

# RUBRICS FOR ESSAY

<b>FOCUS</b>	<b>CONTENT</b>	<b>ORGANIZATION</b>	<b>STYLE</b>	<b>CONVENTIONS</b>
The single controlling point made with an awareness of task about a specific topic.	The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations.	The order developed and sustained within and across paragraphs using transitional devices and including introduction and conclusion.	The choice, use and arrangement of words and sentence structures that create tone and voice.	Grammar, mechanics, spelling, usage and sentence formation.

<b>4</b>	Sharp, distinct controlling point made about a single topic with evident awareness of task.	Substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas.	Sophisticated arrangement of content with evident and/or subtle transitions.	Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience.	Evident control of grammar, mechanics, spelling, usage and sentence formation.
<b>3</b>	Apparent point made about a single topic with sufficient awareness of task.	Sufficiently developed content with adequate elaboration or explanation.	Functional arrangement of content that sustains a logical order with some evidence of transitions.	Generic use of a variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience.	Sufficient control of grammar, mechanics, spelling, usage and sentence formation.
<b>2</b>	No apparent point but evidence of a specific topic.	Limited content with inadequate elaboration or explanation.	Confused or inconsistent arrangement of content with or without attempts at transition.	Limited word choice and control of sentence structures that inhibit voice and tone.	Limited control of grammar, mechanics, spelling, usage and sentence formation.
<b>1</b>	Minimal evidence of a topic.	Superficial and/or minimal content.	Minimal control of content arrangement.	Minimal variety in word choice and minimal control of sentence structures.	Minimal control of grammar, mechanics, spelling, usage and sentence formation.

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BSE\_MATH

	4	3	2	1
Completion	All parts of the problem are completed neatly and correctly.	All parts of the problem are completed.	Some parts of the problem are completed.	Few to no parts of the problem are completed.
Timeliness	Homework was received on the due date.	Homework was received 1 day late.	Homework was received 2 days late.	Homework was received 3 or more days late.
Accuracy	Each step of the problem was completed and correct.	One step of the problem was incorrect.	Several steps of the problem contained errors.	Entire homework assignment was incorrect.
Steps	Every step was completed thoroughly with work shown.	Most steps were completed thoroughly with work shown.	Few steps were completed thoroughly with work shown.	None of the steps were completed/no work was shown.

Rubric for Science Poster

Criteria	1	2	3	4
Organization	<ul style="list-style-type: none"> <li>● Clutter, no definitive sections, all over the place.</li> <li>● Not all sections present.</li> </ul>	<ul style="list-style-type: none"> <li>● No heading, but sectioned</li> <li>● Hard to follow, requires assistance</li> <li>● Missing parts</li> <li>● Obvious refinement required.</li> </ul>	<ul style="list-style-type: none"> <li>● All present, but unclear</li> <li>● Must reread for clarity</li> <li>● Some evidence of refinement</li> </ul>	<ul style="list-style-type: none"> <li>● Defined sections</li> <li>● Clear headings</li> <li>● Flows nicely to assist the reader without help</li> <li>● Finished product</li> </ul>
Creativity	<ul style="list-style-type: none"> <li>● Bland, no variability</li> <li>● No use of colour or diagrams</li> <li>● Boring to look at, does not catch your attention</li> <li>● Interest, motivation, effort and time obviously absent</li> </ul>	<ul style="list-style-type: none"> <li>● Very little use of colour or pictures, but enough to engage and hold attention</li> </ul>	<ul style="list-style-type: none"> <li>● Some use of colour, diagrams, etc.</li> <li>● Will engage but will not stimulate</li> </ul>	<ul style="list-style-type: none"> <li>● Interesting , engaging, visually stimulating</li> <li>● Aesthetically appealing use of colour, diagrams, and text</li> <li>● Interest, motivation, effort and time obviously present</li> </ul>
Science Content and Literacy	<ul style="list-style-type: none"> <li>● No analysis of science topic</li> <li>● No explanation</li> <li>● No science-specific connection</li> <li>● No use of resources</li> </ul>	<ul style="list-style-type: none"> <li>● Poor explanation</li> <li>● Inaccurate science connection</li> <li>● Misinterprets the science</li> <li>● One resource for sure</li> </ul>	<ul style="list-style-type: none"> <li>● Adequate explanation</li> <li>● Science connection present but could be developed further</li> <li>● More than one resource present</li> </ul>	<ul style="list-style-type: none"> <li>● Appropriate dsl</li> <li>● Concept fully and properly explained</li> <li>● Insight present</li> <li>● Science-specific connection made</li> <li>● Content is accurate, comprehensive and well supported</li> <li>● Excellent use of resources</li> </ul>
Level and difficulty of understanding	<ul style="list-style-type: none"> <li>● Task difficulty not suitable for grade level, not related to science (too easy)</li> <li>● Superficial task</li> </ul>	<ul style="list-style-type: none"> <li>● Explanation describes minimal level of validity</li> <li>● Needs serious refinement</li> </ul>	<ul style="list-style-type: none"> <li>● Task difficulty could be increased or developed</li> <li>● Some level of understanding shown</li> </ul>	<ul style="list-style-type: none"> <li>● Difficulty appropriate for grade level</li> <li>● Understanding present and apparent</li> </ul>

