**Rubric Examples**

Oral Presentation I

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ****Beginning**** **The presentation is at a beginning stage.** | ****Novice**** **The presentation may show flashes of quality, but could be improved in several important ways.** | ****Proficient**** **The presentation is acceptable, but could be improved in a few important ways.** | ****Exemplary**** **The presentation is exemplary** |
| ****Content**** | The presentation does not include information on the major points. | Important information is missing, or there are few supporting details. | Information is complete with basic supporting details, increasing audience knowledge at least to some degree. | Information is complete and well supported by detail, significantly increasing the audience's knowledge of the topic. |
| **Thinking and Communication** | The presentation does not express main points clearly, thoroughly, or persuasively. | The presentation seems to convey only limited understanding of the topic.  The main points are not clearly stated or persuasive. | The presentation conveys good understanding of the topic, with some lapses.  The speaker's main points are clear but are not persuasive. | The presentation conveys deep and thorough understanding of the topic.  The speaker's main points are logical and persuasive. |
| ****Organization,**** ****Mechanics,**** ****and Vocabulary**** | No introduction is used to capture audience attention.  The body of the presentation needs organization and supporting details.  A suitable closing is missing.  The speaker has not mastered key words and phrases relevant to the topic. | The introduction is unclear or fails to capture audience attention.  The body of the presentation is confusing with limited supporting details.  The closing is unclear or does not include many of the major points.  The speaker's topic related vocabulary is limited. | The introduction states the purpose but does not capture the attention of the audience.  The main part of the presentation is organized and sequential with some supporting details.  The closing provides a basic summary of the most major points.  Vocabulary is appropriate to the topic, with some lapses. | The introduction captures audience attention and gives a clear statement of purpose.  The main part of the presentation is well organized, sequential, and well supported by detail.  The closing provides a thorough summary of all of the major points.  The speaker demonstrates a rich vocabulary appropriate to the topic. |
| ****Illustration**** | No presentation aids. | Presentation aids do not enhance audience understanding or are confusing. | Presentation aids are appropriate to the topic but are not well integrated into the overall presentation. | Presentation aids are clearly linked to the material, well executed, and informative to the audience. |
| **Presentation** | Control of speaking tone, clarity, and volume is not evident.  No evidence of creativity.  Speaker is visibly nervous and does not convey interest in the topic.  Speaker does not make eye contact with audience.  Physical gesture and awareness of facial expression are absent. | Clarity of speech is uneven; delivery is halting.  Limited evidence of creativity.  Speaker is not completely sure of topic but appears nervous or disengaged.  Limited or sporadic eye contact with audience.  Limited or inappropriate use of physical gesture and facial expression. | Good speaking voice; recovers easily from speaking errors.  Creativity apparent, but is not well integrated into presentation.  Speaker is in command of the topic but appears slightly nervous in delivery.  Good eye contact with audience throughout most of the presentation.  Use of physical gesture and facial expression is good, but appears forced or artificial at times. | Strong, clear speaking voice easily understood by audience.  Use of creativity keeps audience engaged.  Speaker conveys confidence in talking about the topic.  Excellent eye contact with audience throughout presentation.  Use of physical gesture and facial expression conveys energy and enthusiasm. |

"Oral Presentation I" is adapted from Co-nect Student Project Guide, 2002.

