Rubric # 1: Analytic Reading

Level of Performance / Criteria & Score	**4**=Exemplary	**3**=Proficient	**2**=Developing	**1**=Beginning
Key Ideas and Content 4 3 2 1	Always Identifies and explains main purpose and related purposes of text using relevant ideas and details from the text.	Usually Identifies and explains main purpose of text using relevant ideas and details from the text.	Occasionally Identifies and explains main purpose of text using relevant ideas and details from the text.	Rarely identifies and explains main purpose of text using relevant ideas and details from the text.
Integration of Knowledge and Ideas 4 3 2 1	Always synthesizes and interprets within and across texts in order to explain and justify complex ideas.	Usually synthesizes and interprets within and across texts in order to explain and justify a central idea.	Occasionally synthesizes and interprets within a text in order to explain and justify a central idea.	Rarely synthesizes and interprets within and across texts in order to explain and justify a central idea.
Range of Reading/Text Complexity 4 3 2 1	Always reads and comprehends a wide variety of print and non print text above grade level.	Usually reads and comprehends a wide variety of print and non print text at grade level.	Occasionally reads and comprehends a variety of print and non print text at grade level.	Rarely reads and comprehends print and non print text at grade level.

Points	12	11	10	9	8	7	6	5	4	3
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D

Rubric # 2: Writing

Level of Performance / Criteria	**4**=Exemplary	**3**=Proficient	**2**=Developing	**1**=Beginning
Ideas and Content 4 3 2 1	Always justifies complex ideas, claims, theses, or arguments appropriate to the task and discipline.	Usually justifies a central idea, claim, thesis, or argument appropriate to the task and discipline.	Occasionally justifies a central idea, claim, thesis, or argument appropriate to the task and discipline	Rarely justifies a central idea, claim, thesis, or argument appropriate to the task and discipline
Organization 4 3 2 1	Always develops complex ideas, claims, theses, or arguments using clearly defined paragraphs, transitions, and other structures appropriate to task and discipline.	Usually develops central idea, claim, thesis, or argument using paragraphs, transitions, and other structures appropriate to task and discipline.	Occasionally develops central idea, claim, thesis, or argument using paragraphs, transitions, and other structures appropriate to task and discipline.	Rarely develops central idea, claim, thesis, or argument using paragraphs, transitions, and other structures appropriate to task and discipline.
Voice 4 3 2 1	Always uses voice appropriate to the task and discipline.	Usually uses voice appropriate to the task and discipline.	Occasionally uses voice appropriate to the task and discipline.	Rarely uses voice appropriate to task and discipline.
Word Choice 4 3 2 1	Skillfully uses sophisticated language/vocabulary appropriate to the task and discipline.	Accurately uses varied language/vocabulary appropriate to the task and discipline.	Uses language/vocabulary that is sometimes inappropriate or redundant to the task and discipline.	Uses language/vocabulary that is inappropriate to the task and discipline.
Sentence Fluency 4 3 2 1	Always crafts complete, varied and well structured sentences.	Usually uses complete and well structured sentences.	Occasionally uses complete and well structured sentences; some fragments or run-ons.	Rarely uses complete and well structured sentences; some fragments or run-ons.
Grammar and Conventions 4 3 2 1	Has no errors in spelling, grammar, and punctuation or presentation.	Has few errors in spelling, grammar, and punctuation or presentation. They do not interfere with communication.	Has many errors in spelling, grammar, and punctuation or presentation that interfere with communication somewhat.	Has serious errors in spelling, grammar, and punctuation or presentation that greatly interfere with communication.

