

**Role Play Rubric**

Student: \_\_\_\_\_

**Levels of Quality**

<b>Criteria</b>	<b>4 Excellent</b>	<b>3 Proficient</b>	<b>2 Adequate</b>	<b>1 Limited</b>
Participation in Preparation and Presentation	Always willing and focused during group work and presentation. <input type="checkbox"/>	Usually willing and focused during group work and presentation. <input type="checkbox"/>	Sometimes willing and focused during group work and presentation. <input type="checkbox"/>	Rarely willing and focused during group work and presentation. <input type="checkbox"/>
Presentation of Character	Convincing communication of character's feelings, situation and motives. <input type="checkbox"/>	Competent communication of character's feelings, situations and motives. <input type="checkbox"/>	Adequate communication of character's feelings, situation and motives. <input type="checkbox"/>	Limited communication of character's feelings, situation and motives. <input type="checkbox"/>
Achievement of Purpose	Purpose is clearly established and effectively sustained. <input type="checkbox"/>	Purpose is clearly established and generally sustained. <input type="checkbox"/>	Purpose is established but may not be sustained. <input type="checkbox"/>	Purpose is vaguely established and may not be sustained. <input type="checkbox"/>
Use of Non-Verbal Cues (voice, gestures, eye contact, props, costumes)	Impressive variety of non-verbal cues are used in an exemplary way. <input type="checkbox"/>	Good variety of non-verbal cues are used in a competent way. <input type="checkbox"/>	Satisfactory variety of non-verbal cues used in an acceptable way. <input type="checkbox"/>	Limited variety of non-verbal cues are used in a developing way. <input type="checkbox"/>
Imagination and Creativity	Choices demonstrate insight and powerfully enhance role play. <input type="checkbox"/>	Choices demonstrate thoughtfulness and completely enhance role play. <input type="checkbox"/>	Choices demonstrate awareness and developing acceptably enhance role play. <input type="checkbox"/>	Choices demonstrate little awareness and do little to enhance role play. <input type="checkbox"/>

Assignment/Activity: \_\_\_\_\_

Specific Criteria: \_\_\_\_\_  
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 \_\_\_\_\_  
 \_\_\_\_\_

## ASSESSMENT SUGGESTIONS

### Writing Rubric

Student: \_\_\_\_\_

#### Levels of Quality

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
Content	Engaging and insightful presentation of thoughts and supporting details. <input type="checkbox"/>	Clear and thoughtful presentation of thoughts and supporting details. <input type="checkbox"/>	Straightforward and developing presentation of thoughts and supporting details. <input type="checkbox"/>	Simplistic and emerging presentation of thoughts and supporting details. <input type="checkbox"/>
Organization	Introduction, detail, arrangement, transitions, conclusion and coherence are superior. <input type="checkbox"/>	Introduction, detail, arrangement, transitions, conclusions and coherence are very good. <input type="checkbox"/>	Introduction, detail, arrangement, transitions, conclusion and coherence are satisfactory. <input type="checkbox"/>	Introduction, detail, arrangement, transitions, conclusion and coherence are limited. <input type="checkbox"/>
Achievement of Purpose	Purpose is clearly established and effectively sustained. <input type="checkbox"/>	Purpose is clearly established and generally sustained. <input type="checkbox"/>	Purpose is established but may not be sustained. <input type="checkbox"/>	Purpose is vaguely established and may not be sustained. <input type="checkbox"/>
Use of Language (diction, sentences)	Precise and sophisticated vocabulary used. Sentences vary in pattern and length. <input type="checkbox"/>	Carefully chosen and complex vocabulary is used. Sentences often vary in pattern and length. <input type="checkbox"/>	Generally precise and straightforward vocabulary is used. Sentences sometimes vary in pattern and length. <input type="checkbox"/>	Vague, imprecise or inappropriate vocabulary is used. Mainly simple sentences, lacking in variety are used. <input type="checkbox"/>
Correctness	Great attention has been paid to correctness. Text contains essentially no errors which interfere with clarity of communication. <input type="checkbox"/>	Attention has been paid to correctness. Text contains minor errors, none of which interfere with clarity of communication. <input type="checkbox"/>	Less attention has been paid to correctness. Text contains errors which interfere with clarity of communication. <input type="checkbox"/>	Little attention has been paid to correctness. Text contains many errors which limit the clarity of communication. <input type="checkbox"/>

Assignment/Activity: \_\_\_\_\_

Specific Criteria: \_\_\_\_\_

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**ASSESSMENT SUGGESTIONS**

**Representation Rubric**

Student: \_\_\_\_\_

**Levels of Quality**

<b>Criteria</b>	<b>4 Excellent</b>	<b>3 Proficient</b>	<b>2 Adequate</b>	<b>1 Limited</b>
Details and Information	Comprehensive information and specific, relevant details. <input type="checkbox"/>	Substantial information and carefully chosen, relevant details. <input type="checkbox"/>	General information and simplistic, underdeveloped details. <input type="checkbox"/>	Unclear information and irrelevant or unsupported details. <input type="checkbox"/>
Format	Correct format is always followed and organization is exemplary. <input type="checkbox"/>	Correct format is usually followed and organization is competent. <input type="checkbox"/>	Correct format is sometimes followed and organization is developing. <input type="checkbox"/>	Correct format is seldom followed and organization is emerging. <input type="checkbox"/>
Techniques	Exemplary range of techniques used to create a powerful image clearly suitable for target audience. <input type="checkbox"/>	Competent range of techniques used to create an interesting image suitable for target audience. <input type="checkbox"/>	Developing range of techniques used to create an adequate image moderately suitable for target audience. <input type="checkbox"/>	Emerging range of techniques used to create an image which minimally appeals to or is not suitable for target audience. <input type="checkbox"/>
Graphics	Creative graphics contribute to an engaging representation. <input type="checkbox"/>	Clear graphics contribute to a thoughtful representation. <input type="checkbox"/>	Simple graphics contribute to a developing representation. <input type="checkbox"/>	Limited graphics contribute to a novice representation. <input type="checkbox"/>
Correctness	Great attention has been paid to correctness. Text contains essentially no errors which interfere with clarity of communication. <input type="checkbox"/>	Attention has been paid to correctness. Text contains minor errors, none of which interfere with clarity of communication. <input type="checkbox"/>	Less attention has been paid to correctness. Text contains errors which may interfere with clarity of communication. <input type="checkbox"/>	Little attention has been paid to correctness. Text contains many errors which limit the clarity of communication. <input type="checkbox"/>