Rubric Examples

Oral Presentation II

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Criteria and Weight** | | **Unsatisfactory Below performance standards** | | **Proficient Acceptable Criteria** | | **Advanced Demonstrates exceptional performance** |
| **Structure and Organization / 30%** | | | |  | | In addition to Proficient criteria: |
| Introduction | | No formal introduction, or introduction had no clear thesis statement. No preview of topics to be discussed. | | Introduction has clear thesis statement and a preview of topics to be discussed. | | Clever attention-getting introduction or an imaginative thesis and preview. |
| Main Ideas | | Main ideas were not separated into logical progression. | | Main ideas were separated into logical progression. | | Ideas connected by original transitions, logical throughout; creative pattern. |
| Supporting Materials | | Important ideas were not supported with references or data. | | Important ideas and viewpoints were supported with accurate and detailed references to text or other works. | |  |
| Conclusion | | No conclusion, or conclusion did not adequately summarize presentation. | | Conclusion restated thesis statement and summarized the ideas presented. | | Conclusion tied speech together, and message was memorable. |
| Length Requirement | | Presentation did not use time allotted. | | Time requirement was met for specific assignment (neither too long or too short). | | Speaker used logical, ethical, and emotional appeals that enhanced a specific tone and purpose. |
| **Vocal Expression / 20%** | | | |  | | In addition to Proficient criteria: |
| Rate and Volume of Speech | | Speaker was hard to hear or understand. | | Speaker was easy to hear and understand. | | Speaker was enjoyable to hear; used expression and emphasis. |
| Pitch, Articulation, and Pronunciation | | Voice or tone distracted from purpose or presentation.  Excessive use of verbal fillers. | | Tone was conversational, but with purpose.  Voice sounded natural, neither patterned nor monotone.  Speaker pronounced words clearly, correctly, and without verbal fillers. | | Speaker used voice to create an emotional response in audience. |
| **Physical Characteristics / 15%** | | |  | | | In addition to Proficient criteria: |
| Eye Contact | Little eye contact. | | Strong eye contact. | | |  |
| Posture | Poor or slouchy posture. | | Posture conveyed confidence. | | | Commanding, purposeful posture. |
| Gestures and Movement | Movements were stiff or unnatural. | | Gestures and movements were natural and effective. | | |  |
| Attire | Attire was inappropriate for audience. | | Attire was appropriate for audience and purpose. | | | Attire was chosen to enhance presentation. |
| **Appropriateness of Content and Language / 15%** | | | | | | In addition to Proficient criteria: |
| For Audience, Purpose, and Assignment | Speaker used inappropriate language, context, or examples for this audience.  Speaker did not explain the assignment or purpose of presentation. | | | | Speaker obviously considered the audience and used appropriate language and examples.  Speaker conveyed a clear understanding of assignment requirements and content. | Examples and words were creative and well chosen for target audience. |
| **Overall Impact / 10%** | | | | |  | In addition to Proficient criteria: |
| Energy, Enthusiasm, Sincerity, Originality /Creativity | Speaker presented the message without conviction. | | | | Speaker appeared to believe strongly in message and demonstrated desire to have audience listen, understand, and remember. | Overall presentation was creative and exciting. |
| **Features / 10%** | | | | |  | In addition to Proficient criteria: |
| Multimedia, Visuals, Audio | Materials detracted from content or purpose of presentation or were of low quality. | | | | Materials added, did not detract from presentation.  Materials used were quality products, easy to see and hear. | Speaker creatively integrated a variety of objects, charts, and graphs to amplify the message. |

"Oral Presentation II" is adapted from materials provided by Napa New Technology High School, Napa, California, 2001-2002.

