



Sample Performance-Based Assessments

Figure 80 - Generic Rubric for Oral Performance

Student Name: _____ Date: _____

0

- No response
- Incoherent response
- Not understandable
- Information not communicated

1

- Very little information given
- Uses very little vocabulary
- Unnatural pausing
- Fragmented statements
- Barely understandable
- Few statements are structurally correct

2

- Some information given
- Uses limited vocabulary
- Pausing is evident
- Some parts are understandable
- Some signs of organization and structures in sentences

3

- Most information given
- Coherent
- Generally structurally correct
- Uses more vocabulary
- Very few pauses
- Most of the message is understandable

4

- All information is given
- Statements are coherent, grammatically correct, and organized
- Uses varied vocabulary
- Pauses seem natural
- Message is completely understandable
- Speech seems natural

Developed by Wanda Nieves, Eastern Wayne Middle School,
Wayne County

Figure 81 - Generic Speaking Rubric

Effort

- 0 no effort to complete task
- 1 little effort to communicate
- 2 some effort to communicate
- 3 real effort to communicate
- 4 unusually high effort to communicate

Amount of Communication

- 0 no relevant information communicated by student
- 1 very little information communicated by student
- 2 some relevant information communicated by student
- 3 most relevant information communicated by student
- 4 all relevant information communicated by student

Comprehensibility

- 0 could not understand anything student said
- 1 could understand only isolated words
- 2 could understand short sentences
- 3 could understand most of what student said
- 4 could understand everything student said

Fluency

- 0 very many unnatural pauses, halting and fragmentary delivery
- 1 quite a few unnatural pauses, halting and fragmentary delivery
- 2 some unnatural pauses
- 3 few unnatural pauses
- 4 no unnatural pauses, almost effortless and smooth

Quality of Communication (Accuracy)

- 0 no statements are structurally correct
- 1 very few statements are structurally correct
- 2 structural problems and inaccuracies, although some statements are correct
- 3 most statements are structurally correct
- 4 all statements are structurally correct

Developed by Schultz and Bartz as adapted by Miller and Cole

Figure 82 - Generic Speaking Rubric

5

Message clearly communicated. Vocabulary control good. Able to circumlocute when necessary. Grammar correct in areas studies. No major patterns of weakness

4

Message almost entirely understood. Appropriate use of vocabulary. Grammar generally accurate with some minor errors. Lacks some words, may have to repeat some ideas to clarify.

3

Generally comprehensible. Gropes for vocabulary at times. Problems with any but basic structures. Message carried primarily by lexicon (vocabulary).

2

Miscommunicates often. Depends on listener for clarification. Puts across some ideas, but with difficulty.

1

Communicates barely. Great difficulty with structures. Most sentences are fractured and rendered by words rather than structures.

0

No show, no speech, no effort.

Developed by June Phillips, Tennessee Foreign Language Institute

Figure 83 - Generic Writing Rubric

1. Is generally incomprehensible. Gives incomplete, mostly inaccurate or irrelevant responses. Has very little grammatical control with serious errors in all structures. Employs very little vocabulary with formulaic language used inappropriately. Is mostly incoherent with no evidence of organization.
2. Is somewhat comprehensible. Gives a somewhat accurate/relevant response to some parts. Has limited grammatical control with many errors in basic, high frequency structures. Employs limited vocabulary. Is partly coherent or often coherent with little evidence of organization.
3. Is comprehensible. Gives a mostly accurate/relevant response to most parts. Has moderate grammatical control with few errors in basic, high frequency structures. Employs a vocabulary adequate for most topics with word choices and usage at times idiomatic. Is generally coherent and organized.

Source unknown

Figure 84 - Descriptive Writing Rubric

- 4. * exhibits a strong command of descriptive writing
 - * has an effective sequencing of description
 - * has a sense of completeness
 - * uses elaborate details

- 3 * exhibits a reasonable command of descriptive writing
 - * is focused and has reasonable sequencing of description
 - * needs additional details
 - * is generally organized

- 2 * exhibits a weak command of descriptive writing
 - * is generally focused but may wander
 - * has many bare details

- 1 * exhibits a lack of command of descriptive writing
 - * provides very few details; too vague
 - * has severe language problems
 - * has little sense

