

# Rubrics and Unit Samples



# NEW TECHNOLOGY HIGH SCHOOL

## Written Communication

STUDENT: \_\_\_\_\_  
 EVALUATOR: \_\_\_\_\_ DATE: \_\_\_\_\_

<b>CRITERIA</b> UNSATISFACTORY (Below Performance Standards)	<b>PROFICIENT</b> (Meets Criteria)	<b>ADVANCED</b> (Demonstrates Exceptional Performance)
<b>Written Communication</b> <ul style="list-style-type: none"> <li>Communicates ineffectively with little or no awareness of audience or purpose.</li> <li>Writing has random or weak organization with little development.</li> <li>Provides little or irrelevant evidence to support claims.</li> <li>Demonstrates inadequate control of sentence structure with inappropriate use of language and limited or incorrect word choice.</li> <li>Reflects a variety of errors in the conventions of written English; these errors cause confusion.</li> </ul> <p>0-----1-----3</p>	<ul style="list-style-type: none"> <li>Communicates effectively with awareness of audience and purpose.</li> <li>Writing is coherent, adequately organized and developed.</li> <li>Provides a variety of details, quotations or examples to support claims.</li> <li>Demonstrates adequate control of sentence structure with appropriate use of language and word choice.</li> <li>Reflects fundamental control of the conventions of written English and is generally free of errors.</li> </ul> <p>4-----5-----6</p>	<ul style="list-style-type: none"> <li>Communicates insightfully with consistent awareness of audience and purpose.</li> <li>Writing is confident, coherent, clearly focused, well organized and thoroughly developed.</li> <li>Provides a variety of well-chosen details, quotations or examples to support claims.</li> <li>Demonstrates exceptional control of sentence structure with precise use of language and word choice.</li> <li>Reflects mastery of the conventions of written English and is virtually free of errors.</li> </ul> <p>8-----9-----10</p>

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<http://www.21stcenturyskills.org/route21/>

# NEW TECHNOLOGY HIGH SCHOOL

## Work Ethic Rubric

STUDENT: \_\_\_\_\_  
 EVALUATOR: \_\_\_\_\_ DATE: \_\_\_\_\_

Criteria	Weight	Unsatisfactory	Proficient	Advanced
Work Ethic	100 pts	<p>The student is <b>FREQUENTLY LATE</b> to class (More Than Once Per Week)</p> <p>The student <b>FREQUENTLY</b> (less than 80% of the time) comes to class <b>WITHOUT</b> required materials (paper, pen, pencil, etc.)</p> <p>The student is <b>FREQUENTLY</b> off task and disruptive.</p> <p>The student turns in <b>LESS THAN</b> roughly 80% of their work on time.</p>	<p>The student is <b>SOMETIMES LATE</b> to class (Once Per Week)</p> <p>The student comes to class with required materials (paper, pen, pencil, etc.) roughly 80% of the time</p> <p>The student is <b>USUALLY</b> focused on their work (roughly 80% of the time), but has a tendency to become off task and distract others.</p> <p>The student turns in roughly 80% of their work on time.</p>	<p>The student is <b>NEVER</b> late to class</p> <p>The student <b>ALWAYS</b> comes to class with required materials (paper, pen, pencil, etc.)</p> <p>The student is focused throughout class (at least 90% of the time) and <b>DOES NOT</b> talk out of turn or distract from the learning of others</p> <p>The student turns in <b>ALL</b> work on time.</p>
		0-----50-----69	70-----80-----89	90-----95-----100

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**NEW TECHNOLOGY HIGH SCHOOL  
PEER COLLABORATION AND TEAMWORK RUBRIC**

