

Presentation Rubric

Letter Grade	Grading Scale	Rubric Score	Focus	Organization	Development	Language & Vocabulary	Delivery
A	95-100	4	20	20	20	20	20
			16-19	16-19	16-19	16-19	16-19
			12-15	12-15	12-15	12-15	12-15
			8-11	8-11	8-11	8-11	8-11
			0-11	0-11	0-11	0-11	0-11
B	80-83	3	20	20	20	20	20
			16-19	16-19	16-19	16-19	16-19
			12-15	12-15	12-15	12-15	12-15
			8-11	8-11	8-11	8-11	8-11
			0-11	0-11	0-11	0-11	0-11
C	70-73	2	20	20	20	20	20
			16-19	16-19	16-19	16-19	16-19
			12-15	12-15	12-15	12-15	12-15
			8-11	8-11	8-11	8-11	8-11
			0-11	0-11	0-11	0-11	0-11
D	60-63	1	20	20	20	20	20
			16-19	16-19	16-19	16-19	16-19
			12-15	12-15	12-15	12-15	12-15
			8-11	8-11	8-11	8-11	8-11
			0-11	0-11	0-11	0-11	0-11
F	50-59*	1	20	20	20	20	20
			16-19	16-19	16-19	16-19	16-19
			12-15	12-15	12-15	12-15	12-15
			8-11	8-11	8-11	8-11	8-11
			0-11	0-11	0-11	0-11	0-11

* Do not put scores less than 50% in gradebook.

Reading Level Rubric

Kindergarten End of Trimester	1st Grade End of Trimester			2nd Grade End of Trimester			3rd Grade End of Trimester			4th Grade End of Trimester			5th Grade End of Trimester			Rubric Score	Letter Grade		
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd				
	>625	>700	>775	STAR >225	STAR >275	STAR >325	>375	>400	>475	>550	>600	>650	>675	>725	>775			>800	>900
625	700	775	EL 225	EL 275	EL 325	375	400	475	550	600	650	675	725	775	800	900			
									525	575	625	700	750	775	800	850	3	B (85%)	
									500	550	600	650	700	750	800				
								450	475	525	575	625	650	675	725	775			
								350	375	425	475	500	550	600	625	750			
									325	350	400	425	475	500	575	700	725	Teacher Discretion 3 or 2	C (75%)
600	675	750	775	200	225	275	300	325	375	400	450	500	550	600	675	700			
575	650	725	750	150	200	250	300	350	375	425	475	525	550	625	650	675			
									225	275	325	350	400	450	500	625	650		
									200	225	250	325	375	425	475	500	625	2	D (65%)
									175	200	225	300	350	400	475	575			
									150	175	225	275	325	375	425	550			
									125	150	200	250	300	350	425	525			
									75	100	150	200	275	325	375	450	525	1	F (55%)
									675	750	775	800	825	850	900	925			
									650	725	750	800	850	900	950	1000			
									600	675	700	750	800	850	900	975			
<450	<500	<575	<600	<75	<650	<100	<125	<175	<225	<250	<300	<325	<350	<375	<400	<475			

* Reading level based on STAR Early Literacy or STAR Scaled Score.

Narrative Writing Rubric (real or imagined)

