



Sample Rubrics

Figure 18 - Daily Grade Rubric

<i>Criteria</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>
Preparation	In seat at the bell, homework on desk, all supplies present. Ready to go!	In seat, but homework is not on desk, all supplies present.	In seat, but some supplies missing.	Not in seat at bell. No homework out. No supplies.
Participation	Always on-task, volunteers consistently (90%) and responds to prompts.	On-task, usually volunteers, usually responds to prompts.	Occasionally on-task, student responds only when called on.	Not on-task, does not respond when called on, is sleeping, talking, out of turn, doing other work in class.
Communication	Uses only Spanish from bell to bell unless granted permission to use English. Risk-taker.	Uses mostly Spanish (75%). Risk-taker at times.	Uses some Spanish in class (50%). Risk-taker rarely.	Uses little or no Spanish in class. Risk-taker.

lunes	martes	miércoles	jueves	viernes	Nota Media

		Examen	Examen	Examen	

Developed by Ann Borisoff-Rodgers, Pitt County Schools

Figure 19 - Español III, Oral/Aural Daily Grade

Nombre: _____

	0	1	2	3
	4			
Did not speak any Spanish	Spoke Spanish to the teacher in response to a question.	Spoke Spanish to either teacher or another student on own initiative not just in response to a question.	Spoke Spanish on own initiative to both the teacher and another student.	Spoke Spanish more than once to both the teacher and other students on own initiative .
Was inattentive in class and did not understand anything that was going on.	Tried to listen and understood at least one conversation or set of instructions	Participated well in class and understood at least 1/2 of the Spanish conversations and instructions.	Listened attentively throughout all of the class and understood most of the Spanish spoken.	Listened attentively throughout all of the class and understood all important conversations and instructions.
Spoke English repeatedly in class without permission .	Spoke English in class when it was not necessary and could have been avoided.	English was spoken occasionally but not consistently nor intentionally.	Forgot and inadvertently spoke English but tried to keep to Spanish.	Did not speak English in class. Spoke only Spanish.

Total your points and assign an average each day you grade yourself.

12 = 100, 11 = 97, 10 = 94, 9 = 91, 8 = 88, 7 = 85, 6 = 82,

5 = 80,
 4 = 78, 3 = 75, 2 = 72, 1 = 70

La fecha	La nota	La fecha	La nota
El promedio		El promedio	

Developed by Pat Cotton, Apex HS, Wake County Schools

Figure 20 - Daily Performance Grade

9-10 Exceeds the standard
 Helps facilitate classroom activity
 Demonstrates engaged, active learning throughout the class period
 Makes consistently strong contributions to the classroom activity

8 Meets the standard
 Participates in a generally constructive way
 Demonstrates engaged, active learning throughout the class period
 Makes some contributions to the classroom activity

7 Approaches the standard
 Has little negative or positive effect on the class and its progress
 May be grappling with the ideas addressed in class but shows little evidence of learning
 Prepared, but makes little contribution to the class activity

5-6 Falls below the standard
 Has more of a negative than positive effect on the class
 Required work or preparation incomplete

Disruptive behavior makes learning difficult for others

Refuses to stay on task

0 Sent out of class or truant

Developed by Debbie Fowler, St. Johnsbury, VT

Figure 21 - Group Participation Rubric

Criteria for Group Participation Evaluation	Often	Sometimes	Not Yet
Leans forward to engage in conversation or activity			
Makes eye contact			
Asks clarifying questions			
Maintains focus on conversation or activity			
Initiates ideas			
Builds or contributes to another's ideas			
Acknowledges another's contribution			
Seeks contributions of others			
Answers questions			
Asks questions			
Plans for improving participation skills			

Adapted from Outcome-Based Restructuring Presentation, the High Success Network, Eagle, Colorado, 1992