Assignment/Activity: \_\_\_\_\_

Specific Criteria: \_\_\_\_\_  
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## ASSESSMENT SUGGESTIONS

### Newspaper Rubric

Student: \_\_\_\_\_

#### Levels of Quality

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
Content of Newspapers	Perceptive ideas with specific and relevant support. <input type="checkbox"/>	Thoughtful ideas with carefully chosen and appropriate support. <input type="checkbox"/>	Conventional ideas with general and simplistic support. <input type="checkbox"/>	Superficial ideas with irrelevant support. <input type="checkbox"/>
Layout of Newspapers	Skillful organization contributes to a powerfully realistic project. <input type="checkbox"/>	Well structured organization contributes to a realistic project. <input type="checkbox"/>	Simplistic organization contributes to a moderately realistic project. <input type="checkbox"/>	Faltering or unclear organization contributes to an unrealistic project. <input type="checkbox"/>
Relation of Newspaper to the Major Event	Project demonstrates exemplary relation to major event. <input type="checkbox"/>	Project demonstrates competent relation to major event. <input type="checkbox"/>	Project demonstrates developing relation to major event. <input type="checkbox"/>	Project demonstrates emerging relation to major event. <input type="checkbox"/>
Creativity and Imagination	Choices demonstrate insight and powerfully enhance project. <input type="checkbox"/>	Choices demonstrate thoughtfulness and competently enhance project. <input type="checkbox"/>	Choices demonstrate developing awareness and acceptability enhance project. <input type="checkbox"/>	Choices demonstrate little awareness and do little to enhance project. <input type="checkbox"/>
Correctness	Headlines, captions, text contains essentially no errors which interfere with clarity of communication. <input type="checkbox"/>	Headlines, captions, text contains minor errors, none of which interfere with clarity of communication. <input type="checkbox"/>	Headlines, captions, text contains errors which may interfere with clarity of communication. <input type="checkbox"/>	Headlines, captions, text contains many errors which limit the clarity of communication. <input type="checkbox"/>

Assignment/Activity: \_\_\_\_\_

Specific Criteria:

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## Self-Evaluation Rating Scale

Name \_\_\_\_\_ Task \_\_\_\_\_

- |   |             |       |           |        |
|---|-------------|-------|-----------|--------|
| 1. I helped the group review its task.  | always      | often | sometimes | rarely |
| 2. I contributed relevant ideas.  | always      | often | sometimes | rarely |
| 3. I stayed on topic.   | always      | often | sometimes | rarely |
| 4. I listened carefully to other group members' ideas.  | always      | often | sometimes | rarely |
| 5. I was open-minded about different interpretations.   | always      | often | sometimes | rarely |
| 6. I encouraged participation from all group members.   | always      | often | sometimes | rarely |
| 7. I shared materials with my group.  | always      | often | sometimes | rarely |
| 8. I helped the group stay on task.   | always      | often | sometimes | rarely |
| 9. I contributed to questions asked of the group.   | always      | often | sometimes | rarely |
| 10. I did my share of the work to complete the task.  | always      | often | sometimes | rarely |
| 11. I used my strengths to enhance the task.  | always      | often | sometimes | rarely |
| 12. I am proud of my contribution to the task.  | always      | often | sometimes | rarely |
| 13. My best contribution to the task was ...  | because ... |       |           |        |
| 14. For the next task, two ways in which I will improve my performance within a group are ... |             |       |           |        |



## Group Work Rating Scale

My name \_\_\_\_\_ TASK \_\_\_\_\_

1. We clearly understood the task.	always	often	sometimes	rarely
2. We shared ideas openly.	always	often	sometimes	rarely
3. We listened respectfully to each other's ideas.	always	often	sometimes	rarely
4. We encouraged each other.	always	often	sometimes	rarely
5. We were motivated to do our best.	always	often	sometimes	rarely
6. We divided the workload fairly.	always	often	sometimes	rarely
7. We were on task during class preparation time.	always	often	sometimes	rarely
8. We worked out differences of opinion in an appropriate manner.	always	often	sometimes	rarely
9. We learned something meaningful during this task.	always	often	sometimes	rarely
10. We are proud of the outcome of this task.	always	often	sometimes	rarely

**Evaluate *each member* of your group *honestly* based on the following criteria:**

- EFFORT (motivated to do well at task)
- COOPERATION (shared workload, accepted suggestions)
- ON TASK (stayed focused without reminders)
- SUPPORTIVE (helped and encouraged other group members)

**Evaluation Scale (give *each group member* a mark out of ten)**

- (9–10) – always focused; highly motivated; cooperated with everyone
- (7–8) – quite well focused; motivated to do well; cooperated most of the time
- (4–6) – sometimes off task; not overly motivated; trouble cooperating some of the time
- (1–3) – often off-task; very little effort; highly uncooperative with others

Name	Mark	Comment/Reason
<b>(me)</b>		