NAME OF PERSON BEING EVALUATED \_\_\_\_\_

<b>CRITERIA</b>		<b>WEIGHT</b>	<b>UNSATISFACTORY</b>	<b>PROFICIENT</b>	<b>ADVANCED</b>
<b>LEADERSHIP AND INITIATIVE</b>	<b>25%</b>	Group member played a passive role, generating few new ideas; tended to only do what they were told to do by others, or did not seek help when needed. 0 ..... 5 ..... 15	Group member played an active role in generating new ideas, took initiative in getting tasks organized and completed and sought help when needed. 17 ..... 19 ..... 21	In addition to the "Acceptable" qualities, the group member provided leadership to the group by thoughtfully organizing and dividing the work, checking on progress, or providing focus and direction for the project. 23 ..... 24 ..... 25	
					EXAMPLE: Group member seemed unable or unwilling to help others, made non-constructive criticisms toward the project or other group members or was distracted other members. 0 ..... 5 ..... 15
<b>FACILITATION AND SUPPORT</b>	<b>25%</b>	Group member was often off task, did not complete assignments or duties, or had attendance problems that significantly impeded progress on project. May have worked hard but on relatively unimportant parts of the project. 0 ..... 15 ..... 30	Group member was prepared to work each day, met due dates by completing assignments/duties, and worked hard on the project a most of the time. If absent, other group members knew the reason and progress was not significantly impeded. 34 ..... 38 ..... 42	In addition to the "Acceptable" qualities, the group member made up for work left undone by other group members, demonstrated willingness to spend significant time outside of class/school to complete the project. 44 ..... 46 ..... 50	
					EXAMPLE: Group member was often off task, did not complete assignments or duties, or had attendance problems that significantly impeded progress on project. May have worked hard but on relatively unimportant parts of the project. 0 ..... 15 ..... 30
<b>CONTRIBUTIONS AND WORK ETHIC</b>					
<b>PROJECT INFORMATION</b>					
PROJECT NAME: _____					
COURSE: _____					
EVALUATOR: _____					
DATE:     /     /					
<b>ADDITIONAL COMMENTS:</b>					

**NEW TECHNOLOGY HIGH SCHOOL  
ORAL PRESENTATION SCORING RUBRIC**

PRESENTER: \_\_\_\_\_  
PROJECT: \_\_\_\_\_  
EVALUATOR: \_\_\_\_\_  
DATE: \_\_\_\_\_

<b>CRITERIA</b>		<b>WEIGHT</b>	<b>UNSATISFACTORY</b> <small>(Below Performance Standards)</small>	<b>PROFICIENT</b> <small>(Minimal Criteria)</small>	<b>ADVANCED</b> <small>(Demonstrates Exceptional Performance)</small>
<b>Structure and Organization</b> Introduction Main ideas Supporting materials Conclusion Length requirement	<b>30%</b>	<ul style="list-style-type: none"> <li>No formal introduction or introduction had no clear thesis statement nor offered any preview of topics to be discussed</li> <li>Main ideas were not separated into a logical progression</li> <li>Important ideas were not supported with references or data</li> <li>No conclusion or conclusion did not adequately summarize presentation</li> <li>Presentation did not use time allotted</li> </ul>	<ul style="list-style-type: none"> <li>Introduction had clear thesis statement and a preview of topics to be discussed</li> <li>Main ideas were separated into a logical progression</li> <li>Speaker supported important ideas and viewpoints through accurate and detailed references to text or other works</li> <li>Conclusion restated thesis statement and summarized the ideas presented</li> <li>Time requirement was met for specific assignment (neither too long or too short)</li> </ul>	<ul style="list-style-type: none"> <li>In addition to meeting the PROFICIENT criteria ...</li> <li>Clever attention getting introduction or an imaginative thesis and preview</li> <li>Ideas connected by original transitions, logical throughout, creative pattern</li> <li>Conclusion tied speech together and left audience with memorable message</li> <li>Speaker used logical, ethical and emotional appeals that enhanced a specific tone and purpose</li> </ul>	