Figure 23 - Spanish I Notebook Guidelines

Nombre: _____ Grade: _____

Required Sections:				
<u>Grammar</u> - This section includes notes and study papers from class. Each day's notes should be dated and topically arranged.	<u>Vocabulary</u> - This section should include all vocabulary sheets and individually prepared lists. All words should be properly defined.	<u>Assignments</u> - This section includes all practice assignments. They should be dated and identified with the page number and exercise.	<u>Listening</u> - This section includes practice listening activities from class. They should be dated and identified in the lesson.	<u>Diary</u> - This section should include returned tests and quizzes as well as a list of problem areas that will have to be reviewed and restudied.
<u>Notebook Rubric</u>				
Circle the square in each column that describes your notebook; total your points and write the corresponding grade below.				
5	4	3	2	1
Notebook is in a three-ring binder and very neat. It has the necessary sections with properly labeled dividers.	Notebook is in three-ring binder and somewhat neat. It has the necessary five sections with dividers.	Notebook is in a three-ring binder but not very neat. All the sections are there but not properly labeled or organized.	Notebook is in a three-ring binder. There is evidence of an attempt to have five sections but they are poorly organized and sloppy.	There is evidence of an attempt to have a notebook but it is not in the proper format nor organized.
Each of the five notebook sections has the necessary information and/or notes	Four of the five sections have the necessary information.	Four of the five sections are included and partially complete or at least three sections have necessary information.	Three of the five sections are included and partially complete, or at least two sections have necessary information.	Two of the five sections are included and partially complete or at least one of the sections has the necessary information.
All material in all five sections is properly labeled and dated	All the material in four of the five sections is properly labeled and dated.	All the material in three of the sections is properly labeled and dated or most of the material in four sections is..	All the material in two sections is properly labeled and dated or most of the material in three sections is.	All the material in at least three sections is properly labeled and dated or most of the material in two sections is.

Grading Scale:				
15 - 100%	12 - 91%	9 - 82%	6 - 74%	3 - 66%
14 - 97%	11 - 88%	8 - 79%	5 - 71%	2 - 63%
13 - 94%	10 - 85%	7 - 77%	4 - 68%	1 - 60%

Developed by Pat Cotton, Apex High School, Wake County

Figure 24 - Español II - Teaching a Lesson

CRITERIA	MASTER TEACHER	FIRST-YEAR TEACHER	STUDENT TEACHER
INTEREST	Hands-on activity, learners participate actively, keeps attention.	Keeps interest, but no hands-on activity, get input from learner.	Reads from notes, no learner input, learners appear bored.
USE OF MATERIALS	Creative, unique presentation of materials - never used before!	Interesting presentation of materials	Ho-hum, plain, ordinary use of materials
KNOWLEDGE IMPARTED	Learners score 90% or above on assessment	Learners score 80-90% on assessment	Learners score less than 80% on assessment

Scoring: 8-9 = A
 7 = B
 5-6 = C

Developed by J. Hathaway, D.H. Conley HS, Pitt County

Figure 25 - Speaking Skills Rubric

- (0) No response. Task is not addressed. No information is communicated by the student or it is communicated in English. The message is incoherent and cannot be understood at all.
- (1) Communicates very little relevant information. Statements are barely coherent, shows no evidence of organization, and employs minimal vocabulary to address the task. Very few statements are structurally correct. There are many unnatural pauses, with halting and fragmentary delivery throughout. Message is barely understood.
- (2) Communicates some relevant information with some evidence of organization and structural accuracy. Employs limited vocabulary. The delivery is halting and fragmentary with some natural pauses. Some parts of the message can be understood.
- (3) Most of the information communicated is relevant with most statements being generally coherent. The information displays some evidence of organization and is generally structurally correct. Employs adequate vocabulary to address the task. There are very few unnatural pauses and most of the message can be understood.
- (4) All information communicated is relevant with all statements being coherent, organized and structurally correct. Employs a variety of vocabulary. There are no unnatural pauses, the speech is almost effortless and the entire passage can be understood.

Developed by Duplin County's teachers

Figure 26 - Skit Rubric - Good/Bad Driving. Nascar Theme (HS)

Students will talk about cars and good/bad driving habits.

Criteria	Rookie Driver	Back Seat Driver	Nascar Winner	Retired Champ
Preparation	Didn't go to time trials 7	Just showed up for time trials 8	Finished time trials 9	Got pole position 10
Visual	Old clunker 14	Re-furbished clunker 16	No risk used car 18	Ferrari 20
Group Participation	Didn't listen to crewchief and wrecked 7	Listened but didn't do what crewchief said 8	Did what crewchief said - finished top 9	Won the race by listening to crewchief 10
Pronunciation	Major engine problems 14	Tire problems 16	Slight body problems 18	New car 20
Quality	Needs to go back to to	Just got license	Works as a driving	Owns driving school

	understand		
Listening	Submitted acceptable notes from 1/3 of the presentations	Acceptable notes on 2/3 of the presentations	Submitted acceptable notes on all presentations

Developed by participants in the AAA project