

Name: _____

EIV.7 Summative Assessment

Memoir Writing

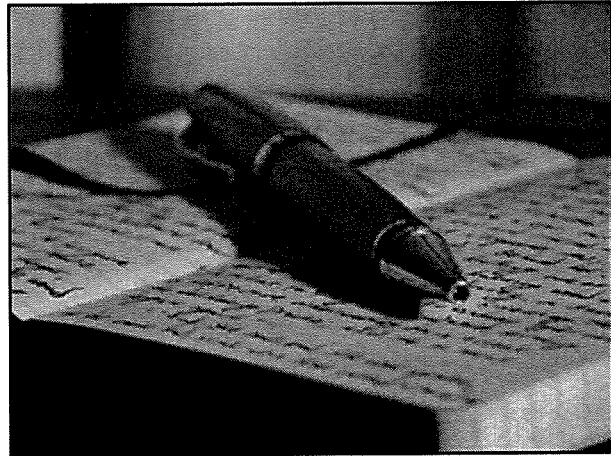
EIV.7

Students will create an original memoir that integrates vivid diction, sensory details, and extended metaphor.

Learning Targets

- I can create an original memoir that shares a lesson.
- I can use literary elements for creative effect.

A memoir is a combination of emotion and autobiography; feelings and story; reflection and a lesson. It is fact, emotion, philosophy, and personality combined into a work of nonfiction. It features freedom and artistry in its expression, and it allows the reader to make deep personal connections, beyond even what others customarily see every day. It balances internal and external events. It can focus intensely on moments and/or it can also manipulate time by blending experiences to suit specific purposes.



For outcome 6, you need to create an original memoir

| | |
|--|--|
| <p>I can create an original memoir that shares a lesson.</p> | <p>The writing of this memoir needs to include the following:</p> <ul style="list-style-type: none">● First person narration● Well-developed characters● Conflict● Clear sequence of plot and storyline● Shares an experience that has changed or change you a lesson. |
|--|--|

| | |
|---|---|
| <p>I can use literary elements for creative effect.</p> | <p>This memoir also needs to include the following:</p> <ul style="list-style-type: none">● Dialogue● Vivid diction● Sensory language● Extended metaphor |
|---|---|

Possible scenarios that you may have experienced and could write about:

EIV.7 Summative Rubric

Name _____

EIV.7

Students will create an original memoir that integrates vivid diction, sensory details, and extended metaphor.

Learning Targets

- I can create an original memoir that shares a lesson.
- I can use literary elements for creative effect.

| Part 1 | | Reassess = 1 | Mastery = 2 | Exceeds = 3 | Level 1-3 |
|---|---|---|--|-------------|-----------|
| Plot Development of Memoir (50 percent of summative grade) | | | | | |
| Criterion for Mastery is not met | <p>Skill = Character</p> <ul style="list-style-type: none"> • Characterization is purposeful the narrative. • At least two characters are described. • Characters are fully formed using direct and indirect characterization. • Physical traits described contribute to the readers understanding of the character and the scene. | <p><i>Each skill needs to be included for Mastery</i> <i>Missing pieces may result in a need for reassessment</i></p> | <p>Exceeds = 3 <i>Explain how you have exceeded</i></p> <p>Examples:</p> <ul style="list-style-type: none"> ❖ Additional purposeful characters ❖ Writer uses figurative language to describe characters ❖ Character traits inform the time period or societal norms without explicit mention. | | |
| Criterion for Mastery is not met | <p>Skill = Conflict</p> <ul style="list-style-type: none"> • Conflict is significant to the development of the character. • Conflict is developed throughout the narrative and through dialogue. | | <p>Exceeds = 3 <i>Explain how you have exceeded</i></p> <p>Examples:</p> <ul style="list-style-type: none"> ❖ Conflict itself changes from external to internal ❖ Conflict is layered in complexity | | |
| Criterion for Mastery is not met | <p>Skill = Plot Sequence</p> <ul style="list-style-type: none"> • Follows a plot structure in a logical order. • Conflict resolution is evident. • Conclusion shows a clear extension of the conflict. | | <p>Exceeds = 3 <i>Explain how you have exceeded</i></p> <p>Examples:</p> <ul style="list-style-type: none"> ❖ Sequencing creates dramatic tension ❖ Resolution is realistic rather than idealistic ❖ Sequencing breaks convention in a way that adds meaning | | |