<b>Vocal Expression</b> Rate and Volume of Speech Pitch, Articulation and Pronunciation	<b>20%</b>	<ul style="list-style-type: none"> <li>Speaker was hard to hear or understand</li> <li>Voice or tone distracted from purpose of presentation</li> <li>Excessive use of verbal fillers</li> </ul>	<ul style="list-style-type: none"> <li>Speaker was easy to hear and understand</li> <li>Tone was conversational, but with purpose</li> <li>Voice sounded natural, neither patterned nor monotone</li> <li>Speaker pronounced words clearly, correctly and without verbal fillers</li> </ul>	<ul style="list-style-type: none"> <li>In addition to meeting the PROFICIENT criteria ...</li> <li>Speaker was enjoyable to hear, used expression and emphasis</li> <li>Speaker used voice to create an emotional response in audience</li> </ul>	
<b>Physical Characteristics</b> Eye Contact, Posture, Gestures, Movement, Attire	<b>15%</b>	<ul style="list-style-type: none"> <li>Little eye contact with audience</li> <li>Poor or slouchy posture</li> <li>Movements were stiff or unnatural</li> <li>Attire was inappropriate for audience</li> </ul>	<ul style="list-style-type: none"> <li>Strong eye contact with entire audience</li> <li>Posture conveyed confidence</li> <li>Gestures and movements were natural and effective</li> <li>Attire was appropriate for audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>In addition to meeting the PROFICIENT criteria ...</li> <li>Posture was commanding and purposeful</li> <li>Attire was chosen to enhance presentation</li> </ul>	
<b>Appropriateness of Content and Language</b> For audience, purpose, and assignment	<b>15%</b>	<ul style="list-style-type: none"> <li>Speaker used inappropriate language, content or examples for this audience</li> <li>Speaker did not demonstrate a clear understanding of the assignment or purpose of presentation</li> </ul>	<ul style="list-style-type: none"> <li>Speaker obviously considered the audience and used appropriate language and examples</li> <li>Speaker displayed a clear understanding of assignment requirements and content</li> <li>Speaker understood purpose of presentation</li> </ul>	<ul style="list-style-type: none"> <li>In addition to meeting the PROFICIENT criteria ...</li> <li>Examples and words were creative and well chosen for target audience</li> </ul>	
<b>Overall Impact</b> Energy, Enthusiasm, Sincerity Originality/Creativity	<b>10%</b>	<ul style="list-style-type: none"> <li>Speaker appeared bored by the message or presented without conviction</li> </ul>	<ul style="list-style-type: none"> <li>Speaker appeared to believe strongly in message and demonstrated desire to have audience listen, understand and remember</li> </ul>	<ul style="list-style-type: none"> <li>In addition to meeting the PROFICIENT criteria ...</li> <li>Overall presentation was creative and exciting</li> </ul>	
<b>Features</b> Multimedia, Visuals, Audio	<b>10%</b>	<ul style="list-style-type: none"> <li>Materials detracted from content or purpose of presentation or were of such low quality as to discredit speaker</li> </ul>	<ul style="list-style-type: none"> <li>Materials added, did not detract from presentation</li> <li>Materials used were quality products, easy to see and hear</li> </ul>	<ul style="list-style-type: none"> <li>In addition to meeting the PROFICIENT criteria ...</li> <li>Speaker creatively integrated a variety of objects, charts and graphs to amplify the message</li> </ul>	

