



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Assignment: \_\_\_\_\_



# Content

## Writing Rubric

	1 POINT PROFICIENT	2 POINTS DEVELOPING	1 POINT NEEDS IMPROVEMENT	TOTAL POINTS
<b>STICK TO THE TOPIC</b>	Stays on topic. Uses supportive details to expand on the points required for the prompt.	Mostly stays on topic. Addresses some points required for the prompt.	Does not stick to the topic or expand upon the points required for the prompt.	
<b>LOGICAL ORDER</b>	Has a clear beginning, middle, and end. Uses transitional words when needed. Has a strong opening and closing.	Mostly clear and easy to follow with a beginning, middle, and end.	Writing is difficult to follow and does not have a clear beginning, middle, and end.	
<b>INTERESTING VOCABULARY</b>	Uses 3 or more interesting words that paint a picture for the reader.	Uses several interesting words to enhance writing.	Uses 1 or fewer interesting words to enhance writing.	
<b>SENTENCE VARIETY</b>	Most sentences begin differently and are of varying lengths.	Some sentences begin differently and are of varying lengths.	Writing sounds like a list with little sentence variety.	
<b>DESCRIPTIVE SENTENCES &amp; DETAILS</b>	Has a clear main idea with supporting, detail sentences. Uses a variety of descriptive words.	Gives some detail to support the main idea. Uses some descriptive vocabulary.	Main idea is unclear and more details are needed.	
<b>AUDIENCE</b>	Writing is full of feeling and shows personality in appropriate ways. Connects with the reader.	Writing includes some feeling and connection with the reader.	Writing includes little to no emotion or connection with the reader.	

## Informal Essay Rubric

<b>Features</b>	<b>4</b>  <b>Expert</b>	<b>3</b>  <b>Accomplished</b>	<b>2</b>  <b>Capable</b>	<b>1</b>  <b>Beginner</b>
<b>Quality of Writing</b>	<ul style="list-style-type: none"><li>• Piece was written in an extraordinary style and voice</li><li>• very informative and well organized</li></ul>	<ul style="list-style-type: none"><li>• Piece was written in an interesting style and voice</li><li>• Somewhat informative and organized</li></ul>	<ul style="list-style-type: none"><li>• Piece had little style or voice</li><li>• Gives some new information but poorly organized</li></ul>	<ul style="list-style-type: none"><li>• Piece had no style or voice</li><li>• Gives no new information and very poorly organized</li></ul>
<b>Grammar, Usage &amp; Mechanics</b>	<ul style="list-style-type: none"><li>• Virtually no spelling, punctuation or grammatical errors</li></ul>	<ul style="list-style-type: none"><li>• Few spelling and punctuations errors, minor grammatical errors</li></ul>	<ul style="list-style-type: none"><li>• A number of spelling, punctuation or grammatical errors</li></ul>	<ul style="list-style-type: none"><li>• So many spelling, punctuation and grammatical errors that it interferes with the meaning</li></ul>



# Ice Cream

## writing rubric



	Needs improvement	Fair	Good	Excellent
<b>conventions</b> Student uses accurate punctuation. Student uses a capital letter when appropriate.	1	2	3	4
<b>spelling</b> Student writes most sight words correctly and uses knowledge of spelling patterns to sound out words.	1	2	3	4
<b>content/ideas</b> Student stays on topic. Student has interesting details. Student "shows" reader using descriptive detail.	1	2	3	4
<b>sentence fluency</b> Student has a variety of sentence lengths. Few choppy or run-on sentences. Sentences are complete and make sense. Sentences begin in different ways.	1	2	3	4
<b>organization</b> Student uses transitional words. Events are sequenced and make sense. Student has opening and closing.	1	2	3	4
<b>style and voice</b> Student shows own personality and uses interesting words.	1	2	3	4

Comments/Goals

Total:

	Criteria				Points
	4	3	2	1	
<b>Explanation</b>	A complete response with a detailed explanation.	Good solid response with clear explanation.	Explanation is unclear.	Misses key points.	
<b>Demonstrated knowledge</b>	Shows complete understanding of the questions, mathematical ideas, and processes.	Shows substantial understanding of the problem, ideas, and processes.	Response shows some understanding of the problem.	Response shows a complete lack of understanding for the problem.	
<b>Requirements</b>	Goes beyond the requirements of the problem.	Meets the requirements of the problem.	Hardly meets the requirements of the problem.	Does not meet the requirements of the problem.	
				<b>Total</b>	



Oral Presentation Rubric

	4	3	2	1
Content	Discussed all of the main points of the culture: Location, Environment, Economy/Government, Social Organization, Lifestyle	Is missing one element.	Is missing several elements.	Is missing most of the elements.
Time	About 5 minutes	2 minutes less or more than the required 5 minute presentation	Is too short or too long.	
Voice	Voice is clear, confident, enthusiastic, and loud enough for all to hear.	Is missing one element.	Is missing several elements.	Is missing most of the elements
Eye Contact	Speaker makes eye contact with audience, is prepared so she/he doesn't have to read from board/notes most of the time.	Makes some eye contact, does some reading from the board/notes	Makes little eye contact, depends heavily on the board/notes	Minimal eye contact/read the whole time.