| Part 2 | Reassess = 1 | Mastery = 2 <i>Each skill needs to be included for Mastery</i> <i>Missing pieces may result in a need for reassessment</i> | Exceeds = 3 <i>Explain how you have exceeded</i> | Level 1-3 |
|---|--|---|--|----------------------------|
| Literary Techniques 50% of Summative Grade | | | | |
| Criterion for Mastery is not met | Skill = Sensory Details and Vivid Diction <ul style="list-style-type: none"> Sensory details and word choice create a sense of place and establishes clear imagery. Sensory details are included throughout the narrative | Examples: <ul style="list-style-type: none"> Sensory details intensify at key moments of the plot Diction introduces terms or concepts uncommon to topic | | |
| Criterion for Mastery is not met | Skill = Dialogue <ul style="list-style-type: none"> Essential to the development of characters and the conflict. Dialogue is formatted in an appropriate way | Examples: <ul style="list-style-type: none"> Dialogue mirrors the insight and intellect of the character | | |
| Criterion for Mastery is not met | Skill = Extended Metaphor: <ul style="list-style-type: none"> Comparison is made, beyond a simple statement. Reinforces the lesson learned by the narrator. | Examples: <ul style="list-style-type: none"> Extended metaphor is unique and unconventional to the topic discussed | | |

Multiple “Exceeds” in part of summative = 95% for that part

All “Mastery” within a part of summative = 85% for that part

One skill within a part not mastered = 75% for that part

Two skills within a part not mastered = REASSESSMENT REQUIRED

| | |
|---|---|
| IV.7 Students will create an original memoir that integrates vivid diction, sensory details, and extended metaphor. | Plot Development (Part 1) score _____ Literary Techniques (Part 2) score _____ |
| Learning Targets <ul style="list-style-type: none"> I can create an original memoir that shares a lesson. I can use literary elements for creative effect. | Average of Part 1 and Part 2: _____ |

Name: _____ Period: _____ Date: _____

Decision Making Comic Strip Rubric: NHES 5

National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

| Concerns ("Not Yet") Areas The Need Work | Criteria ("Proficient") Standards for Performance | Advanced ("Above & Beyond") Evidence of Exceeding Standard |
|--|---|--|
| | Step 1: Identifies the decision to be made. | |
| | Step 2: Has at least two options/ choices that can be made (NHES 5.8.4) | |
| | Step 3a: For each of the two options/ choices, has one potential positive impact (NHES 5.8.5) | |
| | Step 3a: For each of the two options/ choices, has one potential negative impact (NHES 5.8.5) | |
| | Step 4: Identifies which choice they will make and demonstrates actions (actually making the decision) (NHES 5.8.6) | |
| | Step 5: Evaluates the decision: Was it a good decision or a bad decision? How do you know? (NHES 5.8.7) | |
| | Tobacco Facts: At least three (3) accurate tobacco facts are included | |
| | Comic strip is creative, colorful, and unique | |
| | Comic strip final product is neat, professional, and shows pride in work | |

Teacher Comments & Grade:

Name: _____

EngIII.H.3 Students will create an original narrative that synthesizes the components of plot, imagery, and narrative techniques.

| Written Criterion | 7-8 | 9-10 |
|---|-----|------|
| 1. <u>Character</u> : At least two characters are described. Characters are fully formed using direct and indirect characterization. Physical traits are described. | | |
| 2. <u>Point of View</u> : Point of view and author's choice for choosing it clearly defined. | | |
| 3. <u>Conflict</u> : Conflict is appropriate and authentic and defined in Man vs. format. | | |
| 4. <u>Plot Sequence</u> : Follows a plot diagram. Conflict resolution is evident. | | |
| 5. <u>Symbolism</u> : One symbol is included in the narrative. | | |
| 6. <u>Foreshadowing</u> : One example of foreshadowing is included in the narrative. | | |
| 7. <u>Irony</u> : One example of irony is included in the narrative. | | |
| 8. <u>Diction/imagery</u> : One example of precise diction is used to establish clear imagery. | | |
| 9. All <u>dialogue</u> within the writing should be essential to the development of characters and the conflict. | | |
| 10. <u>Conclusion</u> shows a clear resolution of the conflict. Theme is appropriate to the plot. | | |

