hand is in pocket or fidgeting.	• Speaks in a monotone, at a low volume, or too fast or too slow. • There is no natural rhythm. • Frequent vocalized pauses interrupt the narrative. • Frequent mispronunciations interfere with meaning.

Facial Expression & Eye Contact	Content of Narrative
• Face is animated and attuned to the content of the narrative. • Eye contact is comprehensive, direct, and sustained.	• The narrative demonstrates a clear, complete understanding of the assignment. • A thorough understanding of the narrative's content is demonstrated. • The presentation demonstrates a very clear purpose and focus. • The narrative contains no mistakes in grammar, and vocabulary is always appropriate. • Storytelling technique is highly engaging to the audience and precisely tuned to the narrative content. • Narrative events are presented in a completely logical sequence. • Presentation is exactly tuned to the audience. • Highly appropriate physical actions exactly complement the storytelling content.
• Face reflects the content of the narrative. • Eye contact is comprehensive, and direct.	• The narrative demonstrates a clear understanding of the assignment. • A general understanding of the narrative's content is demonstrated. • The presentation includes a clear purpose and focus. • The narrative contains few mistakes in grammar, and vocabulary is generally appropriate. • Storytelling technique engages the audience and is tuned to the narrative content. • Narrative events are presented in a generally logical sequence. • Presentation is generally tuned to the audience. • Physical actions generally complement the storytelling content.
• Face is expressive most of the time. • Eye contact made with all segments of audience.	• The narrative demonstrates a basic understanding of the assignment. • An adequate understanding of the narrative's content is demonstrated. • The presentation includes a purpose and focus. • The narrative contains a few mistakes in grammar and word choice, but not enough to detract from the presentation. • Storytelling technique is generally engaging and appropriate to the narrative. • The narrative does not always show a cogent order of presentation. • Presentation is mostly appropriate to the audience, but not always. • Physical actions sometimes complement the storytelling content, but not always.
• Face is infrequently expressive. • Eye contact is haphazard and not sustained.	• The narrative demonstrates some understanding of the assignment, but it is not complete. • An incomplete understanding of the narrative's content is demonstrated. • The presentation has an unstated purpose and focus. • The narrative contains a few distracting mistakes in grammar and word choice. • Storytelling technique is somewhat engaging but not always appropriate to the narrative. • The narrative only occasionally shows a cogent order of presentation. • Presentation is only occasionally appropriate to the audience. • Physical actions only occasionally complement the storytelling content.
• Face is inexpressive. • Eye contact is rare.	• The narrative demonstrates little understanding of the assignment. • An incomplete and sometimes inaccurate understanding of the narrative's content is demonstrated. • No purpose and focus are presented. • The narrative is harmed by distracting mistakes in grammar and word choice. • Storytelling technique is rarely engaging and often not appropriate to the narrative. • The narrative only occasionally shows a cogent order of presentation. • Presentation is often inappropriate to the audience. • Physical actions only rarely complement the content of the narrative.
• There is little or no expression—face is uninvolved. • Little or no eye contact with audience.	• The assignment is not understood. • The narrative's content is not understood. • No purpose and focus are presented. • Mistakes in grammar and word choice are completely distracting from the narrative. • Storytelling technique is not used. • The narrative has no cogent order of presentation. • Presentation is inappropriate to the audience. • Physical storytelling is not used.

Speaking, Listening, and Viewing Rubric: Presenting a Reflection

	Stance & Posture	Handling of Notebook & Gestures	Vocal Variety
6	• Stance is alert and in tune with vocal delivery. • Stance and posture enhance the content of the reflection.	• Use of notebook is fluid and does not detract from reflection delivery. • Gestures complement verbal delivery of reflection and add dramatic emphasis, empathy, or emotional power to the reflection.	• Pitch, rate, volume and tone quality vary to add dramatic power to the reflection. • Pitch, rate, volume, and quality are appropriate to the content of the reflection and are conversational in cadence and tone. • There are no vocalized pauses (um, like, etc.). • The reflection contains no mispronunciations.
5	• Stance is in tune with vocal delivery. • Stance and posture generally assist the content of the reflection.	• Use of notebook is not fluid but does not detract from reflection delivery. • Gestures are attempted when appropriate and enhance delivery.	• Pitch, rate, and volume vary somewhat and add dramatic texture to the reflection at times. • Pitch, rate, volume, and quality are generally appropriate, with some effort at a conversational tone. • There are a few vocalized pauses but not enough to break the flow of the narrative. • The reflection contains few mispronunciations.
4	• Stands straight throughout reflection. • Stance and posture vary somewhat to support the content of the reflection.	• Consults notebook but is not overly reliant. • Attempts to gesture when appropriate.	• Pitch, rate, and volume vary only a little and add little support to the content of the reflection. • Some effort at a conversational tone is made. • Some vocalized pauses may hinder the flow of the reflection. • Some mispronunciations may detract from reflection.
3	• Some shifting of weight occurs during reflection. • Stance and posture vary little to support the content of the reflection.	• Reads from notebook often; some uncertainty is evident. • Only a few gestures are used.	• There is little variety in pitch, rate, and volume. • Conversational tone is rare. • Some vocalized pauses break the flow of the reflection. • Frequent mispronunciations detract from the reflection.
2	• Frequent shifting of weight occurs during reflection. • Stance and posture rarely relate to the content of the reflection.	• Reads from notebook more frequently than not and delivery is unsure. • Gestures are rarely used.	• Speaks in a partial monotone, at a low volume, or too fast or too slow. • Natural rhythm is lacking. • Frequent vocalized pauses break the flow of the reflection. • Frequent mispronunciations distract the listener.
1	• Shifts weight from foot to foot throughout presentation. • Slumped or slouching throughout reflection.	• Is completely reliant on notebook—reading the reflection. • Delivery is stumbling. • No gestures are used; hand is in pocket or fidgeting.	• Speaks in a monotone, at a low volume, or too fast or too slow. • There is no natural rhythm. • Frequent vocalized pauses interrupt the reflection. • Frequent mispronunciations interfere with meaning.

Facial Expression & Eye Contact	Content of Reflection
• Face is animated and attuned to the content of the reflection. • Eye contact is comprehensive, direct, and sustained.	• The reflection demonstrates a clear, complete understanding of the assignment. • A single incident or event is thoroughly presented and analyzed, with the analysis revolving around a powerful, central theme. • The presentation sets a clear, evocative mood for the reflection. • The reflection makes a clear and insightful point about the incident or event. • Development of ideas is thorough and completely complementary to the tone of the reflection. • Ideas are fully elaborated, with specific, detailed support that powerfully enhances thematic unity. • The reflection contains no mistakes in grammar, and vocabulary is always appropriate. • Reflection is highly engaging to the audience and precisely tuned to the subject. • Presentation is exactly tuned to the audience.
• Face reflects the content of the reflection. • Eye contact is comprehensive, and direct.	• The reflection demonstrates a clear understanding of the assignment. • A single incident or event is presented and analyzed, and the analysis has a clear central theme. • The presentation sets a consistent mood for the reflection. • The reflection makes a point about the incident or event. • Development of ideas is thorough and complements the tone of the reflection. • Ideas are elaborated, with support that generally enhances thematic unity. • The reflection contains few mistakes in grammar, and vocabulary is generally appropriate. • Reflection engages the audience and is tuned to the subject. • Presentation is generally tuned to the audience.
• Face is expressive most of the time. • Eye contact made with all segments of audience.	• The reflection demonstrates a basic understanding of the assignment. • A single incident or event is presented with a central theme. • The presentation sets a mood for the reflection, but it is not maintained at all times. • The reflection makes a point about the incident or event, but it is not always clear. • Development of ideas complements the tone of the reflection. • Ideas are elaborated, but supporting details may not enhance thematic unity. • The reflection contains a few mistakes in grammar and word choice, but not enough to detract from the presentation. • The presentation is generally engaging and appropriate to the reflection. • Presentation is mostly appropriate to the audience, but not always.
• Face is infrequently expressive. • Eye contact is haphazard and not sustained.	• The reflection demonstrates some understanding of the assignment, but it is not complete. • A single incident or event is presented but without a unifying theme. • The presentation sets only a partial, inconsistent mood for the reflection. • The reflection's point about the incident or event is unclear; no message develops. • Development of ideas is not always in keeping with the tone of the reflection. • Ideas may not be expanded, and supporting details may be inappropriate or incomplete. • The reflection contains a few distracting mistakes in grammar and word choice. • The presentation is somewhat engaging but not always appropriate to the reflection. • Presentation is only occasionally appropriate to the audience.
• Face is inexpressive. • Eye contact is rare.	• The reflection demonstrates little understanding of the assignment. • The incident or event that is the focus of the reflection is not clear. • The mood of the reflection is not clear. • The reflection makes no meaningful point about the incident or event. • Development of ideas is rarely in keeping with the tone of the reflection. • Support for ideas is attempted but is generally inappropriate and incomplete. • The reflection is harmed by distracting mistakes in grammar and word choice. • The presentation is rarely engaging and often not appropriate to the reflection. • The presentation is often inappropriate to the audience.
• There is little or no expression—face is uninvolved. • Little or no eye contact with audience.	• The assignment is not understood. • The reflection's subject is not understood. • No mood is created in the reflection. • No point it made in the reflection. • No tone is established. • No support for ideas is presented. • Mistakes in grammar and word choice are completely distracting from the reflection. • The presentation is not engaging and not appropriate to the subject. • Presentation is not appropriate to the audience.