Rubric Examples

Research Paper

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Beginning** The research paper is at a beginning stage. | **Novice** The research paper may show flashes of quality, but could be improved in several ways. | **Proficient** The research papers acceptable. | **Exemplary** The research paper is exemplary |
| **Content** | Piece is lacking information and/or information is inaccurate and irrelevant. | Provides basic information, some of which may be incorrect and/or irrelevant; based on minimal research. | Provides partially complete, accurate, and relevant information; based on adequate research. | Provides complete, accurate, and relevant information; based firmly on extensive and careful research. |
| **Thinking and Communication** | Demonstrates little understanding of the topic.  Ideas are not expressed clearly or supported by examples, reasons, details, and explanations.  No interpretation and analysis of the material. | Demonstrates some understanding of the topic, but with limited analysis and reflection.  Ideas are not expressed clearly and examples, reasons, details, and explanations are lacking.  Examines the issue from a single perspective. | Demonstrates a general understanding of the topic.  Ideas are generally expressed clearly through adequate use of examples, reasons, details, or explanations.  Examines the issues from more than one perspective. | Demonstrates in-depth understanding and insight into the issue(s) under discussion, through careful analysis and reflection.  Ideas are developed and expressed fully and clearly, using many appropriate examples, reasons, details, or explanations.  Examines the issue from three or more perspectives. |
| **Organization,** **Mechanics,** **and Vocabulary** | The written sections lack organizational devices, such as paragraphs, sections, chapters, and transitions.  Numerous errors in grammar, punctuation, spelling, and/or capitalization.  A bibliography or reference section is missing. | Language is copied from another source.  Organizational devices, such as paragraphs, sections, chapters, and transitions, are flawed or lacking.  Numerous errors in grammar, punctuation, spelling, and/or capitalization.  The bibliography or reference sections contains an inadequate number of primary or secondary sources. | The work is written in the author's own words.  There are some problems with organizational devices, such as paragraphs, sections, chapters, and transitions.  There are several errors in grammar, punctuation, spelling, and/or capitalization.  A bibliography or reference section identifies an adequate number of primary and secondary sources. | All idea's are in the author's own, well-chosen words.  Organizational devices, such as paragraph sections, chapters, and transitions, have been used effectively.  With minor exceptions, grammar, punctuation, spelling, and/or capitalization are correct.  A bibliography or reference section identifies a variety of primary and secondary sources. |
| **Illustration** | Illustrations do not help the audience understand the content and core message(s). | Visuals are unrelated or offer little support of the work.  Graphics, tables, charts, diagrams, pictures, and/or models are mislabeled or irrelevant. | The work is supported by visuals.  There is some mislabeling of graphics or design mistakes (e.g., a picture is confusing because it doesn't have a caption). | The work is well supported by carefully illustrated and useful tables, charts, diagrams, pictures, and/or a model-all properly labeled and captioned. |
| **Presentation** | The piece is not neat or organized, and it does not include all required elements. | The work is not neat and includes minor flaws or omissions or required elements. | The presentation is good. The overall appearance is generally neat, with a few minor flaws or missing elements. | The work is well presented and includes all required elements. The overall appearance is neat and professional. |

"Research Paper" is modified from the Co-nect Student Project Guide, 2002.