/100

| Verbal Rationale | 7-8 | 9-10 |
|---|-----|------|
| Three of the above criterion are discussed and rationalized in a verbal presentation. | | |

/10

Name: John Doe Class: 7

The rubric below shows you a description of how to obtain the score *Mastery*. If you score higher or lower, a summary will be provided explaining the rationale for your score.

| Needs Improvement 1 | Mastery 2 | Excels 3 |
|---|--|-------------|
| <ul style="list-style-type: none">- 5P essay style- Thesis Driven- Expand/develop Key arguments and sub claims- Awk. phrasing- Proof read - too many mechanical issues. | <p>These essays will begin with engaging statements that establish a clear direction. The main ideas/claims will be organized through the use of transitional words/phrases, and supported with well-connected and strong evidence. The author's voice and style of prose will remain consistent and fitting to his/her subject matter. There will be an absolute minimum of mechanical/conventional errors.</p> | |

Helpful Hints:

If you want to excel, consider the following...

- The X-Factors...
 - Avoid a thesis-driven essay (build towards the thesis)
 - Unique structure/punctuation for emphasis
 - Creativity in prose (use some figurative language when appropriate!)
 - Voice/style – give your writing some personality!
 - Avoid fluff (Quality over quantity. Condense/simplify your writing! If you can express a thought in shorter words, do it—but not at the risk of sacrificing voice/style)

Name: _____

ENGLISH IV OUTCOME 1 ASSESSMENT

EIV.1 Students will define characteristics of social, political, or ethical issues and problems through varied mediums. Students will analyze speaker's/author's point of view and biases to support a claim. Students will synthesize textual evidence to support claims through discussion and writing.

| Criterion | 5-6 Reassessment Required | 7-8 | 9-10 |
|---|--|--|--|
| <p>Students will synthesize in writing social, political, and ethical evidence from a text to support a claim related to the text. (____/10 points)</p> <p>Students will make a claim analyzing the author's point of view and potential biases. (____/10 points)</p> <p>Students will provide a written definition of a social, political, and ethical issue. (____/10 points)</p> | <p>Student does not provide enough evidence to show mastery.</p> | <p>Student correctly identifies social, political, and ethical issues by incorporating paraphrased evidence that describes how the textual evidence supports a claim related to the topic.</p> <p>Student writes an explanation and claim about author bias that lacks clarity. Some textual evidence contributes to the claim.</p> <p>Student has formulated a basic definition that includes keywords of a social, political, and ethical issue.</p> | <p>Student correctly identifies social, political, and ethical evidence by incorporating 3 pieces of direct textual evidence and describes how the textual evidence helps support a claim related to the topic.</p> <p>Student writes an explanation and claim about author bias that demonstrates specificity. All textual evidence clearly contributes to the claim.</p> <p>Student has formulated a complete definition that explicitly states the characteristics of a social, political, and ethical issue.</p> |
| <p>Students will use textual evidence to support a claim through student-led discussion. (____/10 points)</p> <p>Students will pose a critical thinking question and provide commentary related to textual evidence through student-led discussion. (____/10 points)</p> | <p>Student does not provide enough evidence to show mastery.</p> | <p>Student correctly identifies social, political, and ethical evidence by sharing paraphrased evidence and explaining how the textual evidence helps support a claim related to the topic.</p> <p>Student offers 1 critical thinking question and 1 comment that relates to the topic and supports a claim.</p> | <p>Student correctly identifies social, political, and ethical evidence by sharing 2 pieces of direct textual evidence and explaining how the textual evidence helps support a claim about the topic.</p> <p>Student offers 1 critical thinking question and 2 comments that relate to the topic and support a claim.</p> |

English IV Outcome 1 Assessment

EIV.1 Students will define characteristics of social, political, or ethical issues and problems through varied mediums. Students will analyze speaker's/author's point of view and biases to support a claim. Students will synthesize textual evidence to support claims through discussion and writing.

Student Name _____

1. Student provided a written definition of a social, political, and ethical issue.

Score ____/10 points

2. Student made a claim analyzing the author's point of view and potential biases.

Score ____/10 points

3. Student synthesized in writing social, political, and ethical evidence from a text to support a claim related to the text.

