

### **Participation**

About this rubric: This rubric is used to grade students on their participation in the class on a weekly basis.

	A	B	C	D	F
	<i>Student engages in class discussion more than 5 times per week; student's comments are insightful and never detract from the focus of the class.</i>	<i>Student engages in class discussion 4 times per week; student's comments are insightful and never detract from the focus of the class.</i>	<i>Student engages in class discussion 2 times per week; student's comments reflect an understanding of the topic, but may lack detailed support.</i>	<i>Student engages in class discussion 1 time per week; student's comments may be superficial or detract from the learning of others in the class.</i>	<i>Student engages in class discussion less than once per week; the student's comments may be superficial or detract from the learning of others in the class.</i>

### **Class Work and Homework**

Level 1 (Check Mark System)

About this rubric: This rubric is used to grade students on assignments where the goal is completion, rather than analytical scoring.

	Check Plus (A)	Check (B)	Check Minus (C)	Incomplete (F)
	<i>The assignment goes above and beyond the required criteria (length or time required); all questions are answered and all parts of the assignment are complete.</i>	<i>The assignment meets all the required criteria (length or time required); all questions are answered and all parts of the assignment are complete.</i>	<i>The assignment does not meet the required criteria (length or time required); some questions are not answered, but the majority of questions are complete.</i>	<i>The assignment does not meet the required criteria (length or time required); most or all questions are not answered.</i>

Mr. Hampton's Rubrics Worksheet  
Or, "How Everything Is Graded In This Class."

Level 2 (2-point/4-point Scale)

About this rubric: This rubric is used to grade FCAT Short and Extended Response questions.

Short Response	2 points (A)	1 point (C)	0 points (F)
	<i>The response indicates that the student has a complete understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based.</i>	<i>The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.</i>	<i>The response indicates that the student does not demonstrate an understanding of the reading concept embodied in the task. The student has provided a response that is inaccurate; the response has an insufficient amount of information to determine the student's understanding of the task; or the student has failed to respond to the task.</i>

Extended Response	4 points (A)	3 points (B)	2 points (C)	1 point (D)	0 points (F)
	<i>The response indicates that the student has a thorough understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information is clearly text-based.</i>	<i>The response indicates that the student has an understanding of the reading concept embodied in the task. The student has provided a response that is accurate and fulfills all the requirements of the task, but the required support and/or details are not complete or clearly text-based.</i>	<i>The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples and requirements of the task may be incomplete or omitted.</i>	<i>The response indicates that the student has very limited understanding of the reading concept embodied in the task. The response is incomplete, may exhibit many flaws, and may not address all requirements of the task.</i>	<i>The response indicates that the student does not demonstrate an understanding of the reading concept embodied in the task. The student has provided a response that is inaccurate; the response has an insufficient amount of information to determine the student's understanding of the task; or the student has failed to respond to the task.</i>

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Level 3 (FOCUS Scale)

About this rubric: This rubric is used for essays usually found on tests, exams, or take home assignments.

	A (6 or 5)	B (4)	C (3)	D (2)	F (1)
<u>F</u> ocus on Topic	<i>The writing is focused and purposeful, and it reflects insight into the writing situation.</i>	<i>The writing is focused on the topic and includes few, if any, loosely related ideas.</i>	<i>The writing is focused but may contain ideas that are loosely connected to the topic.</i>	<i>The writing addresses the topic but may lose focus by including extraneous or loosely related ideas.</i>	<i>The writing addresses the topic but may lose focus by including extraneous or loosely related ideas.</i>
<u>O</u> rganization	<i>The organizational pattern provides for a logical progression of ideas.</i>	<i>An organizational pattern is apparent, and it is strengthened by the use of transitional devices.</i>	<i>An organizational pattern is demonstrated, but the response may lack a logical progression of ideas.</i>	<i>The organizational pattern usually includes a beginning, middle, and ending, but these elements may be brief.</i>	<i>The response may have an organizational pattern, but it may lack a sense of completeness or closure.</i>
<u>C</u> onventions (Grammar)	<i>Sentence structure is varied, and few, if any, convention errors occur in mechanics, usage, punctuation, and spelling.</i>	<i>Word choice is adequate, and variation in sentence structure is demonstrated. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.</i>	<i>Word choice is adequate, and some variation in sentence structure is demonstrated. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.</i>	<i>Word choice may be limited, predictable, or vague. Errors may occur in the basic convention, but commonly used words are usually spelled correctly.</i>	<i>Limited or inappropriate word choice may obscure meaning. Frequent and blatant errors may occur in basic conventions and commonly used words may be misspelled.</i>
<u>U</u> nderstanding of Topic	<i>Topic is addressed concretely and completely.</i>	↔	<i>Essay is, at times, off topic.</i>	↔	<i>Essay is, most of the time, off topic.</i>
<u>S</u> upport	<i>The development of the support is substantial, specific, relevant, and concrete.</i>	<i>The support is consistently developed, but it may lack specificity.</i>	<i>Development of support may be uneven.</i>	<i>The development of the support may be erratic and nonspecific, and ideas may be repeated.</i>	<i>There is little, if any, development of the supporting ideas, and the support may consist of generalizations or fragmentary lists.</i>