Developed by Durham County AAA participants

grade) **Figure 85** - Weather Forecast, Live or Video (4th or 5th

| Criteria | Rainy | Cloudy | Sunny | Super Hot! |
|--------------------------------|---------------------------------------|---|--------------------------------------|--|
| Vocabulary | uses 1-2 weather expressions | uses 3 weather expressions | uses 4 weather expressions | uses multiple weather expressions and concepts |
| Information | unclear or inaccurate information | has some, but very limited knowledge of information | shows knowledge of basic information | culturally appropriate, accurate information |
| Preparation | needs more time to prepare | relies on note cards | most elements are prepared | individual is prepared/p rops and presentation are ready |
| Quality of Presentation | difficult to understand and to follow | some points still unclear | clear presentation | very clear, smooth, easily understood |
| Creativity | basic presentation | some original thought | very original | innovative |

Developed by participants in the AAA project

Figure 86 - Multiple assessments for 6th Grade Family Unit

6th Grade French Checklist ``Ma Famille et Moi``

| | Skills | Student | Teacher |
|----|---|---------|---------|
| 1 | I can introduce myself. | | |
| 2 | I can introduce family members. | | |
| 3 | I can ask somebody's name. | | |
| 4 | I can ask who somebody is (directly or indirectly). | | |
| 5 | I can tell my age. | | |
| 6 | I can tell my family member's age. | | |
| 7 | I can ask somebody's age. | | |
| 8 | I can say where I live. | | |
| 9 | I can say where my family members live. | | |
| 10 | I can ask where somebody lives. | | |
| 11 | I can describe myself. | | |
| 12 | I can describe my family members. | | |

6th Grade French Rubric ``Ma Famille et Moi`` - Oral Presentation

| | Vocabulary related to the family | Additional details | Pronunciation | Presentation |
|---|---|--|---|--------------------------|
| 3 | Talked about more than four members of my family other than self. | Gave more than one detail about each person. | A native speaker could understand presentation. | Looked like a pro! |
| 2 | Talked about two to four members of my family other than self. | Gave one detail about each person. | The teacher and peers understood presentation. | Needs to loosen up some! |
| 1 | Only talked | Did not | Only the | Is there a |

| | | | | |
|---|-------------|---------------|----------------------------------|--------------------------------|
| | about self. | give details. | teacher understood presentation. | scary animal in the classroom? |
| 0 | No response | No response | Nobody understood | Mute! |

Developed by Anne Thibodeau, Canton MS, Haywood County

Figure 87 - Fashion Show Rubric

Group Members: _____

| CRITERIA | 1 SCHOOL MODELING | 2 AMATEUR MODEL | 3 PROFESSIONAL MODEL |
|----------------------|---|---|--|
| Pronunciation | 4 or more mispronounced words | 3 or fewer mispronounced words | All words pronounced clearly and understandably |
| Accuracy | Lots of mistakes interfering with comprehension | Several mistakes not interfering with comprehension | 3 or fewer mistakes not interfering with comprehension |
| Clothing | No attempt to wear special clothes. Wear regular school clothes | Weak attempt to dress up | Special outfit or typical dress of a Spanish country |
| Accessories | No accessories | 1 accessory | 2 or more accessories |
| Completeness | Several missing requirements | 1 missing requirements | All requirements included in presentation |

Developed by Carmen Blakewood, Jacksonville Commons Middle School, Onslow County

Scale: 1 = 3 points each
 2 = 5 points each
 3 = 10 points each
 0 = no participation
 50 points = participation

Total 100 points

Figure 88 - Greetings and Introduction Dialogue Rubric

Student's Name: _____

| Criteria | 1 Student Announcer (3 points) | 2 Radio Announcer (5 points) | 3 TV Announcer (30 points) |
|----------------------|---|--|--|
| Pronunciation | Lots of mistakes in pronouncing words | Few mistakes in pronunciation | All the words are clear and correctly pronounced |
| Accuracy | Few answers correspond to the questions | Most of the answers match the questions | All the answers correspond to the questions |
| Creativity | Basic presentation | Mix some Spanish expressions and some English translations | Use authentic Spanish expressions |

Developed by Carmen Blakewood, Jacksonville Commons Middle School, Onslow County

Scale: 1 = 3 points each
 2 = 5 points each
 3 = 10 points each
 0 = no participation
 70 points = participation