Score ____/10 points

4. Student used textual evidence to support a claim through student-led discussion.

Score ____/10 points

5. Student posed a critical thinking question and provided commentary related to textual evidence through student-led discussion.

Score ____/10 points

Overall Score ____/50 points

____/100 Summative Percentage

Name: _____

ENGLISH II HONORS OUTCOME 1 ASSESSMENT

EngIIH.1 Students will use textual evidence to identify and describe satire in multiple mediums. Students will make claims analyzing multiple authors' purposes and uses of irony or satire to convey a theme. Students will publish analyses using technology.

| Criterion | Reassessment Required | 7-8 | 9-10 |
|---|--|---|---|
| <p>Students will use textual evidence to identify and describe satire in text. 1984</p> <p>Students will make a claim analyzing the author's purposes and uses of irony or satire to convey a theme. 1984</p> | <p>Student does not provide enough evidence to show mastery.</p> | <p>Student correctly identifies satire and irony by incorporating paraphrased evidence that describes how the irony or satire help convey the author's purpose and develops a theme.</p> <p>Student writes claim that lacks clarity. Some textual evidence contributes to the claim.</p> <p>Student has formulated a general claim that states the existence of a theme</p> | <p>Student correctly identifies satire and irony by incorporating 2 pieces of direct textual evidence and describes how the irony or satire help convey the author's purpose and develops a theme.</p> <p>Student writes claim that demonstrates specificity. All textual evidence clearly contributes to the claim.</p> <p>Student has formulated a concise claim that explicitly states the existence of a theme.</p> |
| <p>Students will use textual evidence to identify and describe satire in another medium.</p> <p>Students will make a claim analyzing the author's purposes and uses of irony or satire to convey a theme.</p> <p>The Twilight Zone: Number 12 Looks Just Like You</p> | <p>Student does not provide enough evidence to show mastery.</p> | <p>Student correctly identifies satire and irony by incorporating paraphrased evidence that describes how the irony or satire help convey the author's purpose and develops a theme.</p> <p>Student writes claim that lacks clarity. Some textual evidence contributes to the claim.</p> <p>Student has formulated a general claim that states the existence of a theme</p> | <p>Student correctly identifies satire and irony by incorporating 2 pieces of direct textual evidence and describes how the irony or satire help convey the author's purpose and develops a theme.</p> <p>Student writes claim that demonstrates specificity. All textual evidence clearly contributes to the claim.</p> <p>Student has formulated a concise claim that explicitly states the existence of a theme.</p> |

English II Honors Outcome 1 Assessment

EngIIH.1 Students will use textual evidence to identify and describe satire in multiple mediums. Students will make claims analyzing multiple authors' purposes and uses of irony or satire to convey a theme. Students will publish analyses using technology.

Directions: Respond to the following questions after reading the excerpt from *1984* and viewing *The Twilight Zone: "The Number 12 Looks Just Like You."* Publish the responses in Google Docs or Microsoft Word.

1. What common theme can you identify in *1984* and *The Twilight Zone: "The Number 12 Looks Just Like You"*? Create a claim and support the claim through supporting explanation and textual evidence about a potential theme(s) present in both selections. Score ____/10 points
2. How does satire and irony help convey the author's purpose and develop the theme in *1984*? Create a claim and support the claim through explanation and textual evidence. Score ____/10 points
3. How does satire and irony help convey the author's purpose and develop the theme in *The Twilight Zone*? Create a claim and support the claim through explanation and textual evidence. Score ____/10 points

Overall Score ____/30 points

____/100 Summative Percentage

English IV Outcome 3 Summative Assessment

Outcome: EIV.3

Students will analyze multiple sources from multiple genres to investigate a political or social issue. Students will create an original question, research question, and interview to investigate a topic. Students will develop a written argument based on the integration of multiple, diverse media formats that varies syntax for rhetorical effect.

