

**Class Discussion Rubric (Big Circle, Socratic Circle/Seminar Rubric)**

	<i>Advanced Mastery (100%)</i>	<i>Mastery (85%)</i>	<i>Initial Mastery (70%)</i>	<i>Non-Mastery (0%)</i>
<i>Preparation</i>	Shows understanding of the material and uses specific references to text to support and defend ideas.	Makes specific references to text to support ideas. Uses text effectively when challenged to do so.	Occasionally makes references to text to support and defend ideas, but mainly relies upon self-knowledge.	Makes no references to text to support and defend ideas.  Ideas appear "off the cuff."
<i>Conduct</i>	Contributes to the success of the group and makes invitations by name to include and support all willing participants.  Is consistently non-judgmental and respectful.  Body language is active and makes good eye contact.	Demonstrates respect and enthusiasm attempting to include and support all participants.  May show favoritism to certain classmates.	Demonstrates general respect for the group but is not always supportive and inclusive.  May at times be judgmental or impatient of others.	Speech and manner suggest a lack of support and/or respect.  Uses disrespectful language.  Centers dialogue on self or specific classmates.  Side conversations are frequent.
<i>Questions &amp; Responses</i>	Demonstrates thoughtful and active participation throughout discussion by asking thoughtful, analytical and/or inductive questions.	Demonstrates active participation throughout discussion by asking questions.	Demonstrates participation through most of seminar. Questions asked may be superficial and/or do not serve to further discussion.	Is a passive observer and does not ask questions.
<i>Synthesizing Information</i>	Stops frequently to reflect on text meaning; may relate to the story or genre in a personal way; can identify key themes; may articulate how this process has created new meaning upon completion of the assigned reading	Stops frequently to reflect on text meaning; uses own schema and story elements to enhance meaning by thinking of big idea(s)	Stops periodically to identify text events and may incorporate schema into interpretation of a main idea	Rarely or never stops to consider what new information has been learned.

**Formal Writing Rubric (MLA and Research Papers):**

	<i>Advanced Mastery (100%)</i>	<i>Mastery (85%)</i>	<i>Initial Mastery (70%)</i>	<i>Non-Mastery (0%)</i>
<i>Ideas &amp; Support</i>	The paper is clear, supported, and enriched by relevant anecdotes and details.	The paper is well marked by detail, but could benefit from additional information or explanation.	Topic or main idea is identified, but development of idea remains basic, overly generalized, or inadequately explained.	Topic or main idea may be present, but is broad, simplistic, or inadequately developed.
<i>Organization</i>	The organizational pattern of this paper enhances and showcases the central message.	Organization is smooth, but a few confusion points are present.	The organizational structure is strong enough to move the reader through the text without too much confusion.	The writing lacks a clear sense of direction or organizational pattern.
<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.	The writer attempts to address the topic, but the a few areas lack the compelling power of the paper's entirety.	The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling.	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.	Words are more precise and appropriate, but vocabulary can appear "forced" at times.	The language is functional, but lacks energy of expression.	The writer struggles with limited vocabulary.
<i>Sentence Fluency</i>	The writing has an easy flow and rhythm and sentences are varied and invite expressive oral reading.	Sentences are rhythmic with a variety of sentence types, but may lack the natural cadence in some parts.	The writing tends to be done in a routine fashion and sentences may be choppy or awkward.	The writing is choppy, incomplete and does not sound natural.
<i>Conventions (Grammar)</i>	Spelling, punctuation, capitalization, and grammar are generally correct.	Several mistakes do exist, but all basic conventions have been mastered.	Spelling, punctuation, capitalization, and grammar are generally correct, but more moderate errors do occur.	Spelling, punctuation, capitalization, and grammar contain errors that make the text unreadable.