Speaking, Listening, and Viewing Rubric:
Presenting a Literary Analysis

	Stance & Posture	Handling of Note Cards & Gestures	Vocal Variety
6	• Stance is alert and in tune with vocal delivery. • Stance and posture enhance the presentation.	• Use of cards is fluid and does not detract from overall literary analysis. • Gestures complement verbal message.	• Pitch, rate, and volume vary according to content and subject of analysis. • Pitch, rate, volume, and quality are appropriate, enthusiastic, and conversational in tone. • There are no vocalized pauses (um, like, etc.). • The presentation contains no mispronunciations.
5	• Stance is in tune with vocal delivery. • Stance and posture generally assist the presentation.	• Use of cards is not fluid but does not detract from presentation. • Gestures are attempted when appropriate.	• Pitch, rate, and volume vary somewhat and are appropriate to the content of the analysis. • Pitch, rate, volume, and quality are generally appropriate, with some effort at a conversational tone. • There are few vocalized pauses but not enough to break the flow of the speech. • The speech contains few mispronunciations.
4	• Stands straight throughout presentation.	• Consults cards but is not overly reliant. • Attempts to gesture when appropriate.	• Pitch, rate, and volume vary only a little. • Some effort at a conversational tone is made. • Some vocalized pauses may hinder the flow of the speech. • Some mispronunciations may detract from analysis.
3	• Some shifting of weight occurs during presentation.	• Reads from cards as often as not; some uncertainty is evident. • Only a few gestures are used.	• There is little variety in pitch, rate, and volume. • Conversational tone is rare. • Some vocalized pauses break the flow of the speech. • Frequent mispronunciations detract from literary analysis.
2	• Frequent shifting of weight occurs during presentation.	• Reads from cards more frequently than not and delivery is unsure. • Gestures are rarely used.	• Speaks in a partial monotone, at a low volume, or too fast or too slow. • Natural rhythm is lacking. • Frequent vocalized pauses break the flow of the speech. • Frequent mispronunciations interfere with meaning.
1	• Shifts weight from foot to foot throughout presentation. • Slumped or slouching throughout presentation.	• Is completely reliant on notes—reading the speech. • Delivery is stumbling. • No gestures are used, hand is in pocket or fidgeting.	• Speaks in a monotone, at a low volume, or too fast or too slow. • There is no natural rhythm. • Frequent vocalized pauses break the flow of the speech. • Very frequent mispronunciations prevent understanding.

Facial Expression & Eye Contact	Content of Analysis
• Face is animated and attuned to analysis of the selection. • Eye contact is comprehensive, direct, and sustained.	• The analysis demonstrates a clear, complete understanding of the assignment. • A thorough understanding of the literature selection is demonstrated. • The analysis demonstrates a very clear purpose and focus. • Analysis seamlessly includes a synopsis of the literature selection. • Analysis is highly engaging to the audience and precisely attuned to the selection. • The analysis shows a deep understanding of theme, plot, characterization, and other elements of literary analysis. • Ideas and reasoned arguments are presented in a completely logical sequence. • Analysis demonstrates a high degree of creativity and originality. • Presentation is exactly tuned to the audience. • Highly appropriate examples from the work of literature are quoted to support the analysis.
• Face reflects the content and subject of literary analysis. • Eye contact is comprehensive, and direct.	• The analysis demonstrates a clear understanding of the assignment. • A good understanding of the literature selection is demonstrated. • The analysis demonstrates a clear purpose and focus. • Analysis includes a synopsis of the literature selection. • Analysis is engaging to the audience and appropriate to the selection. • Presentation shows an understanding of elements of literary analysis. • Ideas and reasoned arguments are presented in a generally logical sequence. • Analysis demonstrates a fair degree of creativity and originality. • Presentation is generally appropriate to the audience. • Examples from the work of literature are quoted to support the analysis.
• Face is expressive most of the time. • Eye contact made with all segments of audience.	• The analysis demonstrates a basic understanding of the assignment. • An adequate understanding of the literature selection is demonstrated. • The analysis states a purpose and focus. • Analysis includes a brief or partial synopsis of the literature selection. • Analysis is generally engaging and appropriate to the selection. • Presentation shows some understanding of elements of literary analysis. • Ideas and reasoned arguments are presented in a random order. • Analysis demonstrates some creativity and originality. • Presentation is mostly appropriate to the audience, but not always. • Examples from the work of literature are quoted without a clear connection to the focus of the analysis.
• Face is infrequently expressive. • Eye contact is haphazard and not sustained.	• The analysis demonstrates some understanding of the assignment, but it is not complete. • An incomplete understanding of the literature selection is demonstrated. • The analysis has an unstated purpose and focus. • Analysis includes an incomplete or inaccurate synopsis of the selection. • Analysis is somewhat engaging but not always appropriate to the selection. • Presentation shows an incomplete or sometimes inaccurate understanding of elements of literary analysis. • Few ideas and reasoned arguments are presented. • Analysis demonstrates limited, occasional creativity and originality. • Presentation is only sometimes appropriate to the audience. • Examples from the work of literature are cited infrequently.
• Face is inexpressive. • Eye contact is rare.	• The analysis demonstrates little understanding of the assignment. • An incomplete and sometimes inaccurate understanding of the literature selection is demonstrated. • No purpose and focus are presented. • Analysis may not include a synopsis of the literature selection. • Analysis is rarely engaging and not appropriate to the selection. • Presentation shows little or an inaccurate understanding of literary analysis. • Few ideas and arguments are presented. • Analysis demonstrates little creativity and originality. • Presentation is not appropriate to the audience. • Examples from the work of literature are not cited.
• There is little or no expression—face is uninvolved. • Little or no eye contact with audience.	• The assignment is not understood. • The literature selection is misunderstood. • No purpose and focus are presented. • No synopsis of the literature selection is included. • Analysis is not engaging and is inappropriate to the selection. • Presentation shows no understanding of elements of literary analysis. • No ideas and arguments are presented. • Analysis demonstrates little or no creativity and originality. • Presentation is not appropriate to the audience. • Examples from the work of literature are not cited.

Speaking, Listening, and Viewing Rubric:
Delivering an Expository Presentation

	Stance & Posture	Handling of Note Cards & Gestures	Vocal Variety
6	• Stance is alert and in tune with vocal delivery. • Stance and posture enhance the information about the subject of the presentation.	• Use of note cards is fluid and does not detract from presentation of information. • Gestures complement verbal delivery of presentation and underscore the most important points in the presentation. • If used, visual aids are presented smoothly and without any interruption in the flow of the speech.	• Pitch, rate, volume and tone quality vary to enhance interest in the presentation. • Pitch, rate, volume, and quality are appropriate to the subject of the presentation and are conversational in cadence and tone. • There are no vocalized pauses (um, like, etc.). • The presentation contains no mispronunciations.
5	• Stance is in tune with vocal delivery. • Stance and posture generally assist the content of the presentation.	• Use of note cards is not fluid but does not detract from presentation of information. • Gestures are attempted when appropriate and enhance the informative nature of the speech. • If used, visual aids are presented without hindering the flow of the speech.	• Pitch, rate, and volume vary somewhat and add texture to the presentation at times. • Pitch, rate, volume, and quality are generally appropriate, with some effort at a conversational tone. • There are a few vocalized pauses, but not enough to break the flow of the narrative. • The presentation contains few mispronunciations.
4	• Stands straight throughout presentation. • Stance and posture vary somewhat to support the content of the presentation.	• Consults note cards but is not overly reliant. • Attempts to gesture when appropriate. • If used, visual aids are presented but may break the flow of the speech.	• Pitch, rate, and volume vary only a little and add little support to the presentation. • Some effort at a conversational tone is made. • Some vocalized pauses may hinder the flow of the presentation. • Some mispronunciations may detract from the presentation.
3	• Some shifting of weight occurs during presentation. • Stance and posture vary little to support the content of the reflection.	• Reads from note cards often; some unsureness is evident. • Only a few gestures are used. • If used, visual aids are presented somewhat clumsily, as if they have little relation to the presentation.	• There is little variety in pitch, rate, and volume. • Conversational tone is rare. • Some vocalized pauses break the flow of the presentation. • Frequent mispronunciations detract from the presentation and distract the audience.
2	• Frequent shifting of weight occurs during presentation. • Stance and posture rarely relate to the content of the reflection.	• Reads from note cards more frequently than not, and delivery is unsure. • Gestures are rarely used. • If used, visual aids interrupt the presentation more than they enhance it.	• Speaks in a partial monotone, at a low volume, or too fast or too slow. • Natural rhythm is lacking. • Frequent vocalized pauses break the flow of the presentation and interfere with understanding. • Frequent mispronunciations interfere with understanding.
1	• Shifts weight from foot to foot throughout presentation. • Slumped or slouching throughout reflection.	• Is completely reliant on note cards—reading the presentation. • Delivery is stumbling. • No gestures are used; hand is in pocket or fidgeting. • If used, visual aids show no relationship to the presentation.	• Speaks in a monotone, at a low volume, or too fast or too slow. • There is no natural rhythm. • Frequent vocalized pauses interrupt the presentation and disrupt its meaning. • Frequent mispronunciations disrupt the presentation's meaning.