Prompt: Compose a written argument that is at least 1 ½ pages (double-spaced) that offers a potential solution or recommendation for solving a problem related to a type of discrimination. The written argument should include the following and can be organized in the following manner:

- Make **a claim** about a problem related to a type of discrimination.
- Discuss how the information gained from **at least two of your sources** helped give you an understanding of the problem and why it exists.
- Include at least **TWO pieces of textual evidence** or factual information from your sources that provided you with a better understanding of the problem.
- Discuss the **responses gained from the interviews** you conducted and explain how the responses helped give you an understanding of various perspectives related to the type of discrimination or helped provide a potential solution to the problem of discrimination.
- Include at **TWO pieces of evidence from the interview responses** that provided you with an understanding of the problem or helped provide a potential solution to the problem.
- Provide a rationale in which you **explain your proposed solution** or recommendations to help ease a type of discrimination. Include specific actions or steps that can be taken to help solve or ease the problem. Also explain why you are confident that your proposed ideas will successfully contribute to ending or easing a type of discrimination.

Name: _____

ENGLISH IV OUTCOME 3 ASSESSMENT

Outcome: EIV.3
 Students will analyze multiple sources from multiple genres to investigate a political or social issue. Students will create an original question, research question, and interview to investigate a topic. Students will develop a written argument based on the integration of multiple, diverse media formats that varies syntax for rhetorical effect.

| Criterion | Reassessment Required | 7-8 | 9-10 |
|---|--|--|---|
| <p>Students will use textual evidence from informational text and multimedia sources from 3.1 to support student-generated claim and written argument.</p> <p>Students will use textual evidence from student conducted interviews from 3.5 to support student-generated claim and written argument.</p> <p>Students will create a claim based on an original research question from 3.3 about a political, social, or ethical problem.</p> | <p>Student does not provide enough evidence to show mastery.</p> | <p>Student utilizes TWO pieces of textual evidence that mostly support the claim and argument.</p> <p>Student utilizes TWO pieces of textual evidence that mostly support the claim and argument.</p> <p>Student has formulated a general claim that states the existence of a social, political, or ethical problem.</p> | <p>Student correctly utilizes TWO or more pieces of textual evidence that are effective toward supporting the claim and argument.</p> <p>Student correctly utilizes TWO or more pieces of textual evidence that are effective toward supporting the claim and argument.</p> <p>Student has formulated a concise claim that explicitly states the existence of a social, political, or ethical problem.</p> |
| <p>Students will compose a rationale that is a synthesis of multiple sources and provides explanation of how the sources contributed to the creation of the solution.</p> <p>Students will provide an extensive written argument with specific recommendations and justification for proposed solution of a social, political, or ethical problem.</p> <p>Students will vary syntax for rhetorical effect.</p> | <p>Student does not provide enough evidence to show mastery.</p> | <p>Student correctly incorporates textual evidence from multiple sources and clearly explains how each of the sources contributed to the creation of the solution.</p> <p>Student provides written argument with specific recommendations and justification for proposed solution to a problem.</p> <p>Student has demonstrated varied syntax throughout the written rationale and argument.</p> | <p>Student correctly incorporates textual evidence from multiple sources and clearly and with extensive detail explains how each of the sources contributed to the creation of the solution.</p> <p>Student provides written argument with specific, detailed, and actionable recommendations. Justification for proposed solution is clear and demonstrates foresight.</p> <p>Student has demonstrated varied syntax throughout the written rationale and argument and has used syntax to enhance or reinforce proposed ideas.</p> |

English IV Outcome 3 Assessment

Outcome: EIV.3

Students will analyze multiple sources from multiple genres to investigate a political or social issue. Students will create an original question, research question, and interview to investigate a topic. Students will develop a written argument based on the integration of multiple, diverse media formats that varies syntax for rhetorical effect.

1. Student used textual evidence from informational text and multimedia sources from 3.1 to support a student-generated claim and written argument.
Score_____/10 points
2. Student used textual evidence from student conducted interviews from 3.5 to support student-generated claim and written argument.
Score ____/10 points
3. Student created a claim based on an original research question from 3.3 about a political, social, or ethical problem.
Score_____/5 points
4. Student composed a rationale that is a synthesis of multiple sources and provided explanation of how the sources contributed to the creation of the solution.
Score_____/20 points
5. Student provided an extensive written argument with specific recommendations and justification for proposed solution of a social, political, or ethical problem.
Score_____/20 points
6. Student varied syntax throughout writing for rhetorical effect.
Score_____/5 points

Overall Score_____/70 points

_____/100 Summative Percentage

Name: _____

Outcome 5: Students will analyze rhetorical devices to determine the speaker's point of view and tone. Students will debate and cite textual evidence in order to support an analysis of a speaker's purpose.