**Formal Writing “Improvement Matrix” (How do I get better?)**

<p><b><u>Ideas &amp; Support</u></b></p> <p><i>Does the writer share new and interesting information that is well supported and explained?</i></p>	<p><b><u>Organization</u></b></p> <p><i>Does the organizational structure make the writing easier to understand?</i></p>	<p><b><u>Voice</u></b></p> <p><i>Would you keep reading if this piece were longer?</i></p>	<p><b><u>Word Choice</u></b></p> <p><i>Do the words and phrases chosen create an appropriate mood for the reader?</i></p>	<p><b><u>Sentence Fluency</u></b></p> <p><i>Do the chosen words and phrases flow together?</i></p>	<p><b><u>Conventions</u></b></p> <p><i>How much editing does my paper need before publication?</i></p>
<ul style="list-style-type: none"> <li>• Select facts and supporting details (observations, examples, conversations, experiences, classroom notes, interview questions, texts, etc.)</li> <li>• Support ideas with accurate facts, connected with experiences when applicable</li> <li>• Support, explain, and elaborate on the main idea or position</li> <li>• Use direct quotations from the text to support answer</li> </ul>	<ul style="list-style-type: none"> <li>• Remove clutter (“fluff”) from writing that does not support the main idea or position</li> <li>• Follow all formatting guidelines (MLA, essay, narrative, informational, etc.)</li> <li>• Present writing with an engaging introduction, body, and conclusion</li> <li>• Make sure to include a <i>Works Cited</i> page (if applicable) and cite your resources appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Match tone to the purpose of writing (serious, light, humorous, etc.) to your target audience</li> <li>• Use specific word choice to affect the mood of your reader</li> <li>• Begin to write with voice unique to the writer (personality, rhythm of sentences, liveliness, etc.); i.e., sound unique</li> </ul>	<ul style="list-style-type: none"> <li>• Choose precise nouns, vivid verbs and attention-grabbing adjectives and adverbs</li> <li>• Use college-level vocabulary (see SAT/ACT word list)</li> <li>• Use words that carry connotative as well as denotative meanings</li> <li>• Use figurative language in writing (metaphor, rhyme, rhythm, alliteration, simile, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Write using varied sentence starters</li> <li>• Write using a variety of sentence lengths</li> <li>• Link ideas using “because, when, since, unless, as, after, before, until and conjunctions (and, but, or)”</li> <li>• Write a mix of declarative, interrogative, imperative, and exclamatory sentences</li> <li>• Use compound and complex sentences</li> <li>• “Sounds great” when read aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Spell common, frequently used words and academic vocabulary correctly (run spell check!)</li> <li>• Use comma, colons, and semi-colons correctly</li> <li>• Use apostrophes in contractions and possessives</li> <li>• Use subject-verb and noun-pronoun agreement in all sentences</li> <li>• Follow all rules in “grammar time” lessons</li> </ul>

**Language Analysis Rubric (AICE Language Exam, Component 1)**

	<i>Advanced Mastery (100%)</i>	<i>Mastery (85%)</i>	<i>Initial Mastery (70%)</i>	<i>Non-Mastery (0%)</i>
<i>Knowledge &amp; Understanding</i>	<p>Perceptive appreciation of content and ideas;</p> <p>Fluidly relates content to structure, audience, purpose, genre, style; shows keen awareness of intentions of passage.</p>	<p>Shows consistent appreciation of content and ideas;</p> <p>Able to relate content to structure, audience, purpose, genre, style, main aims of passage.</p>	<p>Shows steady engagement with content/ideas of piece;</p> <p>Shows general understanding of structure audience, purpose, genre, style of passage.</p>	<p>Makes some relevant points about content;</p> <p>Shows some understanding of some aspects of the structure, audience, purpose, genre, or style of passage; with some failures to identify key features and or misunderstanding.</p>
<i>Language Effects</i>	<p>Analyzes text with sensitive and discriminating awareness of how language creates effects;</p> <p>Moves with ease between part and whole in discussing specific examples of language use and the effect of the whole passage.</p>	<p>Analyzes text, with awareness of the effects created;</p> <p>Able to relate part to whole in discussing specific examples of language use and the effect of the whole passage.</p>	<p>Thorough analysis of passage is made, correctly identifying a range of features of language, giving examples, and showing ability to explain how they create effects with some relation of part to whole.</p>	<p>Some relevant points made, identifying a restricted range of examples of language use;</p> <p>Some examples are not related to the effects created; some examples may be listed without development; much generalization.</p>
<i>Organization</i>	<p>Strong structure; may be concise; quotation is used fluently, 'embedded' in the argument.</p>	<p>Strong structure used to convey clear argument.</p>	<p>Clear structure, sustained focus.</p>	<p>Little structure; points may be rather disconnected.</p>

**Narrative Rubric (AICE Language Exam, Component 2)**

	<i>Advanced Mastery (100%)</i>	<i>Mastery (85%)</i>	<i>Initial Mastery (70%)</i>	<i>Non-Mastery (0%)</i>
<i>Focus (Imaginative)</i>	Imaginative, possibly original, appropriate approach to task, engaging audience	Semi-imaginative approach to task, appropriate to audience and engaging interest	Consistent focus on a relevant form and content, with an appropriate sense of audience and some sustained imagination	Evidence of attempted focus on some appropriate ideas for content, but not fully appropriate to the task; form may be less sure, e.g. a wholly narrative response to a descriptive task
<i>Structure</i>	Tightly controlled, appropriate structure; very directed writing	Effective, appropriate structure, with a strong sense of purpose	Clear structure that fits the task; with a sense of purpose	Lacks structure, may be diffuse, may ramble
<i>Language Effects</i>	Language used imaginatively to create specific effects on the reader	Language used to create specific effects on the reader, narrative or descriptive as appropriate	Some effects of language are attempted and achieved, narrative or descriptive as appropriate	Occasional effects of language are created, narrative or descriptive as appropriate
<i>Conventions (Grammar)</i>	Fluent, mature expression, achieves complex effects, with a high level of technical accuracy	Fluent expression achieves effects; occasional technical errors will not impede expression	Clear expression with some variety, a few technical inaccuracies	Expression is unclear; technical and structural problems (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation) get in the way of the flow of the whole