Writing Letter Grade	Grading Scale	Writing Rubric Score	Organization/Purpose		Development/Elaboration		Conventions					
			Focus	Organization	Development	Language & Vocabulary						
A	95-100	4	20	<ul style="list-style-type: none"> * clearly focused and maintained throughout. * an effective plot * effectively establishes setting, narrator and/or characters, and point of view (voice) 	<ul style="list-style-type: none"> * organization is fully sustained. * effective, consistent use of a variety of transitional strategies * logical sequence of events from beginning to end * effective opening and closure for audience and purpose 	<ul style="list-style-type: none"> * effective elaboration using details, dialogue, and description * experiences, characters, setting, and/or events are clearly developed * effective use of a variety of narrative techniques that advance the story or illustrate the experience 	<ul style="list-style-type: none"> * clearly and effectively expresses experiences or events * effective use of sensory, concrete, and figurative language clearly advances the purpose 	<ul style="list-style-type: none"> * demonstrates a strong command of conventions * few, if any, errors in usage and sentence formation * effective and consistent use of punctuation, capitalization, and spelling 				
				Points								
				A-	90-94	3	16-19	<ul style="list-style-type: none"> * adequately focused and generally maintained throughout. * an evident plot helps create a sense of unity & completeness, though there may be minor flaws and some ideas may be loosely connected. * adequately establishes a setting, narrator and/or characters, and point of view 	<ul style="list-style-type: none"> * organization is adequately sustained. * adequate use of a variety of transitional strategies * adequate sequence of events from beginning to end * adequate opening and closure for audience and purpose 	<ul style="list-style-type: none"> * adequate elaboration using details, dialogue, and description * experiences, characters, setting, and/or events are adequately developed * adequate use of a variety of narrative techniques that advance the story or illustrate the experience 	<ul style="list-style-type: none"> * adequately expresses experiences or events * adequate use of sensory, concrete, and figurative language that generally advances the purpose. 	<ul style="list-style-type: none"> * demonstrates an adequate command of conventions * some errors in usage and sentence formation but no systematic pattern of errors * adequate use of punctuation, capitalization, and spelling
				B+	88-89							
				B	84-87							
B-	80-83											
Points												
C+	78-79	2	12-15	<ul style="list-style-type: none"> * uneven focus. * inconsistent plot, and flaws are evident. * inconsistently establishes a setting, narrator and/or characters, and point of view 	<ul style="list-style-type: none"> * organization is somewhat sustained. * inconsistent use of basic transitional strategies with little variety * uneven sequence of events from beginning to end * opening and closure, if present, are weak 	<ul style="list-style-type: none"> * uneven, cursory elaboration using partial and uneven details, dialogue, and description * experiences, characters, setting, and events are unevenly developed * narrative techniques, if present, are uneven and inconsistent 	<ul style="list-style-type: none"> * unevenly expresses experiences or events * partial or weak use of sensory, concrete, and figurative language that may not advance the purpose. 	<ul style="list-style-type: none"> * demonstrates a partial command of conventions * frequent errors in usage may obscure meaning * inconsistent use of punctuation, capitalization, and spelling 				
C	74-77											
C-	70-73											
D+	68-69											
D	64-67											
D-	60-63											
Points												
F	50-59*	1	0-11	<ul style="list-style-type: none"> * little or no focus. * has little or no discernable plot * may have a major drift * little or no attempt to establish a setting, narrator/characters, and/or point of view * focus may be confusing or ambiguous 	<ul style="list-style-type: none"> * organization is not maintained. * few or no transitional strategies are evident * little or no organization of an event sequence * frequent extraneous ideas may intrude 	<ul style="list-style-type: none"> * minimal elaboration using little or no details, dialogue, and description: * use of narrative techniques is minimal, absent, in error, or irrelevant * may have little sense of purpose 	<ul style="list-style-type: none"> * expression of ideas is vague, lacks clarity, or is confusion: * uses limited language 	<ul style="list-style-type: none"> * demonstrates a lack of command of conventions: * errors are frequent and severe and meaning is often obscured 				
				Points								

* Do not put scores less than 50% in gradebook.

Revised 10/2/15

Opinion Writing Rubric

Writing Letter Grade	Grading Scale	Writing Rubric Score	Organization/Purpose		Evidence/Elaboration	Conventions			
			Focus	Organization					
Max Points			20	20	20	20			
A	95-100	4	* fully sustained and consistently and purposefully focused: * opinion is clearly stated, focused, and strongly maintained * opinion is communicated clearly within the context	* a clear and effective organizational structure creating unity and completeness * effective, consistent use of a variety of transitional strategies * logical progression of ideas from beginning to end * effective introduction and conclusion for audience and purpose	* thorough and convincing support/evidence for the writer's opinion * includes the effective use of sources, facts, and details * use of evidence from sources is smoothly integrated, comprehensive, and relevant * effective use of a variety of elaborative techniques	* clearly and effectively expresses ideas, using precise language * use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose	* a strong command of conventions: * few, if any, errors in usage and sentence formation * effective and consistent use of punctuation, capitalization, and spelling		
			Points			16-19	16-19	16-19	
			A-	90-94	* adequately sustained and consistently and generally focused * opinion is clearly and for the most part maintained, though some loosely related material may be present * context provided for the claim is adequate	* a recognizable organizational structure, though there may be minor flaws and some ideas may be loosely connected * adequate use of transitional strategies with some variety * adequate progression of ideas from beginning to end * adequate introduction and conclusion	* adequate support/evidence for the writer's opinion * includes the use of sources, facts, and details * some evidence from sources is integrated, though citations may be general or imprecise * adequate use of some elaborative techniques	* adequately expresses ideas, employing a mix of precise with more language * use of domain-specific vocabulary is generally appropriate for the audience and purpose	* an adequate command of conventions: * some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed * adequate use of punctuation, capitalization, and spelling
			B+	88-89					
			B	84-87					
B-	80-83								
Points			12-15	12-15	12-15	12-15			
C+	78-79	* somewhat sustained with some extraneous material or minor drift in focus * may be clearly focused on the opinion but is insufficiently sustained * opinion on the issue may be unclear and unfocused	* an inconsistent organizational structure, and flaws are evident * inconsistent use of transitional strategies with little variety * uneven progression of ideas from beginning to end * conclusion and introduction, if present, are weak	* uneven, cursory support/ evidence for the writer's opinion * includes partial or uneven use of sources, facts, and details * evidence from sources is weakly integrated, and citations, if present, are uneven * weak or uneven use of elaborative techniques	* expresses ideas unevenly, using simplistic language * use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose	* a partial command of conventions * frequent errors in usage may obscure meaning * inconsistent use of punctuation, capitalization, and spelling			
C	74-77								
C-	70-73								
D+	68-69								
D	64-67								
D-	60-63								
Points			0-11	0-11	0-11	0-11			
F	50-59*	* may be related to the purpose but may offer little or no focus * may be very brief * may have a major drift * opinion may be confusing or ambiguous	* little or no discernible organizational structure * few or no transitional strategies are evident * frequent extraneous ideas may intrude	* minimal support/evidence for the writer's opinion that includes little or no use of sources, facts, and details * use of evidence from sources is minimal, absent, in error, or irrelevant	* expression of ideas is vague, lacks clarity, or is confusing: * uses limited language or domain-specific language * may have little sense of audience or purpose	* a lack of command of conventions * error are frequent and severe and meaning is often obscured			