Total 100 points

**Figure 89 - Presentacion Oral - Rubric para los
''anuncios''**

| CRITERIA | 4 | 3 | 2 | 1 |
|----------------------|---|--|--|---|
| MANDATOS | At least three command forms are used correctly. | At least two command forms are used correctly. | At least one command form is used correctly. | There are no command forms used correctly but the effort was there. |
| INFORMACION | There is extensive descriptive information (2). It is structurally correct (2). | There is extensive descriptive information (2) but it has structural inaccuracies (1). | Descriptive information about the product is limited (1) with structural inaccuracies (1). | There is almost no descriptive information about the product. Many inaccuracies make it incomprehensible. |
| PRONUNCIACION | Presentation is smooth (2). There are no glaring pronunciation errors (2). | Presentation is smooth (2). There are a few errors in pronunciation (1). | Presentation is halting (1). There are several pronunciation errors (1). | Presentation is so halting and pronunciation errors are so numerous that it is difficult to understand. |
| PRESENTACION | Props are included (2). The presentation delivery is animated and persuasive (2). | Props are included (2). The delivery shows limited animation or persuasion (1). | There are limited props (1). The delivery shows little animation or persuasion (1). | There are no props and the delivery shows no animation nor persuasion. |

Developed by Pat Cotton, Apex HS, Wake County

The following grading scale insures that any student who shows evidence of preparation and gets up in front of the class and gives an oral presentation will have a strong chance of receiving a passing grade. This is the basic scale for rubrics with the general four by four criteria.

| | | | | |
|----------|---------|---------|--------|--------|
| 16 - 100 | 13 - 93 | 10 - 85 | 7 - 78 | 4 - 70 |
| 15 - 98 | 12 - 90 | 9 - 83 | 6 - 75 | 3 - 68 |
| 14 - 95 | 11 - 88 | 8 - 80 | 5 - 73 | 2 - 65 |
| 1 - 63 | | | | |

Figure 90 - Rubric for the Oral Presentation of Life after High School, Español III

| | | | | | |
|--|--|--|--|--|------------------------|
| Content <i>Information as outlined is included</i> | 4 Position chosen clearly stated and backed up with abundant reasons and support. | 3 Position chosen clear and adequate information to back-up and support reasons. | 2 Position chosen not fully developed but several good points made. | 1 Position chosen ambiguous and very few details to support it. | 0 Nothing prepared. |
| Structure <i>Accurate use of the future, conditional and subjunctive as well as other review grammar structures.</i> | 4 All necessary and review structures used accurately. | 3 A few errors in necessary grammar structures and other review grammar they do not affect comprehensibility. | 2 There are several structural inaccuracies throughout which have some effect on comprehensibility. | 1 Structural inaccuracies are so numerous that there is little communication. Much of the presentation cannot be understood. | |
| Presentation <i>Animated and expressive delivery of material with accurate pronunciation and intonation.</i> | 4 Material presented in a persuasive animated manner without pronunciation errors and with smooth valid intonation. | 3 Presentation somewhat animated and persuasive but there are errors in pronunciation and/or intonation may be somewhat broken. | 2 Presentation somewhat uneven with sufficient pronunciation errors to have a negative effect on communication and comprehensibility. | 1 There are so many pronunciation errors and delivery is so broken and/or monotonous that very little communication or comprehension has taken place. | |
| Interaction <i>Exchange of information with</i> | 4 Presentation includes several opportunities to | 3 Presentation includes some opportunities for interaction with the | 2 There are few opportunities for the class to interact. Have | 0 There are no opportunities for the class to interact with | |

| | | | | | |
|-------------------------------|--|---|--|--|--|
| <i>students in the class.</i> | exchange information with the class. Participate well during most presentations. | class. Have participated in some other presentations. | limited interaction with other presentations. 1 Only one of the requirements listed in 2 has been met. | presentation. No interaction with other presentations. | |
|-------------------------------|--|---|--|--|--|

Developed by Pat Cotton, Apex HS, Wake County Schools

Oral Presentation on Life after High School, page 2

Scale:

16 = 100 15 = 97 14 = 95 13 = 92 12 = 90 11 = 87 10 = 85 9 = 82
8 = 80 7 = 77 6 = 75 4 = 70 3 = 67 2 = 65 1 = 62

Choose a lifestyle to pursue as your choice after high school.

1. attend a university
2. get a job
3. travel for a year or so
4. enlist in the armed forces

Explain why this is the best thing for you to do. Include:

1. advantages and disadvantages
2. problems you may need to overcome
3. what, why, where, when, how much is the cost, how long
4. Ask for advice in resolving all problems

Use the subjunctive, the future, and the conditional as much as possible and be careful with all other review grammar structures. Try to include the class in your comments and in asking for advice and opinions.