**Argumentative Rubric (AICE Language Exam, Component 3)**

	<i>Advanced Mastery (100%)</i>	<i>Mastery (85%)</i>	<i>Initial Mastery (70%)</i>	<i>Non-Mastery (0%)</i>
<i>Focus (Content)</i>	Imaginative, possibly original, appropriate approach to task, engaging audience	Thoughtful approach to task, appropriate in form, and engaging interest	Consistent focus on relevant content and form, with an appropriate sense of audience	Work will attempt to be relevant, if not fully appropriate to the task, and will show some grasp of the topic under consideration
<i>Structure</i>	Tightly controlled structure develops ideas in logical effective manner; very directed writing	Effective, appropriate structure with clear exposition of ideas/argument, with a strong sense of purpose	Clear appropriate structure with some development, with a sense of purpose	Lacks structure, may leap from point to unconnected point, may digress or ramble
<i>Language Effects</i>	Wide range of language and rhetorical devices used effectively to explain, argue or persuade	Language and rhetorical devices used effectively to explain, argue or persuade	Some language and rhetorical devices used to explain, argue or persuade	Occasional effects of language to explain, argue or persuade are attempted
<i>Conventions (Grammar)</i>	Fluent, mature expression, achieves complex effects, with a high level of technical accuracy	Fluent expression capable of complex argument; occasional technical errors will not impede expression	Clear expression with some variety, a few technical inaccuracies	Expression is unclear; technical and structural problems (confusion of tenses, wrong subject/verb agreement, frequent spelling errors, absent punctuation) get in the way of the flow of the whole

**Leading a Discussion Rubric**

	<i>Advanced Mastery (100%)</i>	<i>Mastery (85%)</i>	<i>Initial Mastery (70%)</i>	<i>Non-Mastery (0%)</i>
<i>Questions</i>	<p><u>The "Mastery" category, plus:</u></p> <p>Most questions make use of the criticisms or lessons we have studied</p> <p>Student includes supplemental materials, such as a poem, background information, PowerPoint slide, etc.</p>	<p>Student turns in an extra copy of these questions to the teacher <u>before</u> the discussion begins.</p> <p>Student has prepared a good list of questions to help guide class discussion for approximately 20-30 minutes.</p> <p>Questions are analytical and can be answered in a variety of ways.</p> <p>Student uses page number references for most questions.</p>	<p>Questions last 15-20 minutes.</p> <p>Most questions are analytical, but a few are too factual and can only be answered in one way.</p> <p>Student does not use page numbers references for most questions.</p>	<p>Student does not hand in a copy of these questions to the teacher before discussion begins.</p> <p>Most questions are factual and can only be answered in one way.</p> <p>Questions last less than 15 minutes.</p>
<i>Discussion Methods</i>	<p><u>The "Mastery" category, plus:</u></p> <p>Student establishes clear expectations of how students should be called upon (hand raising, volunteer, etc.)</p> <p>Discussion is democratic, with the discussion leader promoting multiple viewpoints and connecting one student response to another.</p>	<p>Students seem highly engaged and motivated by the questions.</p> <p>A good variety of discussion methods are used (partner sharing, quick writing, etc.)</p> <p>Discussion methods fit well with the questions being asked</p>	<p>Students seem disengaged and unmotivated by questions.</p> <p>No variety in discussion method; leader asks, student responds.</p> <p>Some discussion methods do not fit well with questions being asked.</p>	<p>Students seem disengaged and unmotivated by questions.</p> <p>No variety in discussion method; leader asks, student responds, then a new question is asked.</p> <p>Discussion is not democratic; the discussion leader tends give own opinion and "shoots down" other conflicting viewpoints among students.</p>
<i>Facilitation Skills</i>	<p><u>The "Mastery" category, plus:</u></p> <p>Discussion leader provides good "wait" or "think time" (7-10 sec per question) before calling on participants</p> <p>Discussion leader is an active listener and paraphrases or summarizes responses and re-directs questions accordingly.</p>	<p>Discussion leader dresses professionally and appropriately for the occasion.</p> <p>Discussion leader makes good eye contact with the class.</p> <p>Discussion leader listens and acknowledges student responses in a positive way.</p>	<p>Discussion leader dresses in non-professional, but appropriate attire for the school.</p> <p>Discussion leader tends to not provide enough "wait" time for the questions.</p> <p>Discussion leader asks a question and when the student responds, fails to acknowledge that student in a positive way.</p>	<p>Discussion leader does not dress appropriately for school.</p> <p>Discussion leader provides no "wait" time for students.</p> <p>Discussion leader rarely makes eye contact with students.</p> <p>Discussion leader asks questions in sequence without any acknowledgement of the student's response.</p>