Points	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6
Grade	A+	A	A-	B+	B+	B	B	B-	B-	C+	C+	C	C	C-	C-	D+	D	D	U

Rubric # 3: Presentation

Level of Performance Criteria	**4**=Exemplary	**3**=Proficient	**2**=Developing	**1**=Beginning
Eye contact and body language **4 3 2 1**	Posture, gestures and movements enhance communication.	Maintains eye contact and appropriate body language.	Occasionally looks at audience. Posture, gestures and movements are sometimes inappropriate for communication.	Never looks at audience. Reads directly from notes. Posture, gestures and movements distract from communication.
Organization **4 3 2 1**	Is organized and integrates necessary materials and additional materials to enhance presentation.	Is organized and integrates necessary materials.	Sometimes appears unorganized and missing necessary materials.	Not organized. Does not have necessary materials for the presentation.
Audience engagement and pace **4 3 2 1**	Pacing enhances presentation and is used effectively to create emphasis, build and maintain audience interest.	Pacing is used appropriately to create emphasis. Holds audience interest.	Pacing is uneven. Does not maintain audience interest.	Pacing interferes or detracts from the presentation.
Appropriate technology **4 3 2 1**	Masterfully and seamlessly integrates appropriate and/or multiple technologies that enhance the presentation.	Effectively Integrates appropriate technology.	Technology is sometimes used ineffectively and/or inappropriately.	Technology is used ineffectively or not used at all.
Appropriate dress **4 3 2 1**	Dressed appropriately for task. Dress enhances the overall impression.	Dressed appropriately for task. Dress does not distract from the purpose of the presentation.	Some aspects of dress are distracting.	Not dressed appropriately.
Appropriate language and appropriate volume **4 3 2 1**	Speaks clearly and expressively with a professional tone that enhances the presentation.	Speaks clearly and expressively with a tone appropriate to the presentation.	Sometimes speaks clearly and expressively with a tone appropriate to the presentation.	Does not speak clearly and expressively with a tone appropriate to the presentation.

Points	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6
Grade	A+	A	A-	B+	B+	B	B	B-	B-	C+	C+	C	C	C-	C-	D+	D	D	U

Rubric # 4: Problem Solving

Level of Performance Criteria	4= Exemplary	3= Proficient	2= Developing	1= Beginning
Identification 4 3 2 1	Always identifies the problem	Usually identifies the problem	Occasionally identifies the problem	Rarely identifies the problem
Solutions 4 3 2 1	Always identifies and tests possible solutions	Usually identifies and tests possible solutions	Occasionally identifies and tests multiple solutions	Rarely identifies and tests possible solutions
Data 4 3 2 1	Always analyzes relevant information and data which supports possible solutions	Usually analyzes relevant information and data which supports possible solutions	Occasionally analyzes relevant information and data which supports possible solutions	Rarely analyzes relevant information and data which supports possible solutions
Reasonableness 4 3 2 1	Always checks reasonableness of possible solutions.	Usually checks reasonableness of possible solutions.	Occasionally checks reasonableness of possible solutions.	Rarely checks reasonableness of possible solutions.
Articulation, justification and Conclusions 4 3 2 1	Always articulates and justifies possible solutions or conclusions with relevant evidence.	Usually articulates and justifies a solution or conclusion with relevant evidence.	Occasionally articulates and justifies a solution/conclusion with relevant evidence	Rarely articulates a solution/conclusion with relevant evidence

Points	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5
Grade	A+	A	A-	B+	B	B	B	B-	C+	C	C	C	C-	D+	D	U

Rubric # 5: Research

Level of Performance Criteria	4= Exemplary	3= Proficient	2= Developing	1= Beginning
Research Question 4 3 2 1	Develops a complex research question.	Develops a focused research question.	Develops a broad research question.	Does not develop a research question.
Thesis 4 3 2 1	Develops a complex thesis	Develops a focused thesis	Develops a broad thesis	Does not develop a thesis
Sources 4 3 2 1	Always locates, gathers and organizes information from the most valid and reliable sources.	Usually locates, gathers and organizes information from the most valid and reliable sources.	Occasionally locates, gathers and organizes information from the most valid and reliable sources.	Rarely locates, gathers and organizes information from the most valid and reliable sources.
Conclusions 4 3 2 1	Always analyzes and interprets information to support thesis	Usually analyzes and interprets information to support thesis.	Occasionally analyzes and interprets information to support thesis.	Rarely analyzes and interprets information to support thesis
Citations 4 3 2 1	Always uses correct citations and formatting to avoid plagiarism.	Usually uses correct citations and formatting to avoid plagiarism.	Occasionally uses correct citations and formatting to avoid plagiarism.	Rarely uses correct citations and formatting to avoid plagiarism.