Figure 91 - Picture Poem Rubric

Poetry that takes the shape of what the poem is about

| <i>1 point</i> | <i>2 points</i> | <i>3 points</i> | |
|---|-------------------------|-------------------------------------|---------------------|
| Folder Stuff | School Newspaper | Nobel Literature | CRITERIA |
| rush job | basic | multiple materials | CREATIVITY |
| no evidence of pre planning | draft only | evidence of brainstorming and draft | PREPARATION |
| inadequate | adequate | expanded | VOCABULARY |
| words only | phrases only | paragraph style | LENGTH |
| frequent errors/difficult to understand | understandable | easily understood | PRESENTATION |

Developed by participants in the AAA project

Figure 92 - Monster Description/Comparative Project. Elementary Level

| CRITERIA | THE TIMID GHOST | SPACE ALIEN | COUNT DRACULA |
|--|---|--|---|
| NUMBER OF CHARACTERISTICS | Uses 5 or fewer characteristics to describe their monster | Uses 6 or 7 characteristics to describe their monster | Uses at least 9 characteristics to describe their monster |
| AMOUNT OF LANGUAGE | Names parts, uses no verbs or numbers | Name parts, does not use verbs and numbers consistently | Name parts and uses verbs and numbers consistently |
| CORRECT DESCRIPTION MATCHES PICTURE | Student description of monster is generally accurate but with a number of inconsistencies | Student description of monster is mostly accurate except for a few minor inconsistencies | Student description of monster is entirely accurate with no inconsistencies |
| STUDENT PARTICIPATION | Student participates in the project but with reluctance | Student willingly participates in the project but dominates discussion, | Student participates in the project as a full partner and carries |

| | | | |
|--|--|--|--------------------------------------|
| | | takes over, or doesn't carry his/her full share of the load | his/her full share of the load |
|--|--|--|--------------------------------------|

Developed by Joyce Lewis, Swift Creek Elementary, Wake

County

Figure 93 - Family Tree Project

| Criteria | An acorn 1 | A seedling 2 | A mighty Oak 3 |
|------------|--|---|--|
| Appearance | No branches on family tree | Shows correct family connections | Shows numerous correct family connections |
| Vocabulary | Little or no vocabulary used | Uses some family vocabulary correctly | Uses all family vocabulary learned correctly |
| Neatness | Needs a little more pruning | Good enough for the school hall | Ready for the museum |
| Creativity | Basic tree shape with basic information | Basic tree shape with a little more foliage | Original idea to display family members |
| Quality of | Difficult | Clear, but | Interesting |

| | | | |
|------------------|------------------|---------------------------------|---|
| presentatio n | to understand | no additional information | because of additional information |
|------------------|------------------|---------------------------------|---|

Developed by participants in the AAA Project

Figure 94 - Generic Creative Foreign Language Project.

| Criteria | 1 | 2 | 3 |
|--|--|--|---|
| Relates to target language | Uses some vocabulary | Uses language to introduce the project | Language is an integral part of the project |
| Category- Art, Craft, Model, Game, etc. | Shows little knowledge of category | Chooses category that shows understanding | Category "shows off" expertise |
| Creativity of idea | Very familiar subject (e.g., Eiffel Tower) | Shows research to choose subject | Choice reveals knowledge of target culture |
| Completion of task | Appears unfinished | Project is complete but presentation needs improvement | Project is matted, framed, or displayed effectively |

Developed by participants in the AAA project

Figure 95 - Piñata Project, Spanish 2

Nombre español: _____ Nota: _____

| Criteria | Obra de arte impresionante 3 | Una buena obra de arte 2 | Una obra de arte 1 |
|------------------------|--|--|---|
| Quality of Work | Going beyond the "extra mile", elaborate use of paper, color, design, neatness, and attractiveness | Neat, attractive, follows guidelines of piñata instruction | Simple in design with 1-2 sheets of paper or painted tin foil, cotton balls, etc. |
| Materials | Array of brightly colored paper, craft items such as unusual ideas for body parts, yarn, buttons, and bows | Use of required materials displayed in attractive fashion | Use of some required materials, piñata not well put together, wet, last minute effort |
| Creativity | Extremely eye-catching, original in | Good in design and theme, good use of | Average in creative design, theme, and |

| | | | |
|--|---|--------|------------------|
| | design, colors, creative use with tissue, pertains to cultural perspective | colors | use of colors |
|--|---|--------|------------------|