Facial Expression & Eye Contact	Content of Presentation
• Face is animated and attuned to the subject of the presentation. • Eye contact is comprehensive, direct, and sustained.	• The presentation demonstrates a clear, complete understanding of the assignment. • A thorough, specific understanding of the subject is demonstrated. • Presentation demonstrates a very clear, explicit purpose and focus. • A main idea, topic, or thesis is clearly stated. • Presentation includes an attention-getting introduction, strong body, and clear, logical conclusion. • Well-chosen details or examples support each important idea or point. • Research seems complete—the audience is thoroughly informed about the subject. • If used visual aids are seamlessly integrated and perfectly adapted to content. • Presentation contains no mistakes in grammar or usage. • Presentation is highly engaging and precisely tuned to the subject and audience.
• Face reflects the content of the presentation. • Eye contact is comprehensive, and direct.	• The presentation demonstrates a clear understanding of the assignment. • A good understanding of the subject is demonstrated. • Presentation demonstrates a clear purpose and focus. • A main idea, topic, or thesis is stated. • Presentation includes a good introduction, good body, and logical conclusion. • Details or examples support each important idea or point. • Research seems adequate—the audience is informed about the subject. • If used, visual aids are adapted to presentation content. • Presentation contains few mistakes in grammar or usage. • Presentation is engaging and tuned to the subject and audience.
• Face is expressive most of the time. • Eye contact made with all segments of audience.	• The presentation demonstrates a basic understanding of the assignment. • An adequate understanding of the subject is demonstrated. • Presentation demonstrates an adequate purpose and focus. • A main idea, topic, or thesis is implied. • Presentation includes an introduction, body, and conclusion. • Details or examples are used, but not for each important idea or point. • Research may appear somewhat lacking—the audience receives information about the subject, but it may be incomplete. • If used, visual aids are generally adapted to presentation content, but not always. • Presentation contains some mistakes in grammar or usage, but not enough to interfere with meaning. • Presentation is generally engaging and appropriate to the subject and audience, but not always.
• Face is infrequently expressive. • Eye contact is haphazard and not sustained.	• The presentation demonstrates some understanding of the assignment, but it is not complete. • An incomplete understanding of the subject is demonstrated. • Presentation demonstrates a limited purpose and focus. • A main idea, topic, or thesis is suggested, but it is unclear. • Presentation lacks an introduction, body, or conclusion. • Details or examples are used only occasionally. • Research is incomplete—the audience receives somewhat incomplete information about the subject. • If used, visual aids are not integrated with the informative message. • Some mistakes in grammar or usage occasionally are distracting. • Presentation is somewhat engaging but not always appropriate to the subject or audience.
• Face is inexpressive. • Eye contact is rare.	• The presentation demonstrates little understanding of the assignment. • An incomplete and sometimes inaccurate understanding of the subject is demonstrated. • Presentation demonstrates only a vague purpose and focus. • A main idea, topic, or thesis is hard to determine. • Presentation lacks more than one part: introduction, body, or conclusion. • Details or examples may be attempted but are generally inappropriate. • Research is inadequate—the audience receives unsatisfactory information about the subject. • If used, visual aids are generally inappropriate to the information presented. • The audience is distracted by frequent mistakes in grammar or usage. • Presentation is rarely engaging and often not appropriate to the subject or audience.
• There is little or no expression—face is uninvolved. • Little or no eye contact with audience.	• The assignment is not understood. • The presentation's subject is not understood. • No purpose or focus is evident. • No main idea, topic, or thesis is evident. • No discernible introduction, body, or conclusion is evident. • Details or examples are not given. • Research is absent—the topic is clearly insufficiently understood. • If used, visual aids are irrelevant. • Mistakes in grammar and usage are completely distracting. • Presentation is not engaging and not appropriate to the subject or audience.

Speaking, Listening, and Viewing Rubric:
Delivering an Oral Report on an Historical Investigation

	Stance & Posture	Handling of Note Cards & Gestures	Vocal Variety
6	• Stance is alert and in tune with vocal delivery. • Stance and posture enhance the information about the subject of the presentation.	• Use of note cards is fluid and does not detract from presentation of information. • Gestures complement verbal delivery of presentation and underscore the most important points in the presentation. • If used, visual aids are presented smoothly and without any interruption in the flow of the speech.	• Pitch, rate, volume and tone quality vary to enhance interest in the presentation. • Pitch, rate, volume, and quality are appropriate to the subject of the presentation and are conversational in cadence and tone. • There are no vocalized pauses (um, like, etc.). • The presentation contains no mispronunciations.
5	• Stance is in tune with vocal delivery. • Stance and posture generally assist the content of the presentation.	• Use of note cards is not fluid but does not detract from presentation of information. • Gestures are attempted when appropriate and enhance the informative nature of the speech. • If used, visual aids are presented without hindering the flow of the speech.	• Pitch, rate, and volume vary somewhat and add texture to the presentation at times. • Pitch, rate, volume, and quality are generally appropriate, with some effort at a conversational tone. • There are a few vocalized pauses, but not enough to break the flow of the narrative. • The presentation contains few mispronunciations.
4	• Stands straight throughout presentation. • Stance and posture vary somewhat to support the content of the presentation.	• Consults note cards but is not overly reliant. • Attempts to gesture when appropriate. • If used, visual aids are presented but may break the flow of the speech.	• Pitch, rate, and volume vary only a little and add little support to the presentation. • Some effort at a conversational tone is made. • Some vocalized pauses may hinder the flow of the presentation. • Some mispronunciations may detract from the presentation.
3	• Some shifting of weight occurs during presentation. • Stance and posture vary little to support the content of the reflection.	• Reads from note cards often; some unsureness is evident. • Only a few gestures are used. • If used, visual aids are presented somewhat clumsily, as if they have little relation to the presentation.	• There is little variety in pitch, rate, and volume. • Conversational tone is rare. • Some vocalized pauses break the flow of the presentation. • Frequent mispronunciations detract from the presentation and distract the audience.
2	• Frequent shifting of weight occurs during presentation. • Stance and posture rarely relate to the content of the reflection.	• Reads from note cards more frequently than not, and delivery is unsure. • Gestures are rarely used. • If used, visual aids interrupt the presentation more than they enhance it.	• Speaks in a partial monotone, at a low volume, or too fast or too slow. • Natural rhythm is lacking. • Frequent vocalized pauses break the flow of the presentation and interfere with understanding. • Frequent mispronunciations interfere with understanding.
1	• Shifts weight from foot to foot throughout presentation. • Slumped or slouching throughout reflection.	• Is completely reliant on note cards—reading the presentation. • Delivery is stumbling. • No gestures are used; hand is in pocket or fidgeting. • If used, visual aids are distracting.	• Speaks in a monotone, at a low volume, or too fast or too slow. • There is no natural rhythm. • Frequent vocalized pauses interrupt the presentation and disrupt its meaning. • Frequent mispronunciations disrupt the presentation's meaning.

Facial Expression & Eye Contact	Content of Report
• Face is animated and attuned to the subject of the presentation. • Eye contact is comprehensive, direct, and sustained.	• The report demonstrates a clear, complete understanding of the assignment. • A thorough, specific understanding of the subject is demonstrated. • Report demonstrates a very clear, explicit purpose and focus. • A main idea, topic, or thesis is clearly stated. • Ideas are presented in a logical order. • Well-chosen details or examples support each important idea or point. • All facts are clearly substantiated, and sources are seamlessly cited. • Visual aids, if used, are accurate and precisely appropriate to the research presented. • Vivid, precise descriptive word choices strengthen the report. • Report contains no mistakes in grammar or usage. • Report is highly engaging and precisely tuned to the subject and audience.
• Face reflects the content of the presentation. • Eye contact is comprehensive, and direct.	• The report demonstrates a clear understanding of the assignment. • A good understanding of the subject is demonstrated. • Report demonstrates a clear purpose and focus. • A main idea, topic, or thesis is stated. • Ideas are generally in a logical order. • Details or examples support each important idea or point. • All facts are substantiated, and sources are cited. • Visual aids, if used, are appropriate to the research presented. • Descriptive word choices help the report. • Report contains few mistakes in grammar or usage. • Report is engaging to the audience and tuned to the subject and audience.
• Face is expressive most of the time. • Eye contact made with all segments of audience.	• The report demonstrates a basic understanding of the assignment. • An adequate understanding of the subject is demonstrated. • Report demonstrates an adequate purpose and focus. • A main idea, topic, or thesis is implied. • Ideas are usually in a logical order, but not always. • Details or examples are used, but not for each important idea or point. • Almost all facts are substantiated and sourced, but not every one. • Visual aids, if used, are usually appropriate to the research, but not always. • Descriptive word choices are attempted. • There are mistakes in grammar or usage, but not enough to interfere with meaning. • Report is generally engaging and appropriate to the subject and audience, but not always.
• Face is infrequently expressive. • Eye contact is haphazard and not sustained.	• The report demonstrates some understanding of the assignment, but it is not complete. • An incomplete understanding of the subject is demonstrated. • Report demonstrates a limited purpose and focus. • A main idea, topic, or thesis is suggested, but it is unclear. • Ideas may be incomplete or not in a logical order. • Details or examples are used only occasionally. • Some facts are substantiated and sourced, but too many are undocumented. • Visual aids, if used, are sometimes irrelevant to the research presentation. • Descriptive words are used only occasionally. • Some mistakes in grammar or usage occasionally are distracting. • Report is interesting but not always appropriate to the subject and audience.
• Face is inexpressive. • Eye contact is rare.	• The report demonstrates little understanding of the assignment. • An incomplete and sometimes inaccurate understanding of the subject is demonstrated. • Report demonstrates only a vague purpose and focus. • A main idea, topic, or thesis is hard to determine. • Ideas are incomplete and in an illogical order. • Details or examples may be attempted but are generally inappropriate. • Few facts are substantiated and sourced. • Visual aids, if used, are often irrelevant to the research presentation. • Few descriptive words are attempted. • The audience is distracted by frequent mistakes in grammar or usage. • Report is rarely engaging and often inappropriate to the subject and audience.
• There is little or no expression—face is uninvolved. • Little or no eye contact with audience.	• The assignment is not understood. • The report's subject is not understood. • No purpose or focus is evident. • No main idea, topic, or thesis is evident. • Ideas are incomplete and presented randomly. • Details or examples are not given, and no facts are substantiated. • Visual aids, if used, are irrelevant to the research presentation. • No descriptive words are used. • Mistakes in grammar and usage are completely distracting. • Report is not engaging inappropriate to the subject and audience.