* Do not put scores less than 50% in gradebook.

* Elaborative techniques may include the use of personal experiences that support the opinion.

Revised 10/2/15

Informative Writing Rubric

Writing Letter Grade	Grading Scale	Writing Rubric Score	Organization/Purpose		Evidence/Elaboration	Conventions	
			Focus	Organization			
Max Points			20	20	20	20	
A	95-100	4	<ul style="list-style-type: none"> * consistently and purposefully focused * main idea of topic is focused, clearly stated, and strongly maintained * main idea of a topic is introduced and communicated clearly for purpose, audience, and task 	<ul style="list-style-type: none"> * fully sustained, clear and effective organizational structure creating unity and completeness * use of a variety of transitional strategies * logical progression of ideas from beginning to end * effective introduction and conclusion 	<ul style="list-style-type: none"> * thorough and convincing support/evidence for the main idea and details * includes the use of sources, facts, and details * effective evidence from sources is integrated and clearly cited * effective use of elaborative techniques 	<ul style="list-style-type: none"> * clearly and effectively expresses ideas, using precise language * use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> * a strong command of conventions * few, if any, errors in usage and sentence formation * effective and consistent use of punctuation, capitalization, and spelling
Points			16-19	16-19	16-19	16-19	
A-	90-94		<ul style="list-style-type: none"> * adequately sustained and generally focused * main idea of topic is clear, and the focus is mostly maintained * some context for the main idea 	<ul style="list-style-type: none"> * an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected * adequate use of transitional strategies with some variety * adequate progression of ideas from beginning to end * adequate introduction and conclusion 	<ul style="list-style-type: none"> * adequate support/evidence for the main idea * includes the use of sources, facts, and details * some evidence from sources is integrated, though citations may be general or imprecise * adequate use of some elaborative techniques 	<ul style="list-style-type: none"> * adequately expresses ideas, employing a mix of precise with more general language * use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<ul style="list-style-type: none"> * an adequate command of conventions: * some errors in usage and sentence formation are present, but no systematic pattern of error is displayed * adequate use of punctuation, capitalization, and spelling
B+	88-89	3					
B	84-87						
B-	80-83						
Points			12-15	12-15	12-15	12-15	
C+	78-79		<ul style="list-style-type: none"> * somewhat sustained and may have a minor drift in focus: 	<ul style="list-style-type: none"> * an inconsistent organizational structure, and flaws are evident * inconsistent use of transitional strategies with little variety * uneven progression of ideas from beginning to end * conclusion and introduction, if present, are weak 	<ul style="list-style-type: none"> * uneven, cursory support/evidence for the main idea * includes partial or uneven use of sources, facts, and details * evidence from sources is weakly integrated, and citations, if present, are uneven * weak or uneven use of elaborative techniques 	<ul style="list-style-type: none"> * expresses ideas unevenly, using simplistic language * use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose 	<ul style="list-style-type: none"> * a partial command of conventions * frequent errors in usage may obscure meaning * inconsistent use of punctuation, capitalization, and spelling
C	74-77		<ul style="list-style-type: none"> * main idea may be unclear and somewhat unfocused 				
C-	70-73	2	<ul style="list-style-type: none"> * insufficient context for purpose, audience, and task 				
D+	68-69						
D	64-67						
D-	60-63						
Points			0-11	0-11	0-11	0-11	
F	50-59*	1	<p>The response may be related to the topic but may provide little or no focus</p> <ul style="list-style-type: none"> * may be very brief * may have a major drift * focus may be confusing or ambiguous 	<ul style="list-style-type: none"> * has little or no discernible organizational structure: * few or no transitional strategies are evident * frequent extraneous ideas may intrude 	<ul style="list-style-type: none"> * minimal support/evidence for the or main idea * includes little or no use of sources, facts, and details * use of evidence from the source material is minimal, absent, in error, or irrelevant 	<ul style="list-style-type: none"> * expression of ideas is vague, lacks clarity, or is confusing: * uses limited language or domain-specific vocabulary * may have little sense of audience or purpose 	<ul style="list-style-type: none"> * a lack of command of conventions: * errors are frequent and severe and meanin is often obscure

* Do not put scores less than 50% in gradebook.

* Elaborative techniques may include the use of personal experiences that support the main idea.