**ADDITIONAL COMMENTS:**

NEW TECHNOLOGY HIGH SCHOOL  
CRITICAL THINKING EVALUATION RUBRIC

PERSON BEING EVALUATED  
PROJECT BEING EVALUATED

<b>CRITERIA</b> (Below Performance Standards)	<b>UNSATISFACTORY</b> (Below Performance Standards)	<b>PROFICIENT</b> (Minimal Criteria)	<b>ADVANCED</b> (Demonstrates Exceptional Performance)
<p><b>Appropriateness</b> The student selects material, objects and/or techniques that meet the needs, requirements and rules of the time, place and audience</p>	<ul style="list-style-type: none"> <li>Student does not select material (photos, sound files, video clips, apparel, illustrations, etc.) that is appropriate for the audience and the situation.</li> <li>Student does not use language appropriate for the audience and the situation (as defined by school and district guidelines).</li> <li>Student does not select an efficient tool, technique or paradigm to achieve the desired goal as defined in the project or course guidelines.</li> <li>Student uses humor that doesn't enhance understanding and may offend audience.</li> </ul> <p>0-----6-----12</p>	<ul style="list-style-type: none"> <li>Student selects material (photos, sound files, video clips, apparel, illustrations, etc.) that is appropriate for the audience and the situation.</li> <li>Student uses language appropriate for the audience and the situation.</li> <li>Student selects an effective tool, technique or paradigm to achieve the desired goal as defined in the project or course guidelines.</li> <li>Student uses humor that enhances understanding and doesn't offend audience.</li> </ul> <p>14-----15-----16</p>	<p>In addition to meeting the PROFICIENT criteria ...</p> <ul style="list-style-type: none"> <li>Student shows a deep understanding of the audience and the situation by selecting material that enhances understanding.</li> <li>Student uses language that creates a strong, positive reaction in audience.</li> <li>Student creates tools, techniques or paradigms that effectively achieve the desired goal.</li> </ul> <p>18-----19-----20</p>
<p><b>Application</b> The student uses this material, understanding and/or skill in new situations</p>	<ul style="list-style-type: none"> <li>Student does not demonstrate an ability to apply theories, principles and/or skills to new situations, settings or problems.</li> <li>Student is not able to modify theories, products, behaviors or skills to fit new or changed environment.</li> </ul> <p>0-----6-----12</p>	<ul style="list-style-type: none"> <li>Student demonstrates an ability to apply theories, principles and/or skills to new situations, settings or problems.</li> <li>Student is able to modify theories, products, behaviors or skills to fit new or changed environment.</li> </ul> <p>14-----15-----16</p>	<p>In addition to meeting the PROFICIENT criteria ...</p> <ul style="list-style-type: none"> <li>Student actively seeks new environments and situations to apply theories, principles and/or skills.</li> <li>Student provides multiple examples of how theory, principle or skill can be applied.</li> </ul> <p>18-----19-----20</p>
<p><b>Analysis</b> The student breaks down this material and/or skill into its component parts so that its structure can be understood</p>	<ul style="list-style-type: none"> <li>Student does not demonstrate a clear understanding of the rules, definitions, laws, concepts, theories and principles of topic or skill under study.</li> <li>Analysis does not include diagrams, models, timelines, illustrations or step-by-step progression of object/principle/problem under study.</li> <li>The student does not identify cause-and-effect relationships.</li> </ul> <p>0-----6-----12</p>	<ul style="list-style-type: none"> <li>Student demonstrates a clear understanding of the rules, definitions, laws, concepts, theories and principles of topic or skill under study.</li> <li>Analysis includes diagrams, models, timelines, illustrations or step-by-step progression of object/principle/problem under study.</li> <li>The student can identify relationships between ideas, data sets, and phenomena.</li> </ul> <p>14-----15-----16</p>	<p>In addition to meeting the PROFICIENT criteria ...</p> <ul style="list-style-type: none"> <li>Student is able to use his/her analysis to teach the definitions, law, concepts, theories and principles under study.</li> <li>Student and/or audience is able to differentiate between similar definitions, law, concepts, theories and principles</li> <li>The student can differentiate between correlation and cause and effect.</li> </ul> <p>18-----19-----20</p>
<p><b>Evaluation</b> The student judges the quality (based on both subjective and objective standards) of the material, object, or performance</p>	<ul style="list-style-type: none"> <li>Student does not demonstrate understanding of the criteria used for evaluation.</li> <li>Student does not defend his/her evaluation (critique)</li> <li>Evaluation is not supported by reference to standards</li> <li>Evaluation does not include comparison and contrast to other ideas/objects/materials.</li> </ul> <p>0-----6-----12</p>	<ul style="list-style-type: none"> <li>Student demonstrates understanding of the criteria used for evaluation.</li> <li>Student is able to defend his/her evaluation (critique)</li> <li>Evaluation is supported by reference to standards.</li> <li>Evaluation includes comparison and contrast to other ideas/objects/materials.</li> </ul> <p>14-----15-----16</p>	<p>In addition to meeting the PROFICIENT criteria...</p> <ul style="list-style-type: none"> <li>Evaluation includes references (comparison/contrast) to three or more objects/ideas/materials</li> <li>Student creates clearly defined criteria (i.e., rubric, standards, guidelines) for evaluation</li> </ul> <p>18-----19-----20</p>
<p><b>Synthesis</b> The student combines more than one object or idea and forms a new, cohesive whole</p>	<ul style="list-style-type: none"> <li>Synthesis does not successfully integrate ideas, images and/or objects to form a cohesive whole.</li> <li>Student does not summarize their thinking during the process of synthesis.</li> <li>Combination of elements is not logical and/or verifiable.</li> </ul> <p>0-----3-----6</p>	<ul style="list-style-type: none"> <li>Synthesis integrates ideas, images and/or objects to form a cohesive whole.</li> <li>Student is able to summarize their thinking during the process of synthesis.</li> <li>Combination of elements is logical and justified.</li> </ul> <p>7-----8</p>	<p>In addition to meeting the PROFICIENT criteria ...</p> <ul style="list-style-type: none"> <li>Synthesis is unique.</li> <li>Synthesis shows careful planning and attention to how disparate elements fit together.</li> <li>Student is able to create new synthesis based on changing circumstances, input or environment.</li> <li>Combination of elements is verified.</li> </ul> <p>9-----10</p>

