

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

Participation Rubric

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 the class.</i>	<i>Student engages in class discussion less than once per week; student's comments may be superficial or detract from the learning of others in the class.</i>

Class Work and Homework Rubrics

Level 1 (Check Mark System)

About this rubric: This rubric is used to grade students on assignments where the goal is completion.

	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>

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Level 2 (5 Trait Writing Rubric)

About this rubric: This rubric is usually used for essays on tests and exams, as well as response and research papers.

	5 (A)	4 (B)	3 (C)	2 (D)	1 (F)
Ideas	<i>The paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.</i>	↔	<i>The writer is beginning to define the topic, even though development is still basic or general.</i>	↔	<i>The paper has no clear sense of purpose or central theme. The reader must make inferences based on missing details.</i>
Organization	<i>The organizational pattern of this paper enhances and showcases the central theme and includes a satisfying introduction and conclusion.</i>	↔	<i>The organizational structure is strong enough to move the reader through the text without too much confusion.</i>	↔	<i>The writing lacks a clear sense of direction.</i>
Voice	<i>The writer of this paper speaks directly to the reader in a manner that is compelling and engaging and shows a respect for the audience.</i>	↔	<i>The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling.</i>	↔	<i>The writer seems uninvolved with the topic and the audience.</i>
Word Choice	<i>Words convey the intended message in a precise, interesting, and natural way.</i>	↔	<i>The language is functional, but lacks energy of expression.</i>	↔	<i>The writer struggles with limited vocabulary.</i>
Sentence Fluency	<i>The writing has an easy flow and rhythm and sentences are well built.</i>	↔	<i>The writing tends to be done in a routine fashion and sentences may be choppy or awkward.</i>	↔	<i>The writing is choppy, incomplete and does not sound natural.</i>
Conventions	<i>Spelling, punctuation, capitalization, and grammar are generally correct.</i>	↔	<i>Spelling, punctuation, capitalization, and grammar are generally correct, but more moderate errors do occur.</i>	↔	<i>Spelling, punctuation, capitalization, and grammar contain errors and are very noticeable.</i>