Speaking, Listening, and Viewing Rubric:
Delivering a Multimedia Presentation

	Stance & Posture	Handling of A/V Tools & Gestures	Vocal Variety
6	• Stance is alert and in tune with vocal delivery. • Stance and posture enhance the persuasive message.	• Use of audio/visual components is fluid and does not detract from message delivery. • Gestures complement verbal message.	• Pitch, rate, and volume vary as arguments and evidence are presented. • Pitch, rate, volume, and quality are appropriate, enthusiastic, and conversational in tone. • There are no vocalized pauses (um, like, etc.). • The speech contains no mispronunciations.
5	• Stance is in tune with vocal delivery. • Stance and posture generally assist the persuasive message.	• Use of audio/visual components is not fluid but does not detract from message delivery. • Gestures are attempted when appropriate.	• Pitch, rate, and volume vary somewhat. • Pitch, rate, volume, and quality are generally appropriate, with some effort at conversational tone. • There are few vocalized pauses but not enough to break the flow of the speech. • The speech contains few mispronunciations.
4	• Stands straight throughout presentation.	• Consults audio/visual components but use is generally appropriate and not overly reliant. • Attempts to gesture when appropriate.	• Pitch, rate, and volume vary only a little. • Some effort at conversational tone is made. • Some vocalized pauses may hinder the flow of the speech. • Some mispronunciations may detract from message.
3	• Some shifting of weight occurs during presentation.	• Relies to a degree on audio/visual components; some content insecurity is evident; some visual-component use is inappropriate (e.g., a hand-held photo is displayed and not passed through the audience). • Only a few gestures are used.	• There is little variety in pitch, rate, and volume. • Conversational tone is rare. • Some vocalized pauses break the flow of the speech. • Frequent mispronunciations detract from message.
2	• Frequent shifting of weight occurs during presentation.	• Overly reliant on audio/visual components and delivery is unsure; component use is inappropriate. • Gestures are rarely used.	• Speaks in a partial monotone, at a low volume, or too fast or too slow. • Natural rhythm is lacking. • Frequent vocalized pauses break the flow of the speech. • Frequent mispronunciations detract from message.
1	• Shifts weight from foot to foot throughout presentation. • Slumped or slouching throughout presentation.	• Is completely reliant on audio/visual components—reading the PowerPoint, for example. • Delivery is stumbling. • No gestures are used; hand is in pocket or fidgeting.	• Speaks in a monotone, at a low volume, or too fast or too slow. • There is no natural rhythm. • Frequent vocalized pauses break the flow of the speech. • Frequent mispronunciations detract from message.

Facial Expression & Eye Contact	Content of Presentation
• Face is animated and attuned to persuasive content. • Eye contact is comprehensive, direct, and sustained.	• The presentation demonstrates a clear, complete understanding of the assignment. • A thorough, specific understanding of the subject is demonstrated. • Presentation demonstrates a very clear, explicit purpose and focus. • A main idea, topic, or thesis is clearly stated. • Presentation includes an attention-getting introduction, strong body, and clear, logical conclusion. • Well-chosen details or examples support each important idea or point. • Audio/visual components are seamlessly integrated and perfectly adapted to presentation content (e.g., samples of music with photos of performing artist). • Vivid, precise descriptive word choices strengthen the presentation. • Presentation contains no mistakes in grammar or usage. • Presentation is highly engaging and precisely tuned to the subject and audience.
• Face reflects the persuasive content of the speech. • Eye contact is comprehensive, and direct.	• The presentation demonstrates a clear understanding of the assignment. • A good understanding of the subject is demonstrated. • Presentation demonstrates a clear purpose and focus. • A main idea, topic, or thesis is stated. • Presentation includes a good introduction, good body, and logical conclusion. • Details or examples support each important idea or point. • Audio/visual components are well adapted to presentation content. • Descriptive word choices help the presentation. • Presentation contains few mistakes in grammar or usage. • Presentation is engaging and tuned to the subject and audience.
• Face is expressive most of the time. • Eye contact made with all segments of audience.	• The presentation demonstrates a basic understanding of the assignment. • An adequate understanding of the subject is demonstrated. • Presentation demonstrates an adequate purpose and focus. • A main idea, topic, or thesis is implied. • Presentation includes an introduction, body, and conclusion. • Details or examples are used, but not for each important idea or point. • Audio/visual components are integrated by not always appropriately. • Descriptive word choices are attempted. • There are mistakes in grammar or usage, but not enough to interfere with meaning. • Presentation is generally engaging and appropriate to the subject and audience, but not always.
• Face is infrequently expressive. • Eye contact is haphazard and not sustained.	• The presentation demonstrates some understanding of the assignment, but it is not complete. • An incomplete understanding of the subject is demonstrated. • Presentation demonstrates a limited purpose and focus. • A main idea, topic, or thesis is suggested, but it is unclear. • Presentation lacks an introduction, body, or conclusion. • Details or examples are used only occasionally. • Audio/visual components do not always make sense in the context of the presentation. • Descriptive words are used only occasionally. • Some mistakes in grammar or usage occasionally are distracting. • Presentation is somewhat engaging but not always appropriate to the subject or audience.
• Face is inexpressive. • Eye contact is rare.	• The presentation demonstrates little understanding of the assignment. • Understanding is incomplete and sometimes inaccurate. • Presentation demonstrates only a vague purpose and focus. • A main idea, topic, or thesis is hard to determine. • Presentation lacks more than one part: introduction, body, or conclusion. • Details or examples may be attempted but are generally inappropriate. • A/V components are generally inappropriate to the context of the presentation. • Few descriptive words are attempted. • The audience is distracted by frequent mistakes in grammar or usage. • Presentation is rarely engaging and often inappropriate to the subject and audience.
• There is little or no expression—face is uninvolved. • Little or no eye contact with audience.	• The assignment is not understood. • The presentation's subject is not understood. • No purpose or focus is evident. • No main idea, topic, or thesis is evident. • No discernible introduction, body, or conclusion is evident. • Details or examples are not given. • Either audio or visual portion of the multimedia presentation is absent. • No descriptive words are used. • Mistakes in grammar and usage are completely distracting. • Presentation is not engaging and inappropriate to the subject and audience.

Speaking, Listening, and Viewing Rubric:
Delivering a Persuasive Presentation

	Stance & Posture	Handling of Note Cards, Visual Aids, & Gestures	Vocal Variety
6	• Stance is alert and in tune with vocal delivery. • Stance and posture enhance the persuasive message.	• Use of cards is fluid and does not detract from message delivery. • Gestures complement verbal message. • Visual aids are presented smoothly and without any interruption in the flow of the speech.	• Pitch, rate, and volume vary as arguments and evidence are presented. • Pitch, rate, volume, and quality are appropriate, enthusiastic, and conversational in tone. • There are no vocalized pauses (um, like, etc.). • The speech contains no mispronunciations.
5	• Stance is in tune with vocal delivery. • Stance and posture generally assist the persuasive message.	• Use of cards is not fluid but does not detract from message delivery. • Gestures are attempted when appropriate. • Visual aids are presented without hindering the flow of the speech.	• Pitch, rate, and volume vary somewhat. • Pitch, rate, volume, and quality are generally appropriate, with some effort at conversational tone. • There are few vocalized pauses but not enough to break the flow of the speech. • The speech contains few mispronunciations.
4	• Stands straight throughout presentation.	• Consults cards but is not overly reliant. • Attempts to gesture when appropriate. • Visual aids are presented but may break the flow of the speech.	• Pitch, rate, and volume vary only a little. • Some effort at conversational tone is made. • Some vocalized pauses may hinder the flow of the speech. • Some mispronunciations may detract from message.
3	• Some shifting of weight occurs during presentation.	• Reads from cards as often as not; some content insecurity is evident. • Only a few gestures are used. • Visual aids are presented somewhat clumsily, as if they have little relation to the presentation.	• There is little variety in pitch, rate, and volume. • Conversational tone is rare. • Some vocalized pauses break the flow of the speech. • Frequent mispronunciations detract from message.
2	• Frequent shifting of weight occurs during presentation.	• Reads from cards more frequently than not and delivery is unsure. • Gestures are rarely used. • Visual aids interrupt the presentation more than they enhance it.	• Speaks in a partial monotone, at a low volume, or too fast or too slow. • Natural rhythm is lacking. • Frequent vocalized pauses break the flow of the speech. • Frequent mispronunciations detract from message.
1	• Shifts weight from foot to foot throughout presentation. • Slumped or slouching throughout presentation.	• Is completely reliant on notes—reading the speech. • Delivery is stumbling. • No gestures are used; hand is in pocket or fidgeting. • No visual aids are used.	• Speaks in a monotone, at a low volume, or too fast or too slow. • There is no natural rhythm. • Frequent vocalized pauses break the flow of the speech. • Frequent mispronunciations detract from message.