LANGUAGE ARTS—Integrated Reading and Writing  
**Grades 7–8**

**Melissa Coons and Julie Volbers<sup>1</sup>**

Ben Davis Junior High School  
MSD Wayne Township  
Indianapolis, Indiana

**Concepts:**      ***Need to Know About Grade 7 READING***

General Concepts

- Word Meaning
- Text Analysis
- Circumstances Surrounding Events

Literary Concepts

- Cause-and-Effect
- Plot
- Foreshadowing

**Concepts:**      ***Need to Know About Grade 7 WRITING***

General Concepts

- Composition Structure
  - Transitions
  - Cohesiveness
  - Purpose
  - Style
  - Tone
- Capitalization
- Listening and Speaking
  - Organization of Thoughts
  - Effective Examples

**Skills:**      ***Be Able to Do***

- Create (organizational structure)
- Use (transitions)
- Combine (ideas)
- Write (for different purposes)
- Capitalize (correctly)
- Speak (with precision)

**Big Ideas**

1. Cause-and-effect is one way that authors organize text.
2. All events in a story, present, past, and future, play a strategic part in its conclusion.
3. Authors use definitions, examples, and restatements to clarify word meanings.

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(continued)

### Essential Questions

1. How does the organization of the text affect how well you understand the meaning?
2. What are the events surrounding plot that lead to the conclusion?
3. How does the author encourage vocabulary development?

**Concepts:**      ***Need to Know About Grade 8 READING***

General Concepts

- Literal Word Meanings
- Figurative Word Meanings
- Literary Devices
  - Idioms
  - Analogies
  - Metaphors
  - Similes
  - Symbolism
  - Dialect
  - Irony

Reading Concepts

- Main Idea
- Details
- Underlying Meaning
- Summary

**Skills:**      ***Be Able to Do***

- Analyze (figurative language)
- Infer (meanings of phrases)
- Compare (original text to summary)
- Identify (literary devices)

**Topics or Context:**

- Novels
- Short Story
- Performance Assessment
- Poetry
- Other Literary Works

*(continued)*

ALGEBRA I  
**Josh Peretti<sup>3</sup>**  
Carr Intermediate School  
Santa Ana Unified School District  
Santa Ana, California

**Concepts:**      ***Need to Know About Equations and Inequalities***  
California Standards 3.0 through 9.0

One Variable

- Opposite operations
- Properties
- Absolute values
- Simplify

Two Variables

- Slope
- X and Y intercepts
- Graph and sketch
- Point-slope formula
- Parallel and perpendicular lines and their slopes
- System of equations/inequalities
  - Solving algebraically
  - Solving graphically

**Skills:**      ***Be Able to Do***

- Solve/Isolate (variables)
- Graph/Sketch
- Compute (intercepts)
- Derive (point-slope, slope-intercept)
- Understand
- Interpret

**Topics or Context:**

Real-World Problems

- Word problems that require writing equations
- Systems of equations that compare different rates of change (phone plans, lightbulb life, etc.)

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(continued)

**ALGEBRA I**

**Josh Peretti**, Carr Intermediate School, Santa Ana Unified School District,  
Santa Ana, California *(continued)*

**Big Ideas**

1. Linear equations can explain real-life situations.
2. Algebraic solutions can be visualized on graphs.
3. There are precise and systematic ways to solve both inequalities and linear equations.

**Essential Questions**

1. What are linear equations? How can we use them in real life?
2. What information can one derive from the graph of an equation or inequality?
3. How do we solve linear equations and inequalities?