Debate Preparation

| | Reassessment Needed. | 7-8 | 9-10 |
|---|--|--|--|
| EIIH.5.1: Analyze speeches and/or debates to determine speaker's purpose and point of view. | Not enough evidence provided to meet the standard. | Student identifies speaker's purpose or point of view. | Student uses at least one piece of textual evidence to correctly determine the speaker's purpose and point of view. |
| EIIH.5.2: Analyze the structure of a speech/debate to determine the effectiveness of the speaker's argument. | Not enough evidence provided to meet the standard. | Student identifies basic structure of the speech rather than a specific structural technique (parallelism, allusion, etc). | Student uses at least one piece of textual evidence to correctly determine how the structure contributes to the effectiveness of the speaker's argument. |
| EIIH.5.3 Analyze speaker's reasoning and rhetoric to determine truths or fallacies. | Not enough evidence provided to meet the standard. | Student identifies rhetorical techniques the speaker uses but may not analyze how they contribute to the truths/fallacies of the speech. | Student uses at least one piece of textual evidence to correctly identify a truth or a fallacy that exists in the speech that the speaker identifies through a rhetorical technique. |
| EIIH.5.4 Analyze speaker's diction to determine how it contributes to the speaker's purpose. | Not enough evidence provided to meet the standard. | Student identifies diction but may not discuss how the diction supports purpose. | Student uses at least one piece of textual evidence to identify diction that supports the speaker's purpose. |
| EIIH.5.5 Use textual evidence from speeches/debates in order to create and respond to questions through discussion and writing. | Not enough evidence provided to meet the standard. | Student creates questions that may not be effective in promoting discussion. | Student creates two questions that would promote discussion of the author's purpose that are not direct recall questions. |

1. Using textual evidence, determine the speaker's purpose and point of view.
2. Using textual evidence, determine the structure of this speech and analyze how the structure contributes to the effectiveness of the speaker's argument.
3. Using textual evidence, identify a fallacy and a truth that exist in this speech that the speaker conveys through a rhetorical technique.
4. Using textual evidence, identify diction that supports to the speaker's purpose.
5. Using textual evidence, create two questions that would promote discussion of the author's purpose.

Debate

| | Reassessment Needed | 7-8 | 9-10 |
|--|---|---|---|
| Students will debate and cite textual evidence in order to support an analysis of a speaker's purpose. | Not enough evidence is provided to meet standard. | Student supports an analysis of a speakers purpose. | Student cites textual evidence in speech while supporting an analysis of a speaker's purpose. |

Total _____/60 pts.

Grade _____%

Figure 3.1 Desired Characteristics of Criteria for Classroom Rubrics

| Characteristics | Explanation |
|--|---|
| The criteria are ... | |
| Appropriate | Each criterion represents an aspect of a standard, curricular goal, or instructional goal or objective that students are intended to learn. |
| Definable | Each criterion has a clear, agreed-upon meaning that both students and teachers understand. |
| Observable | Each criterion describes a quality in the performance that can be perceived (seen or heard, usually) by someone other than the person performing. |
| Distinct from one another | Each criterion identifies a separate aspect of the learning outcomes the performance is intended to assess. |
| Complete | All the criteria together describe the whole of the learning outcomes the performance is intended to assess. |
| Able to support descriptions along a continuum of quality | Each criterion can be described over a range of performance levels. |

For most standards and instructional goals, the answers to this question will be characteristics that could be elements of student work on more than one task. For example, if students are supposed to be able to “cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text” (CCSSI ELA Standard RL.6.1), then they should be able to do that in a variety of different tasks. Students might read a passage and then answer a question or set of questions in writing. They might read a passage and participate in a discussion with peers. They might read a passage and explain what it meant to a fictional younger student. They might read a passage and make a list of literal and inferential conclusions they could draw from the reading. They might use this skill in a more complex task, like comparing and contrasting two texts. In addition, any of these kinds of tasks might be based on different passages.