Facial Expression & Eye Contact	Content of Persuasive Presentation
• Face is animated and attuned to persuasive content. • Eye contact is comprehensive, direct, and sustained.	• The presentation demonstrates a clear, complete understanding of the assignment. • Presentation does not deviate from a very clear, explicit purpose and focus. • Well-chosen details or examples support each important idea or point. • Logic, emotion, and ethics are all used as appeals. • Presentation includes an attention-getting introduction, strong body, and clear, logical conclusion that persuades the listener. • Visual aids are seamlessly integrated and perfectly adapted to content (e.g., samples of music with photographs of performing artist). • Presentation contains no mistakes in grammar or usage. • Presentation is highly engaging to the audience and precisely tuned to the subject—it sells. • Presentation is exactly tuned to the audience. • Audience is given clear action step that favors the message of the presentation.
• Face reflects the persuasive content of the speech. • Eye contact is comprehensive, and direct.	• The presentation demonstrates a clear understanding of the assignment. • Presentation has clear purpose and focus. • Details or examples support the important ideas. • At least two of the basic persuasive appeals—logic, emotion, or ethic—are used. • Presentation includes an introduction, body, and logical conclusion that persuade the listener. • Visual aids are adapted to presentation content. • Presentation contains few mistakes in grammar or usage. • Presentation is engaging to the audience and tuned to the subject. • Presentation is generally tuned to the audience. • Audience action is suggested.
• Face is expressive most of the time. • Eye contact made with all segments of audience.	• The presentation demonstrates a basic understanding of the assignment. • Presentation has a purpose and focus, but it is not always explicit. • Some details or examples support the ideas, but they may not be convincing. • Logic, emotion, or ethics may be used as appeals, but not all. • Presentation includes an identifiable introduction, body, and conclusion. • Visual aids are generally adapted to presentation content, but not always. • Presentation contains some mistakes in grammar or usage, but not enough to interfere with meaning. • Presentation is generally engaging and appropriate to the subject. • Presentation is mostly appropriate to the audience, but not always. • Unlikely action is suggested.
• Face is infrequently expressive. • Eye contact is haphazard and not sustained.	• The speech demonstrates some understanding of the assignment, but it is not complete. • The purpose and focus of the presentation is vague. • Few details or examples support the important ideas, and only a few are effective. • Only one appeal—logic, emotion, or ethics—is used. • Presentation includes an introduction, body, and conclusion, but they are not easily recognized. • Visual aids are used but are not integrated with the persuasive message. • Some mistakes in grammar or usage occasionally are distracting. • Presentation is somewhat engaging but not always appropriate to the subject. • Presentation is only occasionally appropriate to the audience. • Impractical, implausible action is suggested.
• Face is inexpressive. • Eye contact is rare.	• The speech demonstrates little understanding of the assignment. • The presentation has little focus or purpose. • Almost no reasons and supporting evidence are presented. • The appeal is unclear. • No beginning, middle, or end can be seen. • Visual aids are irrelevant. • Few reasons and supporting evidence are presented. • Appeal is unclear. • The audience is distracted by frequent mistakes in grammar or usage. • Presentation is rarely engaging and often not always appropriate to the subject. • Presentation is often inappropriate to the audience. • No clear action is suggested.
• There is little or no expression—face is uninvolved. • Little or no eye contact with audience.	• The assignment is not understood. • The presentation has no focus. • No reasons and supporting evidence are presented. • No appeal is given. • The presentation has no discernible beginning, middle, or end. • No visual aids are used. • Mistakes in grammar and usage are completely distracting. • Presentation is dull and inappropriate to the subject and audience. • No action is suggested.

Speaking, Listening, and Viewing Rubric:
Delivering a Persuasive Speech

	Stance & Posture	Handling of Note Cards, Visual Aids, & Gestures	Vocal Variety
6	• Stance is alert and in tune with vocal delivery. • Stance and posture enhance the persuasive message.	• Use of cards is fluid and does not detract from message delivery. • Gestures complement verbal message. • Visual aids are presented smoothly and without any interruption in the flow of the speech.	• Pitch, rate, and volume vary as arguments and evidence are presented. • Pitch, rate, volume, and quality are appropriate, enthusiastic, and conversational in tone. • There are no vocalized pauses (um, like, etc.). • The speech contains no mispronunciations.
5	• Stance is in tune with vocal delivery. • Stance and posture generally assist the persuasive message.	• Use of cards is not fluid but does not detract from message delivery. • Gestures are attempted when appropriate. • Visual aids are presented without hindering the flow of the speech.	• Pitch, rate, and volume vary somewhat. • Pitch, rate, volume, and quality are generally appropriate, with some effort at conversational tone. • There are few vocalized pauses but not enough to break the flow of the speech. • The speech contains few mispronunciations.
4	• Stands straight throughout presentation.	• Consults cards but is not overly reliant. • Attempts to gesture when appropriate. • Visual aids are presented but may break the flow of the speech.	• Pitch, rate, and volume vary only a little. • Some effort at conversational tone is made. • Some vocalized pauses may hinder the flow of the speech. • Some mispronunciations may detract from message.
3	• Some shifting of weight occurs during presentation.	• Reads from cards as often as not; some content insecurity is evident. • Only a few gestures are used.	• There is little variety in pitch, rate, and volume. • Conversational tone is rare. • Some vocalized pauses break the flow of the speech. • Frequent mispronunciations detract from message.
2	• Frequent shifting of weight occurs during presentation.	• Reads from cards more frequently than not and delivery is unsure. • Gestures are rarely used.	• Speaks in a partial monotone, at a low volume, or too fast or too slow. • Natural rhythm is lacking. • Frequent vocalized pauses break the flow of the speech. • Frequent mispronunciations detract from message.
1	• Shifts weight from foot to foot throughout presentation. • Slumped or slouching throughout presentation.	• Is completely reliant on notes—reading the speech. • Delivery is stumbling. • No gestures are used; hand is in pocket or fidgeting.	• Speaks in a monotone, at a low volume, or too fast or too slow. • There is no natural rhythm. • Frequent vocalized pauses break the flow of the speech. • Frequent mispronunciations detract from message.

Facial Expression & Eye Contact	Content of Persuasive Presentation
• Face is animated and attuned to persuasive content. • Eye contact is comprehensive, direct, and sustained.	• The speech demonstrates a clear, complete understanding of the assignment. • Opposing viewpoints are clearly presented. • One side of the debate is chosen and the position is clarified. • Reasons and supporting evidence are presented in logical order. • Rhetorical devices strengthen the argument. • Logic, emotion, and ethics are all used as appeals. • Counterarguments are respectfully rebutted. • Audience is given clear action step.
• Face reflects the persuasive content of the speech. • Eye contact is comprehensive, and direct.	• The speech demonstrates a clear understanding of the assignment. • Opposing viewpoints are presented. • One side of the debate is clearly chosen. • Reasons and supporting evidence are presented. • Rhetorical devices are used. • Logic, emotion, and/or ethics may be used as appeals. • Counterarguments are acknowledged. • Audience action is suggested.
• Face is expressive most of the time. • Eye contact made with all segments of audience.	• The speech demonstrates a basic understanding of the assignment. • Opposing viewpoints are noted. • Chosen side of the debate may not be clear. • Some reasons and supporting evidence are presented. • Some rhetorical devices are used. • Logic, emotion, or ethics may be used as appeals, but not all. • Counterarguments are addressed, but in passing. • Impractical action is suggested.
• Face is infrequently expressive. • Eye contact is haphazard and not sustained.	• The speech demonstrates some understanding of the assignment, but it is not complete. • Opposing viewpoints are unclear. • Chosen side of the debate is unclear. • Few reasons and supporting evidence are presented. • Few rhetorical are devices used. • Only one appeal, logic, emotion, or ethics, is used. • Counterarguments are barely noted. • Impractical, implausible action is suggested.
• Face is inexpressive. • Eye contact is rare.	• The speech demonstrates little understanding of the assignment. • Opposing viewpoints are not mentioned. • Chosen side of the debate is unclear. • Few reasons and supporting evidence are presented. • No rhetorical devices are used. • Appeal is unclear. • Counterarguments are not mentioned. • No clear action is suggested.
• There is little or no expression—face is uninvolved. • Little or no eye contact with audience.	• The assignment is not understood. • Opposing viewpoints are not mentioned. • Chosen side of the debate is unclear. • No reasons and supporting evidence are presented. • No rhetorical devices are used. • No appeal is given. • No counterarguments are noted. • No action is suggested.

Speaking, Listening, and Viewing Rubric:
Delivering an Art or Photo Essay

	Stance & Posture	Handling of Note Cards, Visual Aids, & Gestures	Vocal Variety
6	• Stance is alert and in tune with vocal delivery. • Stance and posture enhance the persuasive message.	• Use of cards is fluid and does not detract from message delivery. • Gestures complement verbal message. • Photographs or artworks are presented smoothly and without any interruption in the flow of the speech.	• Pitch, rate, and volume vary as arguments and evidence are presented. • Pitch, rate, volume, and quality are appropriate, enthusiastic, and conversational in tone. • There are no vocalized pauses (um, like, etc.). • The speech contains no mispronunciations.
5	• Stance is in tune with vocal delivery. • Stance and posture generally assist the persuasive message.	• Use of cards is not fluid but does not detract from message delivery. • Gestures are attempted when appropriate. • Photographs/artworks are presented without hindering the flow of the speech.	• Pitch, rate, and volume vary somewhat. • Pitch, rate, volume, and quality are generally appropriate, with some effort at conversational tone. • There are few vocalized pauses but not enough to break the flow of the speech. • The speech contains few mispronunciations.
4	• Stands straight throughout presentation.	• Consults cards but is not overly reliant. • Attempts to gesture when appropriate. • Photographs/artworks are presented but may break the flow of the essay.	• Pitch, rate, and volume vary only a little. • Some effort at conversational tone is made. • Some vocalized pauses may hinder the flow of the speech. • Some mispronunciations may detract from message.
3	• Some shifting of weight occurs during presentation.	• Reads from cards as often as not; some content insecurity is evident. • Only a few gestures are used. • Photographs/artworks are presented somewhat clumsily, as if they have little relation to the essay.	• There is little variety in pitch, rate, and volume. • Conversational tone is rare. • Some vocalized pauses break the flow of the speech. • Frequent mispronunciations detract from message.
2	• Frequent shifting of weight occurs during presentation.	• Reads from cards more frequently than not and delivery is unsure. • Gestures are rarely used. • Photographs/artworks are displayed poorly or too small to be seen	• Speaks in a partial monotone, at a low volume, or too fast or too slow. • Natural rhythm is lacking. • Frequent vocalized pauses break the flow of the speech. • Frequent mispronunciations detract from message.
1	• Shifts weight from foot to foot throughout presentation. • Slumped or slouching throughout presentation.	• Is completely reliant on notes—reading the speech. • Delivery is stumbling. • No gestures are used; hand is in pocket or fidgeting. • No photographs or artworks are displayed.	• Speaks in a monotone, at a low volume, or too fast or too slow. • There is no natural rhythm. • Frequent vocalized pauses break the flow of the speech. • Frequent mispronunciations detract from message.