Developed by J. Hathaway, DH Conley HS, Pitt County

Scale:

| | | | | |
|------|-------|------|------|------|
| | 9=100 | | 5=85 | 1=60 |
| 8=96 | | 4=81 | | |
| 7=93 | | 3=77 | | |
| 6=88 | | 2=70 | | |

Figure 96 - Spanish Newspaper Project: Honors 3/4

| CRITERIA | PULITZER PRIZE 3 PTS. | ON-STAFF JOURNALIST 2 PTS. | IN THE MAILROOM 1 PT. |
|---------------------------|---|--|---|
| Deadlines | Always on time | One deadline missed | More than one deadline not in to section chief |
| Quality of Writing | Ready for the presses, very little rewriting needed | Good start, but needs more development | Basic idea, needs great deal of development and rewriting |
| Accuracy | Perfect spelling and accents | 3-4 spelling accent or typing errors | Numerous typing and spelling errors |
| Appeal | Fascinating to readers | Somewhat interesting ; it is better than the textbook! | Boring and irrelevant to readers |

Developed by Anne Borisoff-Rodgers, Pitt County Schools

A = 11-12 points
 B = 9-10 points
 C = 7-8 points

Figure 97 - Airport and Skit Project (HS)

1. Skit: students give outline of information to include.
2. Documents: (a) Passport, (b) tourist card, (c) ticket, (d) customs declaration, (e) boarding pass
3. Written copy of skit

33 points possible, will be converted to 100 pt. scale

| SKIT | 1 | 2 | 3 |
|---------------------|-------------------------|--------------------------|---------------------------------------|
| Presentation | Read | Some notes | Fluent |
| Pronunciation | Poor | Some errors but good | Almost no errors |
| Props | None | Few | Creative use of props |
| Comprehensibility | No sense | Needs work | Good |
| Completeness | Few questions addressed | Most questions addressed | All components addressed |
| DOCUMENTS | 1 | 2 | 3 |
| Completeness | 2 documents | 4 documents | 5 documents |
| Accuracy | Many mistakes | Few mistakes | Almost no mistakes |
| Creativity | Only basic information | Some attention to detail | Very imaginative, colorful, authentic |
| Neatness | Sloppy | | |
| WRITTEN SKIT | 1 | 2 | 3 |
| Neatness | Illegible | Barely legible | Very readable |
| Readability | Parts not in order | In order but needs work | In order, very easy to understand |

Developed by participants in the AAA project

Figure 98 - Traveling to Another Country- Final Project Rubric, 7th grade

| | 6-7 pts. | 8-9 pts. | 10 pts. |
|--|--|--|--|
| FINAL PROJECT | CANCELED FLIGHT | DELAYED FLIGHT | SMOOTH FLIGHT |
| <i>Visual Presentation</i> | Predictable/basic presentation | Some original thought | Very original/innovative |
| <i>Materials/Props</i> | Very few/ no cultural connections | Good, but not enough / some cultural connections | Uses culturally appropriate materials |
| <i>Accuracy of Content</i> | Has some, but limited knowledge of the information | Shows knowledge of basic information | Very accurate information |
| <i>Completeness</i> | Does not tie learned material together | Ties some of the learned material together | Ties all learned material together |
| ORAL PRESENTATION | CANCELED FLIGHT | DELAYED FLIGHT | SMOOTH FLIGHT |
| <i>Presentation</i> | Reads | Some notes | Fluent |
| <i>Accuracy of Vocab. and Grammar</i> | Uses little of learned vocab. and grammar | Uses some of learned vocab. and grammar | Good use of learned vocab. and grammar |
| <i>Pronunciation / Comprehensibility</i> | Difficult to understand | Clear presentation | Very clear, smooth, easily understood |
| WRITTEN DOCUMENTS | CANCELED FLIGHT | DELAYED FLIGHT | SMOOTH FLIGHT |
| <i>Completeness</i> | Has 2-3 documents | Has 4-5 documents | Has all 6 documents |
| <i>Organization</i> | Has very little in order | Somewhat in order, but needs work | In order, very easy to understand |
| <i>Creativity</i> | Only basic information | Some details | Very imaginative |

