
The Institute for Standards, Curricula, and Assessments

Generic Rubric: Writing & Oral Presentation

Revised Jan. 4 (Scoring) and 13 (Redesign), 2005

The Oral component of this rubric was not used to acknowledge the fact that not all Unit lessons were implemented as originally designed .

Level	Content*	Organization	Style	MUGS
4	<p>A “4” paper <i>fully</i> achieves the purpose of the assignment, clearly addresses the required questions, and conveys a distinct point of view – the PERSONA of the Historical Figure chosen.</p> <p>It <i>fully</i> and <i>elaborately</i> develops and integrates appropriate ideas with supporting details from the text using as many words, expressions and phrases or sentences from the text to develop the PERSONA of the historical figure.</p> <p>It demonstrates <i>insightful</i> understanding of the significance of the Historical Figure by using connections among various texts.</p>	<p>A “4” paper is <i>well-organized</i> and follows the form required.</p> <p>It <i>consistently</i>: adheres to the topic; makes <i>incisive, logical</i> and <i>explicit</i> connections to TODAY; is organized in paragraphs; and has a <i>clear</i> sense of a beginning, middle, and end.</p>	<p>A “4” paper is written as a First-Person Fictional Biography with a distinct voice that fully reveals the Historical Figure.</p> <p>It uses the very rich descriptive and expressive language of the text, precise words and varied sentences from the text, to evoke identification with and admiration for the Historical Figure by the reader.</p>	<p>A “4” paper demonstrates <i>superior</i> command of mechanics, usage, grammar, and spelling (MUGS).</p> <p>It is free of errors that interfere with the writer’s meaning.</p>

<p>3</p>	<p>A “3” paper <i>develops</i> the purpose of the assignment, addresses most but not all of the required questions, with a stated point of view – the PERSONA of the Historical Figure chosen.</p> <p>It provides <i>sufficient</i> information to develop and integrate appropriate ideas with supporting details from the text using as many words, expressions and phrases or sentences from the text to develop the PERSONA of the historical figure.</p> <p>It demonstrates a <i>clear</i> understanding of central Historical Figure and of the connections among various texts in reference to that figure.</p> <p>It may contain a minor inaccuracy.</p>	<p>A “3” paper is <i>well-organized</i> and follows the form required.</p> <p>It <i>consistently</i>: adheres to the topic; makes <i>logical</i> and <i>explicit</i> connections among most of the ideas; is organized in paragraphs; and has a more or less definite sense of beginning, middle, and end.</p>	<p>A “3” paper is written as a First-Person Fictional Biography with a voice that hints at the Historical Figure.</p> <p>It uses the some rich descriptive and expressive language of the text, many precise words and a few varied sentences from the text, to evoke identification with and admiration for the Historical Figure by the reader</p>	<p>A “3” paper demonstrates command of MUGS.</p> <p>It may have <i>some very minor</i> errors as an unclear sentence, but generally errors do <i>not</i> detract from or interfere with the writer’s meaning.</p>
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2	<p>A “2” paper contains <i>some</i> evidence of purpose, and either FIRST or THIRD PERSON point of view.</p> <p>It attempts to use examples from the text, but shows limited development of that information and of the vocabulary of the text.</p> <p>It demonstrates <i>some</i> understanding of the connections among various texts in reference to the Historical Figure. It usually has a <i>few</i> obvious factual errors and omissions.</p>	<p>A “2” paper has <i>some</i> organizational problems. It usually does not adhere entirely to the topic; has unclear passages; makes limited connections between ideas expressed by the text; and has a limited sense of beginning, middle, and end.</p> <p>Digressions may interfere with the writer’s meaning.</p>	<p>A “2” paper is written as a First-Person Fictional Biography with a voice that hints at the Historical Figure.</p> <p>It uses the some descriptive and expressive language of the text, few precise words and a very few varied sentences from the text, to evoke identification with and admiration for the Historical Figure by the reader</p>	<p>A “2” paper demonstrates <i>some</i> command of MUGS.</p> <p>It contains some errors that detract from or interfere with the writer’s meaning.</p>
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1	<p>A “1” paper may contain <i>little</i> or <i>no</i> evidence of purpose, audience, point of view, or a relevant topic.</p> <p>It may contain few or no details from the text. It also may include language from the text but there is little effort to use the language to develop the PERSONA of the historical figure.</p> <p>It demonstrates little or no understanding of central ideas and themes and of the connections among various texts.</p> <p>It usually consists mainly of sentences copied from a text and usually has <i>serious</i> factual errors and omissions.</p>	<p>A “1” paper has <i>serious</i> organizational problems. It has <i>little</i> or <i>no</i>: order, connections among ideas, sense of beginning, middle, and end.</p> <p>It may be a rambling collection of thoughts and digressions.</p>	<p>A “1” paper is written as a First-Person Fictional Biography with some confusion between First and Third Person voice that may hint at the Historical Figure.</p> <p>It uses the little or no descriptive and expressive language of the text, little or no precise words. The varied sentences from the text are randomly copied in an attempt to evoke identification with and admiration for the Historical Figure by the reader. The results, however, lack coherence in portraying the PERSONA of the Historical Figure.</p>	<p>A “1” paper demonstrates <i>little</i> or <i>no</i> command of MUGS.</p> <p>Errors appear in many or nearly all sentences and interfere with the writer’s meaning.</p>
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Check your visual aids:

Your map(s), picture(s), drawing(s), should

- be in color
- include important places
- be as accurate as possible
- include labels of the places
- be neat

ORAL PRESENTATION TEACHER, PARENT & PEER RATING SCALE:

1 = lowest score possible; 10 = highest score possible

1. _____ Presenter grabs the audience’s attention as soon as he/she takes the “stage.”
2. _____ Presenter stands tall and straight; does not “sway” back and forth or from side to side.
3. _____ Presenter’s voice volume is loud enough to be heard clearly.
4. _____ Presenter varies tone of voice to hold listeners’ interest.
5. _____ Presenter’s pronunciation is clear.
6. _____ Presenter’s delivery is sincere. The presenter shows his/her sincere interest in helping others learn from his/her presentation.
7. _____ Presenter effectively incorporates gestures to make important points.
8. _____ Presenter makes eye contact with audience.
9. _____ Presenter controls nervousness so that it is not noticeable to the audience.
10. _____ Presentation elicits AT LEAST 5 questions from the audience which the presenter answers seriously, clearly, factually and honestly.

COMMENTS on the presentation of the following historical figure:

CIRCLE: Teacher / Parent / Peer

Comment:

Note: MUGS: **Mechanics** (the editing rules of capitalization, punctuation, indentation, and manuscript form); **Usage** (formal and informal language influenced by region and culture); **Grammar** (knowing the structure of the language, including subject-verb agreement and pronoun case); **Spelling**.
Adapted from *Language Arts Handbook: Integrating Standards, Curricula, and Assessments*, United Teachers Los Angeles, 1998. Used with permission.