Facial Expression & Eye Contact	Content of Persuasive Presentation
• Face is animated and attuned to persuasive content. • Eye contact is comprehensive, direct, and sustained.	• The essay demonstrates a clear, complete understanding of the assignment. • The photos/artworks selected reflect a clear thematic unity that creates a compelling, meaningful whole. • The essay is highly engaging and informative. • The essay places the photographs/artworks clearly within an historical or personal context, with brief biographic information seamlessly presented. • Presentation includes an attention-getting introduction, strong body, and clear, powerful conclusion. • Examples of photos/artworks are seamlessly displayed as part of the essay, either in sizes that can be seen from a distance or passed out to the audience as a natural part of the presentation. • Essay contains no mistakes in grammar or usage. • Essay is highly engaging to the audience and precisely tuned to the subject. • Essay is exactly tuned to the audience.
• Face reflects the persuasive content of the speech. • Eye contact is comprehensive, and direct.	• The essay demonstrates a clear understanding of the assignment. • The photos/artworks selected reflect a clear, meaningful thematic unity. • The essay is engaging and informative. • The essay places the photographs/artworks within an historical or personal context, with brief biographic information included. • Presentation includes an introduction, body, and clear conclusion. • Examples of photographs/artworks are effectively displayed as part of the essay. • Essay contains few mistakes in grammar or usage. • Essay is engaging to the audience and tuned to the subject. • Essay is generally tuned to the audience.
• Face is expressive most of the time. • Eye contact made with all segments of audience.	• The essay demonstrates a basic understanding of the assignment. • The photos/artworks selected reflect a thematic unity, but it may not be consistent or complete. • The essay is informative but not compelling. • The essay suggests an historical or personal context but does not explain it, with some biographic information included. • Presentation includes an identifiable introduction, body, and conclusion. • Examples of photographs/artworks are displayed but could be used more effectively. • Essay contains some mistakes in grammar or usage, but not enough to interfere with meaning. • Essay is generally engaging to the audience and appropriate to the subject. • Essay is mostly appropriate to the audience, but not always.
• Face is infrequently expressive. • Eye contact is haphazard and not sustained.	• The essay demonstrates an understanding of the assignment, but it is not complete. • The selection of photos/artworks may not be connected by an explicit theme. • The essay is confusing and unclear at times. • The essay implies a context but does not explain it, and biographic information may be missing. • Presentation includes an introduction, body, and conclusion, but they are not clearly identified. • Examples of photographs/artworks may not be effectively used. • Some mistakes in grammar or usage occasionally are distracting. • Essay is somewhat engaging but not always appropriate to the subject. • Essay is only occasionally appropriate to the audience.
• Face is inexpressive. • Eye contact is rare.	• The essay demonstrates little understanding of the assignment. • The selection of photos/artworks is not connected by an explicit theme. • The essay is generally confusing and unclear. • The essay does not explain the context and lacks biographic information. • No beginning, middle, and end are clear. • Examples of photographs/artworks are not effectively used. • The audience is distracted by frequent mistakes in grammar or usage. • Essay is rarely engaging and often inappropriate to the subject. • Essay is often inappropriate to the audience.
• There is little or no expression—face is uninvolved. • Little or no eye contact with audience.	• The assignment is not understood. • The photos/artworks are not related to one another or the theme of the essay. • The essay is confusing and unclear. • No context or biographic information is given. • The essay has no discernible beginning, middle, or end. • Examples of photographs/artworks are not used. • Mistakes in grammar and usage are completely distracting. • Essay is not engaging or appropriate to the subject. • Essay is inappropriate to the audience.

Speaking, Listening, and Viewing Rubric:
Delivering an Oral Interpretation of a Short Story

	Stance & Posture	Handling of Notebook & Gestures	Vocal Variety
6	• Stance is alert and in tune with vocal delivery. • Stance and posture enhance the oral interpretation of the short story, adding variety and augmenting characterizations.	• Use of notebook is fluid and does not detract from oral interpretation. • Gestures complement verbal delivery of interpretation and add dramatic emphasis. • Highly appropriate physical actions exactly complement the story content or enactment.	• Pitch, rate, volume and tone quality vary to add dramatic power to the story and create vivid, distinct characterizations. • Pitch, rate, volume, and quality are appropriate to narrative content and conversational in tone. • There are no vocalized pauses (um, like, etc.). • The narrative contains no mispronunciations.
5	• Stance is in tune with vocal delivery. • Stance and posture generally assist the oral interpretation of the short story and aid characterizations.	• Use of notebook is not fluid but does not detract from oral interpretation. • Gestures are attempted when appropriate. • Physical actions generally complement the story content or enactment.	• Pitch, rate, and volume vary somewhat and add dramatic texture to the narrative at times, helping to create distinct characterizations. • Pitch, rate, volume, and quality are generally appropriate, with some effort at a conversational tone. • There are a few vocalized pauses but not enough to break the flow of the narrative. • The narrative contains few mispronunciations.
4	• Stands straight throughout narrative. • Stance and posture vary somewhat to support the oral interpretation of the short story.	• Consults notebook but is not overly reliant. • Attempts to gesture when appropriate. • Physical actions sometimes complement the story content or enactment, but not always.	• Pitch, rate, and volume vary only a little and add little support to the dramatic strengths of the narrative; characterizations are not always clearly separate. • Some effort at a conversational tone is made. • Some vocalized pauses may hinder the flow of the narrative. • Some mispronunciations may detract from narrative.
3	• Some shifting of weight occurs during narrative. • Stance and posture vary little to support the oral interpretation of the short story.	• Reads from notebook often; some uncertainty is evident. • Only a few gestures are used. • Physical actions only occasionally complement the story content. or may be inappropriate to the material	• There is little variety in pitch, rate, and volume, and characterizations are indistinct. • Conversational tone is rare. • Some vocalized pauses break the flow of the narrative. • Frequent mispronunciations detract from the narrative.
2	• Frequent shifting of weight occurs during narrative. • Stance and posture rarely relate to the oral interpretation of the short story.	• Reads from notebook more frequently than not and delivery is unsure. • Gestures are rarely used. • Physical actions only rarely complement the content of the story and are inappropriate to the material.	• Speaks in a partial monotone, at a low volume, or too fast or too slow; individual characters in the story cannot be discerned. • Natural rhythm is lacking. • Frequent vocalized pauses break the flow of the narrative. • Frequent mispronunciations distract the listener.
1	• Shifts weight from foot to foot throughout presentation. • Slumped or slouching throughout story.	• Is completely reliant on notebook—reading the short story. • Delivery is stumbling. • No gestures are used, hand is in pocket or fidgeting. • Physical storytelling is not used.	• Speaks in a monotone, at a low volume, or too fast or too slow; no characterization is attempted. • There is no natural rhythm. • Frequent vocalized pauses interrupt the narrative. • Frequent mispronunciations interfere with meaning.

Facial Expression & Eye Contact	Content of Narrative

• Face is animated and attuned to the content of the story, dramatically developing distinct, easily recognizable characters.
• Eye contact is comprehensive, direct, and sustained.
	• The interpretation demonstrates a clear, complete understanding of the assignment.
	• A thorough, sensitive understanding of the story content is demonstrated.
	• Characters and events are fully realized and interpreted, with separate voices adopted to perfectly suit the personality and vocal qualities of the characters.
	• Interpretive technique is highly engaging to the audience and precisely tuned to the story content:
	  • First person, main character interpretations display the viewpoint and personality of the main character—the story is acted out as a first-person narrative.
	  • First person, observer interpretations take on the relatively objective voice of an observer rather than a participant in the story, but still with a distinct personality that differs from the speaker's.
	  • Third person interpretations expose the speaker's own vocal qualities in an objective narration, a detached commentator instead of a participant in the story.
	• Interpretation is exactly tuned to the audience.

• Face reflects the content of the story and varies to form clear distinctions between characters.
• Eye contact is comprehensive, and direct.
	• The interpretation demonstrates a clear understanding of the assignment.
	• A complete understanding of the story content is demonstrated.
	• Characters and events are distinct and interpreted, with separate voices for separate characters.
	• Interpretive technique is engaging to the audience and tuned to the story content:
	  • First person, main character interpretations display a single personality—the story is generally acted out as a first-person narrative.
	  • First person, observer interpretations take on the relatively objective voice of an observer rather than a participant in the story.
	  • Third person interpretations are formatted as an objective narration.
	• Interpretation is generally tuned to the audience.

• Face is expressive most of the time, and separate characters can be identified.
• Eye contact made with all segments of audience.
	• The interpretation demonstrates a basic understanding of the assignment.
	• A basic understanding of the story content is demonstrated.
	• Characters and events are generally realized and interpreted, but plot and character distinctions may sometimes blur.
	• Interpretive technique is generally engaging and tuned to the story content:
	  • First person, main character interpretations generally display the viewpoint of the main character but may shift into "observer" or detached delivery without a clear personality.
	  • First person, observer interpretations take on an objective, detached voice but may not be entirely separate from the speaker's.
	  • Third person interpretations are objective and detached but may shift slightly from interpretation into straightforward reading.
	• Interpretation is mostly appropriate to the audience, but not always.

• Face is infrequently expressive, and characters are not always discrete.
• Eye contact is haphazard and not sustained.
	• The interpretation demonstrates some understanding of the assignment, but it is not complete.
	• A general but incomplete understanding of the story content is demonstrated.
	• Characters and events are not fully realized and interpreted, and plot and character distinctions are often unclear.
	• Interpretive technique is sometimes engaging and tuned to the story content, but not always:
	  • First person, main character interpretations suggest the viewpoint of the main character without establishing a clear personality.
	  • First person, observer interpretations are mostly objective but not clearly separate from the speaker—no character is created.
	  • Third person narrations are less interpreted than read aloud.
	• Interpretation is only occasionally appropriate to the audience.

• Face is inexpressive and separate characters cannot be identified. • Eye contact is rare.	• The interpretation demonstrates little understanding of the assignment. • An incomplete and sometimes inaccurate understanding of the story content is demonstrated. • Characters and events are only weakly interpreted, with unclear plot and character distinctions. • Interpretive technique is not engaging or tuned to the story content; little distinction in narrative voice can be discerned, irrespective of the story. • Interpretation is often inappropriate to the audience.
• There is little or no expression—face is uninvolved. • Little or no eye contact with audience.	• The assignment is not understood. • Story content is not understood. • Characters and events are not interpreted. • Interpretive technique is not used; the story is read aloud. • Presentation is inappropriate to the audience.