PHYSICAL SCIENCE

**Grade 8**

**Marlene Wilson, Larry Lamadrid, Elisa Glass, and Ellen Ipson<sup>9</sup>**

Lennox Middle School

Lennox, California

**Concepts:**

***Need to Know About Energy Forces***

California Science Standard #2

- Force has direction and magnitude
- Cumulative effect of forces
- Net forces determine the motion and velocity of an object
- Different forces that act upon a static object
- Relationship of mass and force
- Role of gravity

**Skills:**

***Be Able to Do***

- Measure
- Calculate
- Identify
- Interpret
- Predict
- Compare and contrast
- Observe

**Topics or Context:**

- Newton's laws of motion
- Simple machines as a means to teaching force
- Force as it relates to work

**Big Idea**

1. Unbalanced forces cause changes in velocity.

**Essential Questions**

1. What are the three laws of motion?
2. How is work related to force?
3. How does friction work?
4. How do you apply these laws to real-life situations?

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U.S. HISTORY  
**Grade 8**  
**Joni McGinnis and Jeff Hayes<sup>13</sup>**  
 Tracy Unified School District  
 Tracy, California

**Concepts:** ***Need to Know About U.S. Constitution***

CONCEPTS	SKILLS
<b><i>Historical Documents:</i></b> Magna Carta, Mayflower Compact, English Bill of Rights, Declaration of Independence, Articles of Confederation, Constitution, Federalist Papers, and the Statute for Religious Freedoms.	Understand  Describe  Discuss
<b><i>Founding Fathers:</i></b> Madison, Hamilton, Jay, Washington, Sherman, Morris, Wilson, Jefferson.	Compare
<b><i>American Principles of Democracy:</i></b> <ul style="list-style-type: none"> <li>• Indian policies</li> <li>• Separation of church and state</li> <li>• Idea of constitutionalism</li> <li>• Preserve individual rights</li> </ul>	Analyze  Evaluate

**Big Idea**

1. Early documents and leaders shaped American policy and brought about national and individual security.

**Essential Questions**

1. How have opposing views of the forefathers shaped American policy?
2. How did the blending of important documents lead to the formation of the Constitution?
3. How does the Constitution promote individual and national security?
4. Is the Constitution relevant to American citizens today? Why or why not?

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BUSINESS EDUCATION  
**Grade 8**  
**Janet Merten and Julie Richter**<sup>15</sup>  
Horning Middle School  
School District of Waukesha  
Waukesha, Wisconsin

**Standard:** Students will explore careers and develop skills to make meaningful decisions for his/her future.

**Indicators:** K.8.1–K.8.11, K8.13

**Concepts:** ***Need to Know About CAREER PLANNING***

Personal Traits

- Talents and interests
- Strengths/weaknesses (self and career)
- Self-management skills
- Work values

Exploring Careers

- Skills and aptitudes
- Career options
- Education options
- Resources (counselors, Holland codes, video series, WCIS-Career Visions, Internet)
- Global opportunities
- Job application

Career Portfolio

- Tentative Education Plan (TEP)
- Career Information Sheet
- Resume
- Self-Directed Search
- Holland Themes
- Career Searches (2)
- About ME Sheet
- Career Match Printout
- Optional: Internship Interest Form, Job Shadow Evaluation

**Skills:** ***Be Able to Do***

Identify (talents, interests, strengths and weaknesses, aptitudes, career and education options, global opportunities)

Use (resources, strengths and weaknesses)

Demonstrate/Apply (mock interviews, etiquette, job application skills)

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(continued)

## BUSINESS EDUCATION

**Grade 8, Janet Merten and Julie Richter**, Horning Middle School, School District of Waukesha, Waukesha, Wisconsin *(continued)*

Develop	(job interview skills, career portfolio)
Transfer	(knowledge and skills through Junior Achievement, job shadowing, and real-world experiences)
Create	(resumes, ME bag)

### **Topics or Context:**

- Self-assessment tools
- Self-directed searches/Holland codes
- Career counselor
- Career searches using career visions and other resources
- Career summary activity
- Career profile (about ME)
- Job shadowing experiences
- Job application
- Resume
- Mock interview
- Career portfolio
- ME bag

### **Big Ideas**

1. Skills we learn in class will be used in the real world.
2. Skill, strength, and weakness assessments will help us identify future careers.
3. Resources we use in class can help us to locate career information in our future.
4. Items we place in our career portfolio can be used to find, be hired for, and keep jobs in our future.

### **Essential Questions**

1. Why do we need to learn certain skills?
2. Why should we assess our own skills, strengths, and weaknesses as we consider finding employment?
3. What resources do we need in order to find career information?
4. What items/documents should be included in a career portfolio?