

**Class Discussion Rubric (Socratic Circle/Seminar, Paideia Circles)**

	<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” or are non-sense.
<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 while attempting to include and support all participants.  May show favoritism to certain classmates.	Demonstrates general respect for the group but is not always supportive of ideas that conflict with own answers.  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 the discussion by asking analytical questions and giving thoughtful answers.	Demonstrates active participation throughout discussion by asking questions and giving answers.	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.

**Team Discussion Rubric (Literature Circles)**

	<i>Advanced Mastery (100%)</i>	<i>Mastery (85%)</i>	<i>Initial Mastery (70%)</i>	<i>Non-Mastery (0%)</i>
<i>Discussion</i>	<p><u>The Mastery Category, plus:</u></p> <p>Listens to and builds off others' ideas</p> <p>When applicable, defends ideas using specific text references (page number, quotes, etc.) to substantiate what is being said.</p>	<p>Participates competently in group discussions. Offers insightful opinions and makes good connections to the text</p> <p>Asks thoughtful or analytical questions and gives appropriate responses</p> <p>Respects the opinions of others and demonstrates a willingness to participate cooperatively</p> <p>Has completed assigned reading on schedule and shows a <i>good</i> understanding of the text</p>	<p>Participates reluctantly in group discussions. Offers few opinions and makes limited connections to the text</p> <p>Listens but doesn't interact fully with the information presented</p> <p>Interrupts when others are contributing in an attempt to share his or her ideas</p> <p>Understanding of reading is superficial or vague; there is evidence that the student has read, but has not fully comprehended the text</p>	<p>Does not participate in group discussions</p> <p>Doesn't ask questions or give responses</p> <p>There is little to no evidence that the assigned reading has been completed</p>
<i>Role Fulfillment</i>	<p><u>The Mastery Category, plus:</u></p> <p>When applicable, participant answers questions, shares ideas, or adds to the information presented by other roles (i.e., a discussion director who comments on the passage master's passages, or shares unknown vocabulary terms with their vocabulary guru)</p>	<p>Role tasks are thoughtfully completed on time and are shared completely with the team</p>	<p>Completes role tasks, but evidence suggests minimal effort to complete the role (i.e., hastily done sketches as illustrator, missing definitions as vocabulary guru, etc.)</p>	<p>Does not complete assigned role task</p>

**Formal Writing Rubric (MLA or 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 (i.e., citations that are not fully explained).	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 in the paper.	The organizational structure is strong enough to move the reader through the text without too much confusion, but several confusion points exist.	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 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 ("thesaurus syndrome")	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 border on making the text unreadable.

**Formal Writing Improvement Matrix (“How do I improve in a weaker category?”)**

<p style="text-align: center;"><b><u>Ideas &amp; Support</u></b></p> <p style="text-align: center;"><i>Does the writer share new and interesting information that is well supported and explained?</i></p>	<p style="text-align: center;"><b><u>Organization</u></b></p> <p style="text-align: center;"><i>Does the organizational structure make the writing easier to understand?</i></p>	<p style="text-align: center;"><b><u>Voice</u></b></p> <p style="text-align: center;"><i>Would you keep reading if this piece were longer?</i></p>	<p style="text-align: center;"><b><u>Word Choice</u></b></p> <p style="text-align: center;"><i>Do the words and phrases chosen help create a particular mood for the reader?</i></p>	<p style="text-align: center;"><b><u>Sentence Fluency</u></b></p> <p style="text-align: center;"><i>Do the chosen words and phrases flow together?</i></p>	<p style="text-align: center;"><b><u>Conventions</u></b></p> <p style="text-align: center;"><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 (using “sad” words to convey a sad mood)</li> <li>• Begin to write with voice unique to the writer (personality, rhythm of sentences, liveliness, etc.); i.e., sounds 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>

**General Paper Rubric (For General Paper Exam)**

	<i>Advanced Mastery (100%)</i> <i>A or B Band (Pass)</i>	<i>Mastery (85%)</i> <i>C or D Band (Pass)</i>	<i>Initial Mastery (70%)</i> <i>E Band (Pass)</i>	<i>Non-Mastery (0%)</i> <i>U Band (Fail)</i>
<i>Structure &amp; Support</i>	<p>Excellent focus and comprehensive coverage; very analytical.</p> <p>Thoughtful paper using local, national, and international examples to support key points.</p>	<p>Argument well-developed and logical discussion.</p> <p>Good range of examples and effectively structured argument.</p>	<p>Quality more patchy; points mentioned rather than fully developed.</p> <p>Tendency to generalize rather than discuss in detail.</p>	<p>Little of any relevance to topic; no analysis.</p> <p>Very little if any appropriate examples.</p>
<i>Fluency &amp; Grammar</i>	<p>Highly fluent, excellent use of vocabulary, near faultless grammar.</p> <p>Excellent spelling and punctuation.</p>	<p>Effective use of expression and vocabulary, good sentence structure.</p> <p>Good spelling and punctuation.</p>	<p>Hesitant fluency, not easy to follow at times. Vocabulary has a limited range.</p> <p>Regular spelling or punctuation errors.</p>	<p>Difficult or impossible to follow. Very poor use of expression and vocabulary.</p> <p>Almost every line contains grammatical errors.</p>