Speaking, Listening, and Viewing Rubric:
Delivering an Oral Interpretation of a Poem

	Stance & Posture	Handling of Notebook & Gestures	Vocal Variety
6	• Stance is alert and in tune with vocal delivery. • Stance and posture enhance the oral interpretation of the poem, adding variety and augmenting characterizations.	• Use of notebook is fluid and does not detract from oral interpretation. • Gestures complement verbal delivery of interpretation and add dramatic emphasis. • Highly appropriate physical actions exactly complement the poem content and rhythm.	• Pitch, rate, volume and tone quality vary to add dramatic power to the poem and create a musical interpretation of the poem. • Pitch, rate, volume, and quality are appropriate to narrative content and conversational in tone. • There are no vocalized pauses (um, like, etc.). • The narrative contains no mispronunciations.
5	• Stance is in tune with vocal delivery. • Stance and posture generally assist the oral interpretation of the poem and aid characterizations.	• Use of notebook is not fluid but does not detract from oral interpretation. • Gestures are attempted when appropriate. • Physical actions generally complement the poem content and rhythm.	• Pitch, rate, and volume vary somewhat and add dramatic texture to the poem at times, with an appealing sense of rhythm and timing. • Pitch, rate, volume, and quality are generally appropriate, with some effort at a conversational tone. • There are a few vocalized pauses but not enough to break the flow of the narrative. • The narrative contains few mispronunciations.
4	• Stands straight throughout narrative. • Stance and posture vary somewhat to support the oral interpretation of the poem.	• Consults notebook but is not overly reliant. • Attempts to gesture when appropriate. • Physical actions sometimes complement the poem content, but not always; rhythm need a little more interpretation and sensitivity.	• Pitch, rate, and volume vary only a little and add little support to the dramatic strengths of the poem; rhythm and timing could be more varied or consistent with poem content. • Some effort at a conversational tone is made. • Some vocalized pauses may hinder the flow of the narrative. • Some mispronunciations may detract from narrative.
3	• Some shifting of weight occurs during narrative. • Stance and posture vary little to support the oral interpretation of the poem.	• Reads from notebook often; some uncertainty is evident. • Only a few gestures are used. • Physical actions only occasionally complement the poem content or may be inappropriate to the material.	• There is little variety in pitch, rate, and volume, and the poem's internal rhythm is not exploited. • Conversational tone is rare. • Some vocalized pauses break the flow of the narrative. • Frequent mispronunciations detract from the narrative.
2	• Frequent shifting of weight occurs during narrative. • Stance and posture rarely relate to the oral interpretation of the short story.	• Reads from notebook more frequently than not and delivery is unsure. • Gestures are rarely used. • Physical actions only rarely complement the content of the poem and are inappropriate to the material.	• Speaks in a partial monotone, at a low volume, or too fast or too slow; poem's internal rhythm cannot be discerned. • Natural rhythm is lacking. • Frequent vocalized pauses break the flow of the narrative. • Frequent mispronunciations distract the listener.
1	• Shifts weight from foot to foot throughout presentation. • Slumped or slouching throughout story.	• Is completely reliant on notebook—reading the short story. • Delivery is stumbling. • No gestures are used, hand is in pocket or fidgeting. • Physical interpretation is not used.	• Speaks in a monotone, at a low volume, or too fast or too slow; poetic rhythm is absent. • There is no natural rhythm. • Frequent vocalized pauses interrupt the narrative. • Frequent mispronunciations interfere with meaning.

Facial Expression & Eye Contact	Content of Narrative

• Face is animated and attuned to the content of the story, dramatically developing distinct, easily recognizable characters.
• Eye contact is comprehensive, direct, and sustained.
	• The interpretation demonstrates a clear, complete understanding of the assignment.
	• A thorough, sensitive understanding of the poem's meaning is demonstrated.
	• The poem's drama and emotionally charged language are fully realized and interpreted, as appropriate to the material.
	• Interpretive technique is highly engaging to the audience and precisely tuned to the poem content:
	  • Rhythm and rhyme are perfectly interpreted and highly appropriate to the material to the point of creating an almost musical interpretation.
	  • Punctuation and line length are precisely interpreted, with no inappropriate pauses or breaks.
	  • Figurative language and sensory images are delivered with exceptional sensitivity and dramatic timing.
	• Interpretation is exactly tuned to the audience.

• Face reflects the content of the story and varies to form clear distinctions between characters.
• Eye contact is comprehensive, and direct.
	• The interpretation demonstrates a clear understanding of the assignment.
	• A complete understanding of the poem's meaning is demonstrated.
	• The poem's drama and emotionally charged language are well interpreted, as appropriate to the material.
	• Interpretive technique is engaging to the audience and tuned to the poem content:
	  • Rhythm and rhyme are interpreted appropriately to the material.
	  • Interpretation has no inappropriate pauses or breaks.
	  • Figurative language and sensory images are delivered and timed well.
	• Interpretation is generally tuned to the audience.

• Face is expressive most of the time, and separate characters can be identified.
• Eye contact made with all segments of audience.
	• The interpretation demonstrates a basic understanding of the assignment.
	• A basic understanding of the poem's meaning is demonstrated.
	• The poem's drama and emotionally charged language are generally interpreted, but occasionally may not be entirely appropriate to the material.
	• Interpretive technique is generally engaging and tuned to the poem content:
	  • Interpretations of rhythm and rhyme are mostly appropriate.
	  • Interpretation has few inappropriate pauses or breaks.
	  • Figurative language and sensory images are delivered clearly.
	• Interpretation is mostly appropriate to the audience, but not always.

• Face is infrequently expressive, and characters are not always discrete.
• Eye contact is haphazard and not sustained.
	• The interpretation demonstrates some understanding of the assignment, but it is not complete.
	• A general but incomplete or inaccurate understanding of the poem's meaning is demonstrated.
	• The poem's language is generally interpreted, but the interpretation may not always be appropriate to the material.
	• Interpretive technique is sometimes engaging and tuned to the poem content, but not always:
	  • Interpretations of rhythm and rhyme are sometimes inappropriate or inaccurate.
	  • Interpretation has a number of inappropriate pauses or breaks.
	  • Figurative language and sensory images are not always delivered clearly.
	• Interpretation is only occasionally appropriate to the audience.

• Face is inexpressive and separate characters cannot be identified.
• Eye contact is rare.
	• The interpretation demonstrates little understanding of the assignment.
	• An incomplete and sometimes inaccurate understanding of the poem's meaning is demonstrated.
	• The poem's language is only weakly interpreted, and the interpretation is not appropriate to the material.
	• Interpretive technique is not engaging or tuned to the poem content:
	  • Interpretations of rhythm and rhyme are inappropriate or inaccurate.
	  • Interpretation has many inappropriate pauses or breaks.
	  • Figurative language and sensory images are not delivered clearly.
	• Interpretation is often inappropriate to the audience.

• There is little or no expression—face is uninvolved. • Little or no eye contact with audience.	• The assignment is not understood. • Poem content is not understood. • The poem's language is not interpreted. • Interpretive technique is not used; the poem is read aloud. • Presentation is inappropriate to the audience.

Speaking, Listening, and Viewing Rubric: Delivering a Critical Review

	Stance & Posture	Handling of Note Cards, Visual Aids, & Gestures	Vocal Variety
6	• Stance is alert and in tune with vocal delivery. • Stance and posture enhance the critical review—the audience wants to agree with the point of view.	• Use of cards is fluid and does not detract from message delivery. • Gestures complement verbal message. • Excerpts or examples are presented smoothly and without any interruption in the flow of the review.	• Pitch, rate, and volume vary as arguments and evidence are presented. • Pitch, rate, volume, and quality are appropriate, enthusiastic, and conversational in tone. • There are no vocalized pauses (um, like, etc.). • The review contains no mispronunciations.
5	• Stance is in tune with vocal delivery. • Stance and posture generally assist the review's message.	• Use of cards is not fluid but does not detract from message delivery. • Gestures are attempted when appropriate. • Excerpts or examples are presented without hindering the flow of the review.	• Pitch, rate, and volume vary somewhat. • Pitch, rate, volume, and quality are generally appropriate, with some effort at conversational tone. • There are few vocalized pauses but not enough to break the flow of the speech. • The speech contains few mispronunciations.
4	• Stands straight throughout the review.	• Consults cards but is not overly reliant. • Attempts to gesture when appropriate. • Excerpts or examples are presented but may break the flow of the review.	• Pitch, rate, and volume vary only a little. • Some effort at conversational tone is made. • Some vocalized pauses may hinder the flow of the speech. • Some mispronunciations may detract from the review.
3	• Some shifting of weight occurs during the review.	• Reads from cards as often as not; some content insecurity is evident. • Only a few gestures are used. • Excerpts or examples are presented somewhat clumsily, as if they have little relation to the review.	• There is little variety in pitch, rate, and volume. • Conversational tone is rare. • Some vocalized pauses break the flow of the review. • Frequent mispronunciations detract from the review.
2	• Frequent shifting of weight occurs during the review.	• Reads from cards more frequently than not and delivery is unsure. • Gestures are rarely used. • Excerpts or examples are introduced poorly or in a way that distracts the audience.	• Speaks in a partial monotone, at a low volume, or too fast or too slow. • Natural rhythm is lacking. • Frequent vocalized pauses break the flow of the review. • Frequent mispronunciations detract from the review.
1	• Shifts weight from foot to foot throughout the review. • Slumped or slouching throughout the review.	• Is completely reliant on notes—reading the review. • Delivery is stumbling. • No gestures are used; hand is in pocket or fidgeting. • Excerpts or examples are not included.	• Speaks in a monotone, at a low volume, or too fast or too slow. • There is no natural rhythm. • Frequent vocalized pauses break the flow of the review. • Frequent mispronunciations detract from the review.