Appendix A: Six-Point 6+1 Trait Writing Rubrics, Grades 3–12

6-POINT WRITER'S RUBRIC

VOICE

| | NOT PROFICIENT | | |
|---|--|---|---|
| | 1 Beginning | 2 Emerging | 3 Developing |
| | Author seems indifferent, uninvolved, or distanced from topic, purpose, and/or audience | Author relies on reader's good faith to hear or feel any voice in phrases such as "I like it" or "It was fun" | Author's voice is hard to recognize, even if reader is trying desperately to "hear" it |
| A | Author does not interact with reader in any fashion; writing is flat, resulting in a disengaged reader | Author uses only clichés, resulting in continued lack of interaction with reader | Author seems aware of reader yet discards personal insights in favor of safe generalities |
| B | Author takes no risks, reveals nothing, lulls reader to sleep | Author reveals little yet doesn't risk enough to engage reader | Author surprises reader with random "aha" and minimal risk-taking |
| C | Tone is not evident | Tone does not support writing | Tone is flat; author does not commit to own writing |
| D | Commitment to topic is missing; writing is lifeless or mechanical; it may be overly technical, formulaic, or jargonistic | Commitment to topic "might" be present; author does not help reader feel anything | Commitment to topic begins to emerge; reader wonders if author cares about topic |
| E | Voice inappropriate for purpose/mode | Voice does not support purpose/mode; narrative is only an outline; expository or persuasive writing lacks conviction or authority to set it apart from a mere list of facts | Voice is starting to support purpose/mode though remains weak in many places |
| Key question: Would you keep reading this piece if it were longer? | | | |

6-POINT WRITER'S RUBRIC: VOICE *(continued)***VOICE**

| PROFICIENT | | | |
|---|---|---|---|
| | 4 Capable | 5 Experienced | 6 Exceptional |
| | Author seems sincere, yet not fully engaged or involved; result is pleasant or even personable, though topic and purpose are still not compelling | Author attempts to address topic, purpose, and audience in sincere and engaging way; piece still skips a beat here and there | Author speaks directly to reader in individual, compelling, and engaging way that delivers purpose and topic; although passionate, author is respectful of audience and purpose |
| A | Author attempts to reach audience and has some moments of successful interaction | Author communicates with reader in earnest, pleasing, authentic manner | Author interacts with and engages reader in ways that are personally revealing |
| B | Author surprises, delights, or moves reader in more than one or two places | Author's moments of insight and risk-taking enliven piece | Author interacts with and engages reader in ways that are personally revealing |
| C | Tone begins to support and enrich writing | Tone leans in right direction most of the time | Tone gives flavor and texture to message and is appropriate |
| D | Commitment to topic is present; author's own point of view may emerge in a place or two but is obscured behind vague generalities | Commitment to topic is clear and focused; author's enthusiasm starts to catch on | Commitment to topic is strong; author's passion about topic is clear, compelling, and energizing; reader wants to know more |
| E | Voice lacks spark for purpose/mode; narrative is sincere, if not passionate; expository or persuasive writing lacks consistent engagement with topic to build credibility | Voice supports author's purpose/mode; narrative entertains, engages reader; expository or persuasive writing reveals why author chose ideas | Voice is appropriate for purpose/mode; voice is engaging, passionate, and enthusiastic |
| Key question: Would you keep reading this piece if it were longer? | | | |

Figure 4.3 Analytic Rubric for Creativity

| | Very Creative | Creative | Ordinary/Routine | Imitative |
|--|---|---|---|---|
| Depth and Quality of Ideas | Ideas represent a startling variety of important concepts from different contexts or disciplines. | Ideas represent important concepts from different contexts or disciplines. | Ideas represent important concepts from the same or similar contexts or disciplines. | Ideas do not represent important concepts. |
| Variety of Sources | Created product draws on a wide-ranging variety of sources, including different texts, media, resource persons, and/or personal experiences. | Created product draws on a variety of sources, including different texts, media, resource persons, and/or personal experiences. | Created product draws on a limited set of sources and media. | Created product draws on only one source, and/or sources are not trustworthy or appropriate. |
| Organization and Combination of Ideas | Ideas are combined in original and surprising ways to solve a problem, address an issue, or make something new. | Ideas are combined in original ways to solve a problem, address an issue, or make something new. | Ideas are combined in ways that are derived from the thinking of others (for example, of the authors in sources consulted). | Ideas are copied or restated from the source(s) consulted. |
| Originality of Contribution | Created product is interesting, new, and/or helpful, making an original contribution that includes identifying a previously unknown problem, issue, or purpose. | Created product is interesting, new, and/or helpful, making an original contribution for its intended purpose (e.g., solving a problem or addressing an issue). | Created product serves its intended purpose (e.g., solving a problem or addressing an issue). | Created product does not serve its intended purpose (e.g., solving a problem or addressing an issue). |