Sample Rubric 1

<b>Points</b>	<b>Description</b>
<b>4</b>	<ul style="list-style-type: none"><li>● Student's understanding of concept is clearly evident</li><li>● Student uses effective strategies to get accurate results</li><li>● Student uses logical thinking to arrive at conclusion</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>● Student's understanding of the concept is evident</li><li>● Student uses appropriate strategies to arrive at a result</li><li>● Student shows thinking skills to arrive at conclusion</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>● Student has limited understanding of a concept</li><li>● Student uses strategies that are ineffective</li><li>● Student attempts to show thinking skills</li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>● Student has a complete lack of understanding of concept</li><li>● Student makes no attempt to use a strategy</li><li>● Student shows no understanding</li></ul>

## Sample Rubric 2

**4**

- The assignment is completed correctly and contains additional and outstanding features

**3**

- The assignment is completed correctly with zero mistakes

**2**

- The assignment is partially correct with no major mistakes

**1**

- The assignment is not completed correctly and contains a lot of mistakes

Sample Rubric 3

<b>4</b>	<b>Exemplary</b>	<ul style="list-style-type: none"><li>● Student has a complete comprehension of material</li><li>● Student participated and completed all activities</li><li>● Student completed all assignments in a timely manner and showed perfect performance</li></ul>
<b>3</b>	<b>Good Quality</b>	<ul style="list-style-type: none"><li>● Student has a proficient comprehension of material</li><li>● Student actively participated in all activities</li><li>● Student completed assignments in a timely manner</li></ul>
<b>2</b>	<b>Satisfactory</b>	<ul style="list-style-type: none"><li>● Student has an average comprehension of material</li><li>● Student mostly participated in all activities</li><li>● Student completed assignments with help</li></ul>
<b>1</b>	<b>Not There Yet</b>	<ul style="list-style-type: none"><li>● Student does not comprehend material</li><li>● Students did not participate in activities</li><li>● Student did not complete assignments</li></ul>

## Reading Response Rubric

	<b>Beginning to Engage</b>	<b>Focusing on Reading</b>	<b>Reading Strategically</b>
<b>What can be seen in the reading response</b>	<ul style="list-style-type: none"> <li>● Few or no marks on the text.</li> <li>● Answers to questions that show confusion.</li> <li>● Very brief answers to questions.</li> </ul>	<ul style="list-style-type: none"> <li>● More than a few marks or comments on the text.</li> <li>● Marks/comments that show understanding.</li> <li>● Marks/comments that show more than one strategy being used.</li> <li>● Answers to questions that show general or basic understanding of the text.</li> <li>● Answers that are complete enough to show understanding of the text.</li> </ul>	<ul style="list-style-type: none"> <li>● Many marks and comments on the text.</li> <li>● Marks/comments that show student thinking deeply about the text.</li> <li>● Marks/comments that show use of several strategies.</li> <li>● Marks and comments that show strategies are creating comprehension.</li> <li>● Answers to questions that show complete and detailed understanding of the text.</li> </ul>
<b>What we see about the reader's understanding and process in the reading response.</b>	<ul style="list-style-type: none"> <li>● It's not possible to know much about what the reader is understanding.</li> <li>● It's hard to know much about the reader's reading/thinking process.</li> </ul>	<ul style="list-style-type: none"> <li>● The reader has a general or basic understanding of the text.</li> <li>● The reader is attempting some strategies, but they might not be helping understanding much.</li> <li>● Strategies are helping understanding, but range of strategies is small.</li> </ul>	<ul style="list-style-type: none"> <li>● A complete and detailed understanding of the reader's questions, understanding, and ideas about the text.</li> <li>● The reader is able to use multiple strategies to build comprehension and solve reading problems.</li> </ul>