Facial Expression & Eye Contact	Content of Review
• Face is animated and attuned to the nature of the review's content. • Eye contact is comprehensive, direct, and sustained.	• The review demonstrates a clear, complete understanding of the assignment. • The review states a clear, explicit point of view and makes an honest and insightful point about the thing reviewed. • The review includes the title and very clear attribution (e.g., authorship) of the thing reviewed. • The review places the thing reviewed in the context of its genre and critiques it on the basis of a thorough understanding of the genre's key elements. • The review is highly engaging and informative without being a simple summary or revealing the resolution of the thing reviewed. • The review demonstrates exceptional creativity and originality. • Exceptionally apt excerpts or examples from the thing reviewed powerfully support the critical arguments. • Review contains no mistakes in grammar or usage. • Review is highly engaging and precisely tuned to the genre.
• Face reflects the content of the review. • Eye contact is comprehensive and direct.	• The review demonstrates a clear understanding of the assignment. • The review states a clear point of view and a clear point about the thing reviewed. • The review includes the title and attribution (e.g., authorship) of the thing reviewed. • The review is in context of its genre and is based on an understanding of the genre's key elements. • The review is engaging and informative without revealing the resolution of the thing reviewed, but may sound like a simple summary at times. • The review demonstrates good creativity and originality. • Excerpts or examples from the thing reviewed support the critical arguments. • Review contains few mistakes in grammar or usage. • Review is engaging to the audience and tuned to the subject.
• Face is expressive most of the time. • Eye contact made with all segments of audience.	• The review demonstrates a basic understanding of the assignment. • The review states a point of view and makes a point, but it is not always clear. • The review includes the title and attribution (e.g., authorship), but it may not be explicitly emphasized. • The review is in context of its genre, but some of the genre's key elements may not be considered. • The review is informative and does not reveal the resolution of the thing reviewed, but it may sound more like a summary than a review. • The review demonstrates some creativity and originality. • Excerpts or examples generally support the critical arguments, but some are inappropriate. • Review contains some mistakes in grammar or usage, but not enough to interfere with meaning. • Review is generally engaging to the audience and appropriate to the subject.
• Face is infrequently expressive. • Eye contact is haphazard and not sustained.	• The review demonstrates an understanding of the assignment, but it is not complete. • The review may not state a point of view or make a point about the thing reviewed. • The review includes the title but may not make the attribution clear. • The review may not be in context, and some of the genre's key elements are not considered. • The review may not be completely informative and may reveal the resolution of the thing reviewed. • The review demonstrates occasional creativity and originality, but not throughout. • Excerpts or examples only occasionally support the critical arguments, and many are inappropriate. • Some mistakes in grammar or usage occasionally are distracting. • Review is somewhat engaging but not always appropriate to the subject.
• Face is inexpressive. • Eye contact is rare.	• The review demonstrates little understanding of the assignment. • The point of view is not clear, and no explicit point is made about the thing reviewed. • The review includes the title or attribution, but not both. • The review is not in context, and some of the genre's key elements are not considered. • The review is not informative but reveals the resolution of the thing reviewed. • The review demonstrates little creativity or originality. • Excerpts or examples are not appropriate to the critical arguments. • The audience is distracted by frequent mistakes in grammar or usage. • Review is rarely engaging and often inappropriate to the subject.
• There is little or no expression—face is uninvolved. • Little or no eye contact with audience.	• The assignment is not understood. • No point of view is revealed, and no point is made about the thing reviewed. • The review does not give the title or attribution. • The genre of the thing reviewed is not considered. • The review is an uninformative summary that reveals the resolution of the thing reviewed. • The review demonstrates no creativity or originality. • Excerpts or examples are not used. • Mistakes in grammar and usage are completely distracting. • Review is not engaging or appropriate to the subject.

Speaking, Listening, and Viewing Rubric: Conducting a Debate

	Stance & Posture	Handling of Sources & Gestures	Vocal Variety
6	• Stance is alert and in tune with arguments presented. • Stance and posture enhance the argument—speaker appears highly confident and self-assured.	• Use of source is fluid and does not detract from arguments. • Gestures complement vocal delivery and content.	• Pitch, rate, and volume vary as arguments and evidence are presented. • Pitch, rate, volume, and quality are appropriate, enthusiastic, and emphatic in tone. • There are no vocalized pauses (um, like, etc.). • The arguments contain no mispronunciations.
5	• Stance is in tune with vocal delivery. • Stance and posture support argument—speaker appears confident.	• Use of cards is not fluid but does not detract from arguments. • Gestures are attempted when appropriate.	• Pitch, rate, and volume vary somewhat and generally in keeping with the tone of the argument. • Pitch, rate, volume, and quality are generally appropriate, with some effort at emphasis. • There are few vocalized pauses but not enough to break the flow of the arguments. • The arguments contain few mispronunciations.
4	• Stands straight throughout the debate. • Stance and posture often support argument, but not always.	• Consults cards but is not overly reliant. • Attempts to gesture when appropriate.	• Pitch, rate, and volume vary only a little. • Some effort at a conversational tone and strategic emphasis is made. • Some vocalized pauses may hinder the flow of the arguments. • Some mispronunciations may detract from the debater's case.
3	• Some shifting of weight occurs during the debate. • Stance and posture sometimes lack confidence or assurance.	• Reads from cards as often as not; some content insecurity is evident. • Only a few gestures are used.	• There is little variety in pitch, rate, and volume. • Emphasis and conversational rhythm are only occasional. • Some vocalized pauses break the flow of the arguments. • Frequent mispronunciations detract from the case.
2	• Frequent shifting of weight occurs during the debate. • Stance and posture lack confidence or assurance.	• Reads from cards more frequently than not and delivery is unsure. • Gestures are rarely used.	• Speaks in a partial monotone, at a low volume, or too fast or too slow. • Natural rhythm is sporadic, and little emphasis is used. • Frequent vocalized pauses break the flow of the arguments. • Frequent mispronunciations detract from the case.
1	• Shifts weight from foot to foot throughout the debate. • Slumped or slouching throughout the debate. • Stance and posture express lack of confidence.	• Is completely reliant on notes. • Delivery is stumbling. • No gestures are used; hand is in pocket or fidgeting.	• Speaks in a monotone, at a low volume, or too fast or too slow. • There is no natural rhythm. • Frequent vocalized pauses break the flow of the arguments. • Frequent mispronunciations detract from the case.

Facial Expression & Eye Contact	Content and Conduct of Debate
• Face is animated and attuned to the nature of the arguments presented. • Eye contact with audience and opponents is comprehensive and direct.	• Demeanor is respectful toward opponent; arguments are presented reasonably without aggression or attempts at intimidation. • The debate proposition is thoroughly understood. • The debate's key issues have been clearly identified and are thoroughly understood. • Topic research has been carefully conducted, and excellent reasons and evidence have been developed. • A brief for the case has been thoroughly prepared. • Opposing arguments have been carefully anticipated. • Complete, thorough refutations of opposing arguments have been prepared. • Thorough preparation has been made to rebuild arguments that the opponent has attacked. • The speaker's arguments appear to be thoroughly practiced.
• Face reflects the content of the review. • Eye contact is direct.	• Demeanor is generally respectful toward opponent; almost all arguments are presented reasonably without aggression or attempts at intimidation. • The debate proposition is understood. • The debate's key issues have been identified and are understood. • Topic research has been conducted, and several reasons and evidence have been developed. • A brief for the case has been prepared. • Opposing arguments have been anticipated. • Some refutations of opposing arguments have been prepared. • Some preparation has been made to rebuild arguments that the opponent has attacked. • The speaker's arguments appear to be practiced.
• Face is expressive most of the time. • Eye contact made with all segments of audience and with opponent.	• Demeanor is sometimes disrespectful toward opponent; some arguments based on aggression or attempts at intimidation. • The debate proposition is almost completely understood. • The debate's key issues have been basically identified and are generally if incompletely understood. • Topic research has been partially conducted, and a few reasons and evidence have been developed. • A brief for the case has been prepared, but incompletely. • Some opposing arguments have been anticipated, but not all. • Some refutations of opposing arguments have been prepared, but others have no answer. • Some preparation has been made to rebuild arguments that the opponent has attacked, but some arguments are "uncovered." • The speaker's arguments generally appear to be practiced, but not all.
• Face is infrequently expressive. • Eye contact is haphazard and not sustained.	• Demeanor is sometimes disrespectful and aggressive, occasionally outside the boundaries of a reasonable debate. • The debate proposition is incompletely understood. • Not all of the debate's key issues have been identified, and some are not understood. • Topic research is incomplete, and few reasons and evidence have been developed. • An incomplete brief for the case has been prepared. • Only a few opposing arguments have been anticipated. • Only a few refutations of opposing arguments have been prepared. • Only a few attacked arguments can be rebuilt. • The speaker's arguments only occasionally appear to be practiced.
• Face is inexpressive. • Eye contact is rare.	• Demeanor is frequently disrespectful, aggressive, and often inappropriate. • The debate proposition is largely misunderstood. • Few of the debate's key issues have been identified or understood. • Topic research is incomplete, and no reasons or evidence have been developed. • An incomplete, inaccurate brief for the case has been prepared. • Only one opposing argument has been anticipated. • Only one refutation of opposing arguments has been prepared. • Only one or two attacked arguments can be rebuilt. • The speaker's arguments do not appear to be practiced.
• There is little or no expression—face is uninvolved. • Little or no eye contact with audience or opponent.	• Demeanor is completely inappropriate. • The debate proposition is not understood. • None of the debate's key issues have been identified or understood. • No topic research has been done. • No brief for the case has been prepared. • No opposing arguments have been anticipated. • No refutations of opposing arguments have been prepared. • No attacked arguments can be rebuilt. • No arguments appear to be practiced.