Figure 4.4 Holistic Rubric for Creativity

| | |
|-------------------------|--|
| Very Creative | Ideas represent a startling variety of important concepts from different contexts or disciplines. Created product draws on a wide-ranging variety of sources, including different texts, media, resource persons, and/or personal experiences. Ideas are combined in original and surprising ways to solve a problem, address an issue, or make something new. Created product is interesting, new, and/or helpful, making an original contribution that includes identifying a previously unknown problem, issue, or purpose. |
| Creative | Ideas represent important concepts from different contexts or disciplines. Created product draws on a variety of sources, including different texts, media, resource persons, and/or personal experiences. Ideas are combined in original ways to solve a problem, address an issue, or make something new. Created product is interesting, new, and/or helpful, making an original contribution for its intended purpose (e.g., solving a problem or addressing an issue). |
| Ordinary/Routine | Ideas represent important concepts from the same or similar contexts or disciplines. Created product draws on a limited set of sources and media. Ideas are combined in ways that are derived from the thinking of others (e.g., of the authors in sources consulted). Created product serves its intended purpose (e.g., solving a problem or addressing an issue). |
| Imitative | Ideas do not represent important concepts. Created product draws on only one source, and/or sources are not trustworthy or appropriate. Ideas are copied or restated from the source(s) consulted. Created product does not serve its intended purpose (e.g., solving a problem or addressing an issue). |

the way the rubrics in this chapter use criteria and performance-level descriptions should help you get a better sense of the nature of those two defining characteristics of rubrics, another main theme of the book.

There are some occasions when task-specific rubrics are useful. The next chapter considers task-specific rubrics and how to use them.

Figure 4.2 General Rubric for Written Projects (may be adapted for specific projects)

| | Content | Reasoning & Evidence | Clarity |
|---|--|---|---|
| 4 | The thesis is clear. A large amount and variety of material and evidence support the thesis. All material is relevant. This material includes details. Information is accurate. Appropriate sources were consulted. | Information is clearly and explicitly related to the point(s) the material is intended to support. Information is organized in a logical manner and is presented concisely. Flow is good. Introductions, transitions, and other connecting material take the listener/reader along. | Few errors of grammar and usage; any minor errors do not interfere with meaning. Language style and word choice are highly effective and enhance meaning. Style and word choice are appropriate to the project. |
| 3 | The thesis is clear. An adequate amount of material and evidence supports the thesis. Most material is relevant. This material includes details. Information is mostly accurate; any inaccuracies are minor and do not interfere with the points made. Appropriate sources were consulted. | Information is clearly related to the point(s) the material is intended to support, although not all connections may be explained. Information is organized in a logical manner. Flow is adequate. Introductions, transitions, and other connecting material take the listener/reader along for the most part. Any abrupt transitions do not interfere with intended meaning. | Some errors of grammar and usage; errors do not interfere with meaning. Language style and word choice are for the most part effective and appropriate to the project. |

continued

Figure 4.2 General Rubric for Written Projects (may be adapted for specific projects) (continued)

| | Content | Reasoning & Evidence | Clarity |
|----------|---|--|--|
| 2 | The thesis may be somewhat unclear. Some material and evidence support the thesis. Some of the material is relevant, and some is not. Details are lacking. Information may include some inaccuracies. At least some sources were appropriate. | Some of the information is related to the point(s) the material is intended to support, but connections are not explained. Information is not entirely organized in a logical manner, although some structure is apparent. Flow is choppy. Introductions, transitions, and other connecting material may be lacking or unsuccessful. | Major errors of grammar and usage begin to interfere with meaning. Language style and word choice are simple, bland, otherwise not very effective or not entirely appropriate. |
| 1 | The thesis is not clear. Much of the material may be irrelevant to the overall topic or inaccurate. Details are lacking. Appropriate sources were not consulted. | Information is not related to the point(s) the material is intended to support. Information is organized in a logical manner. Material does not flow. Information is presented as a sequence of unrelated material. | Major errors of grammar and usage make meaning unclear. Language style and word choice are ineffective and/or inappropriate. |

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