Rubric Examples

Critical Thinking

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Unsatisfactory Below performance standards** | **Proficient Acceptable criteria** | **Advanced Demonstrates exceptional performance** |
| **Appropriateness**  The student selects material, objects, and/or techniques that meet the needs, requirements, and rules of the time, place, and audience. | Material (photo, sound files, video clips, apparel, illustrations, etc.) is not appropriate for the audience and the situation.  Language is not appropriate for the audience and the situation (as defined by school and district guideline).  No evidence that students has selected an effective tool, technique, or paradigm to achieve the goal as defined in the project or course guideline.  Humor doesn't enhance understanding and may offend audience. | Student selects material (photos, sound files, video clips, apparel, illustrations, etc.) that is appropriate for the audience and the situation.  Student uses language appropriate for the audience and the situation.  Student selects an effective tool, technique, or paradigm to achieve the desired goal as defined in the project or course guideline.  Student uses humor that enhances understanding and doesn't offend audience. | In addition to Proficient criteria:  Student shows a deep understanding of the audience and the situation by selecting material that enhances understanding.  Student uses language that creates a strong, positive reaction in audience.  Student creates tools, techniques, or paradigms that effectively achieve the desired goal. |
| **Application**  The student uses this material, understanding, and/or skill in new situations. | Ability to apply theories, principles, and/or skills to new situations, settings, or problems not demonstrated.  Student is not able to modify theories, products, behaviors, or skills to fit new or changed environment. | Student demonstrates an ability to apply theories, principles, and/or skills to new situations, settings, or problems. | In addition to Proficient criteria:  Student actively seeks new environment and situations to apply theories, principles, and/or skills.  Student provides multiple examples of how theory, principals, or skill can be applied. |
| **Analysis**  The student breaks down this material and/or skill into its component parts so that its structure can be understood. | Student does not demonstrate a clear understanding of the rules, definitions, laws, concepts, theories, and principals of topic or skill under study.  Analysis does not include diagrams, models, timelines, illustrations, or step-by-step progression of object/principal/problem under study. | Student demonstrates a clear understanding of the rules, definitions, laws, concepts, theories, and principals of topic or skill under study.  Analysis includes diagrams, models, timelines, illustrations, or step-by-step progression of object/principal/problem under study.  The student can identify relationships between ideas, data sets, and phenomena. | In addition to Proficient criteria:  Student uses his/her analysis to teach the definitions, laws, concepts, theories, and principals under study.  Student and/or audience is able to differentiate between similar definitions, laws, concepts, theories, and principals.  The student can differentiate between correlation and cause and effect. |
| **Evaluation**  The student judges the quality (based on both subjective and objective standards) of the material, object, or performance. | Student does not demonstrate understanding of the criteria used for evaluation.  Student does not defend his/her evaluation (critique).  Evaluation is not supported by reference to standards.  Evaluation does not include comparison and contrast to other ideas/objects/materials. | Student demonstrates understanding of the criteria used for evaluations.  Student is able to defend his/her evaluation (critique).  Evaluation in supported by reference to standards.  Evaluation includes comparison and contrast to other ideas/objects/materials. | In addition to Proficient criteria:  Evaluation includes references (comparison/contrast) to three or more objects/ideas/materials.  Student creates clearly defined criteria (e.g. rubric, standards, guidelines) for evaluation. |
| **Synthesis**  The student combines more than one object or idea and forms a new, cohesive whole. | Synthesis does not successfully integrate ideas, images, and/or objects to form a cohesive whole.  Student does not summarize his/her thinking during the process of synthesis.  Combination of elements is not logical and/or verifiable. | Synthesis integrates ideas, images, and/or objects to form a cohesive whole.  Student is able to summarize his/her thinking during the process of synthesis.  Combination of elements is logical and justified. | In addition to Proficient criteria:  Synthesis is unique.  Synthesis shows careful planning and attention to how disparate elements fit together.  Student is able to create new synthesis based on changing circumstances, input, or environment.  Combination of elements is verified. |

"Critical Thinking” is adapted from materials provided by Napa New Technology High School, Napa, California,, 2001-2002.

Rubric Examples

Peer Collaboration and Teamwork

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Weight** | **Unsatisfactory** | **Proficient** | **Advanced** |
| **Leadership and Initiative** | 25% | Group member played a passive role, generating few new ideas; tended to do only what they were told to do by others or did not seek help when needed. | Group members played an active role in generating new ideas, took initiative in getting tasks organized and completed, and sought help when needed. | In addition to Proficient criteria: The group member provided leadership to the group by thoughtfully organizing and dividing the work, checking on progress, or providing focus and direction for the project. |
| **Facilitation and Support** | 25% | Group member seemed unable or unwilling to help others, made nonconstructive criticisms toward the project or other group members, or distracted other members. | Group members demonstrated willingness to help other group members when asked, actively listened to the ideas of others, and helped create a positive work environment. | In addition to Proficient criteria: The group member actively checked with others to understand how each member was progressing and how he or she may be of help. |
| **Contributions and Work Ethic** | 50% | Group member was often off-task, did not complete assignments or duties, or had attendance problems that significantly impeded progress on project. May have worked hard, but on relatively unimportant parts of the project. | Group member was prepared to work each day, met due dates by completing assignments/duties, and worked hard on the project most of the time. If absent, other group members knew the reason and progress was not significantly impeded. | In addition to Proficient criteria: The group member made up for work left undone by other group members and demonstrates willingness to spend significant time outside of class/school to complete the project. |