Developed by Carmen Scoggins, Watauga County Schools

Figure 99 - Traveling to Another Country - Final Checklist, 7th grade

| | | |
|-------------------------|----------------|------------------|
| Speaking/Writing | Student | Classmate |
| Teacher | | |

- | | | |
|---|-------|-------|
| 1. I can name and write the days of the week and the months. | _____ | _____ |
| 2. I _____ can say and write the date. | | _____ |
| 3. _____ I can _____ write a postcard describing my activities. | _____ | _____ |
| 4. _____ I can express my daily activities using the expression "I 'm going to..." (ir + infinitive). | _____ | _____ |
| 5. I _____ can say and write the time. | | |
| 6. I can distinguish among the different time zones. | _____ | _____ |
| 7. _____ I can name all the clothes in my suitcase. | _____ | _____ |
| 8. _____ I can name 10 cities in my country. | _____ | _____ |

Reading

- | | | |
|---|-------|-------|
| 1. I can read another group's schedule and discuss or compare our activities (itineraries). | _____ | _____ |
| 2. _____ I can read a weather forecast in F and C and pack appropriately. | | _____ |

Culture

- | | | |
|--|-------|-------|
| 1. I can convert dollars into other currencies. | _____ | |
| 2. _____ I can compare _____ US culture with Hispanic culture. | _____ | _____ |

Personal Input:

* I enjoyed this project because _____

* I realized I am good at _____

* I realized I need more help with _____

Signature: _____ Date: _____

Teacher Comments: _____

Developed by Carmen Scoggins, Watauga County Schools

Figure 100 - Latin America Project

| CRITERIA | 1 | 2 | 3 |
|--------------------------|---|--|--------------------------------|
| VISUAL AIDS | | | |
| Number of visual aids | none | 1-2 visual aids | 3 or more visual aids |
| Quality | no color not original all written | outline/report format only | captions with visuals |
| WRITTEN REPORT | | | |
| Title page | none | sloppy | clear and neat |
| content page | none | sloppy | clear and neat |
| Paragraph format | none | mixed | correct form with no errors |
| Spelling | more than 5 errors | 3-4 errors | 0-2 errors |
| Bibliography | missing | incorrect format | correct format |
| Grammar | more than 5 errors | 3-4 errors | 0-2 errors |
| ORAL PRESENTATION | | | |
| Volume | inaudible | needed prompts | loud and clear |
| Pace | too fast/slow | needed prompts | well-paced |
| Completeness | less than 4 topics | 4-5 topics | 6-7 topics |
| Organization | illogical | some errors in logic | logical |
| Concision | too many details/reads entire report/information not accurate | core information plus some extra details | core information on each topic |

Developed by participants in the AAA project

Figure 101 - Rubric for Project on a Country

| | | | | |
|-----------------|--|--|---|---|
| CONTENT | 30 pts. All components are included, factually accurate and in complete sentences. | 27 pts. Most of the components are included, factually accurate and in complete sentences. | 24 pts. Three to four of the components are included and factually accurate. There are a few fragments. | 21 pts. One or two of the components are included. Information is mostly accurate. There are several sentences fragments. |
| LANGUAGE | 30 pts. All required structures are used accurately. | 27 pts. Most of the required structures are use accurately. | 24 pts. Some of the required structures are use accurately. | 21 pts. A few of the required structures are used accurately. |
| FORM | 20 pts. There are 25 sentences and a Table of Contents. Pages are numbered. Project is exceptionally neat. | 18 pts. There are at least 20 sentences and a Table of Contents. The pages are numbered. | 16 pts. There are at least 15 sentences. There is a Table of Contents or the pages are numbered. | 14 pts. There are at least 10 sentences. There is no Table of Contents. Pages are not numbered. |
| VISUALS | 20 pts. The cover is colorful. All four of the | 18 pts. The cover is colorful. Three of the four | 16 pts. There is a cover identified. Two of the four | 14 pts. The cover is identified. Only one of the |

| | | | | |
|--|--|--|---|--|
| | required symbols are placed on the appropriate page. At least 75% of the pages have visuals. | required symbols are placed on the appropriate page. 50% to 75% of the pages have visuals. | symbols are appropriately placed. 25% to 50% of the pages have visuals. | suggested symbols is appropriately placed. Fewer than 25% of the pages have visuals. |
|--|--|--|---|--|

Developed by Pat Cotton, Apex HS, Wake County