Points	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5
Grade	A+	A	A-	B+	B	B	B	B-	C+	C	C	C	C-	D+	D	U

Rubric # 6: Technology Literacy

Level of Performance Criteria	4= Exemplary	3= Proficient	2= Developing	1= Beginning
Creativity and Innovation 4 3 2 1	Always demonstrates creative thinking, constructs knowledge and develops improved and innovative products and processes using technologies.	Usually demonstrates creative thinking constructs knowledge and develops products and processes using technology.	Occasionally demonstrates creative thinking, constructs knowledge and develops products and processes using technology	Rarely demonstrates creative thinking, construct knowledge or develop products and processes using technology.
Communication and Collaboration 4 3 2 1	Always uses digital media and environments to clearly communicate and work collaboratively to support individual learning and contribute to the learning of others.	Usually uses digital media and environments to clearly communicate and work collaboratively to support individual learning.	Occasionally uses digital media and environments but communication and collaboration lack clarity.	Rarely uses digital media and environments to communicate and collaborate.
Gathering and Evaluating 4 3 2 1	Always applies digital tools to gather, evaluate and use information	Usually applies digital tools to gather, evaluate and use information	Occasionally applies digital tools to gather, evaluate and use information.	Rarely applies digital tools to gather, evaluate and use information
Ethical Use 4 3 2 1	Always demonstrates an understanding of social issues related to technology and practices legal and ethical behavior.	Usually demonstrates an understanding of social issues related to technology and practices legal and ethical behavior.	Occasionally demonstrates an understanding of social issues related to technology and practices legal and ethical behavior.	Rarely demonstrates an understanding of social issues related to technology and never practices legal and ethical behavior.
Effectiveness and Productivity 4 3 2 1	Always demonstrates substantial understanding of technology concepts, systems and operations, and how they are applied to authentic problems.	Usually demonstrates understanding of technology concepts, systems and operations, and has knowledge of their application.	Occasionally demonstrates understanding of technology concepts, systems and operations.	Rarely demonstrates understanding of technology concepts, systems and operations.

Points	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5
Grade	A+	A	A-	B+	B	B	B	B-	C+	C	C	C	C-	D+	D	U

Rubric # 8: Responsible Behavior

Level of Performance Criteria	4=Exemplary	3=Proficient	2=Developing	1=Beginning
Attendance **4 3 2 1**	No absences	Few absences.	Occasionally absent.	Rarely present
Punctuality **4 3 2 1**	Never tardy	Few tardies	Tardies occasionally interfere with academic preference	Tardies prohibit academic performance
Preparedness **4 3 2 1**	Always prepared	Usually Prepared	Occasionally prepared	Rarely prepared
Follows directions **4 3 2 1**	Always understands directions before proceeding	Usually understands directions before proceeding	Occasionally begins before directions are clear.	Rarely follows directions
Level of respect **4 3 2 1**	Always respectful	Usually respectful	Occasionally respectful.	Rarely respectful
Time management **4 3 2 1**	Always uses effective time management skills	Usually uses effective time management skills	Occasionally uses effective time management skills	Rarely uses effective time management skills

Points	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6
Grade	A+	A	A-	B+	B+	B	B	B-	B-	C+	C+	C	C	C-	C-	D+	D	D	U

Rubric # 9: Communicate and Collaborate

Level of Performance Criteria	**4**=Exemplary	**3**=Proficient	**2**=Developing	**1**=Beginning
Individual task **4 3 2 1**	Always on task	Usually on task	Occasionally on task	Rarely on task
Class discussion (Participation) **4 3 2 1**	Always participates	Usually participates	Occasionally participates	Rarely participates
Class discussion (Contribution) **4 3 2 1**	Always makes meaningful contributions.	Usually makes meaningful contributions.	Occasionally makes meaningful contributions.	Rarely makes meaningful contributions.
Group task **4 3 2 1**	Always on task	Usually on task	Occasionally on task	Rarely on task
Group Task (Contribution)	Always makes meaningful contributions.	Usually makes meaningful contributions.	Occasionally makes meaningful contributions.	Rarely makes meaningful contributions.

Points	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5
Grade	A+	A	A-	B+	B	B	B	B-	C+	C	C	C	C-	D+	D	U