

## Avon Public Schools Grades 2-4 Speaking Rubric

| Traits  | 1 – Beginning   | 2 – Developing  | 3 – Proficient  | 4 - Advanced   |
|---|---|---|---|--|
| <b>Ideas and Content</b><br><i>Was my message clear?<br/>Did I stay on topic?</i> | I haven't shared main ideas to support my topic.  | <p>My topic and main ideas are stated.</p> <p>The details do not directly support the main ideas.</p>   | <p>My topic and main ideas are clearly stated.</p> <p>My details support my main ideas.</p>   | <p>My topic and main ideas are clearly stated.</p> <p>My details support my main ideas and show my understanding of the topic.</p>                               |
| <b>Word Choice</b><br><i>Do I think about the words I choose?</i>                 | I choose words that are off topic or unclear which makes it difficult for my audience to understand the topic.  | I choose words that are appropriate, but too general to help my audience understand the topic.  | I choose words that are appropriate and specific to help my audience understand the topic.  | I choose words that are powerful and add to my audience's understanding of the topic.  |
| <b>Organization</b><br><i>Is my presentation easy to follow?</i>                  | My presentation is missing a beginning, middle or end which makes it really difficult for my audience to follow.  | My presentation has a beginning, middle and end, but are not clearly stated which makes it difficult for my audience to follow.                               | My presentation has a beginning, middle and end that makes it easy for my audience to follow.   | My presentation has a clear beginning, middle and end that connect one idea to another, and makes it easier for my audience to follow.                           |
| <b>Delivery</b><br><i>Is my presentation engaging?</i>                            | <p>I rarely or never look at my audience and/or read completely from my notes.</p> <p>My body language and voice make my entire presentation difficult to understand.</p> | <p>I look at my notes more than my audience.</p> <p>My body language and voice are inconsistent, making parts of my presentation unclear for my audience.</p> | <p>I look at my audience more than my notes.</p> <p>My body language and voice make my presentation clear and engaging for my audience.</p> | <p>I look at my audience and use my notes only as a guide.</p> <p>My body language and voice make my presentation engaging and entertaining for my audience.</p> |
| <b>Presentation Aid(s)</b><br><i>Do I use tools to support my message?</i>        | <p>I choose tools that are inappropriate for my message. OR</p> <p>I do not choose tools to support my message.</p>   | I choose tools that are too general to add to my message.   | I choose tools that are appropriate and add to my message.  | I choose tools that support my message and engage or involve my audience.  |




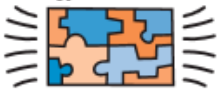



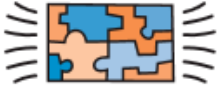



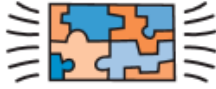




## Avon Public Schools Grades 4-8 Speaking Rubric

| Traits   | 1 – Beginning  | 2 – Developing   | 3 –Proficient  | 4 - Advanced   |
|--|--|--|--|--|
| <p><b>Ideas and Content</b></p> <p><i>Did I convey a clear message and stay on topic?</i></p>      | <p>My topic is not clearly stated</p> <p>I really don't include details in support of my main ideas.</p>   | <p>My topic is stated and I present main ideas to support the topic.</p> <p>I don't share enough relevant details to support my main ideas.</p>  | <p>My topic and main ideas are clearly stated.</p> <p>My main ideas are stated and the supporting details are relevant to the main ideas.</p>  | <p>My topic is presented in a clear, focused manner that demonstrates knowledge and understanding.</p> <p>My main ideas are strongly stated with supporting details that are relevant and appropriate for the target audience and topic.</p> |
| <p><b>Claim</b></p> <p><i>Are my claims compelling?</i></p>  | <p>The claims I present to support my main idea are not convincing or logical.</p>   | <p>Some of the claims I have presented are convincing and logical but they do not fully support the main idea.</p>   | <p>All of my claims are convincing and logical.</p>  | <p>My claims are so powerful they influence the audience to reconsider or accept the main idea.</p>  |
| <p><b>Word Choice</b></p> <p><i>Are my words and phrases carefully chosen to express?</i></p>      | <p>My word choice is unclear or too general.</p>   | <p>My word choice is clear but lacks a connection to the topic, purpose, and/or audience.</p>  | <p>My word choice is clear and appropriate for the topic, purpose, and audience.</p>   | <p>My word choice is powerful and adds to the audience's understanding of the topic.</p>   |
| <p><b>Organization</b></p> <p><i>Is my presentation easy to follow?</i></p>                        | <p>My presentation is missing an introduction and/or a conclusion which makes it difficult for my audience to follow.</p>  | <p>My presentation has an introduction and a conclusion, but the lack of transitions makes it difficult for my audience to follow.</p>   | <p>My presentation has an introduction, transition between ideas, and a conclusion so that my message can be followed by my audience.</p>  | <p>My presentation's organization adds to my message: an introduction that draws in the audience, smooth transitions, and a conclusion that reemphasizes my message.</p>   |
| <p><b>Delivery</b></p> <p><i>Does my presentation support my message?</i></p>                      | <p>I rarely or never look at my audience and/or rely completely on my notes.</p> <p>My gestures, posture, facial expressions, and/or movement distract from the presentation.</p> <p>How I use my voice keeps the audience from understanding the message.</p> | <p>I look at my notes more than my audience.</p> <p>My gestures, posture, facial expressions, and/or movements are awkward during the presentation.</p> <p>How I use my voice distracts or occasionally keeps the audience from understanding the message.</p> | <p>I look at my audience more than my notes.</p> <p>My gestures, posture, facial expressions, and movements fit the presentation.</p> <p>My voice is clear and understandable. (volume, rate, articulation, pronunciation)</p> | <p>I look at my audience and use my notes only as a guide.</p> <p>My gestures, posture, facial expressions, and movements add to the presentation.</p> <p>My voice is clear, understandable and makes my presentation more interesting.</p>  |
| <p><b>Presentation Aid(s)</b></p> <p><i>Do my presentation aid(s) support the topic and my</i></p> | <p>My presentation aids are inappropriate, or distract from my message.</p>  | <p>My presentation aids support the topic but generally do not add to my message.</p>  | <p>My presentation aids support the topic and my message.</p>  | <p>My presentation aid(s) support the topic and my message, as well as adds value through audience engagement (e.g., use of humor, pose thought provoking questions, surveying, including audio or video clips).</p>                         |

**Experimental Inquiry — From Assessing Student Outcomes (1993)**

| <b>Traits Framed as Learning Goals</b>  | <b>1</b>   | <b>2</b>  | <b>3</b>  | <b>4</b>   |
|---|--|---|---|--|
| <i>I use accurate and important information to suggest an explanation for something I am studying.</i>                                  | I suggest an explanation for something I am studying but I include inaccurate or unimportant information and leave out important information.                | I suggest an explanation for something I am studying. I include some inaccurate information or leave out important information that would have made the explanation clearer.                                      | I suggest an explanation for something I am studying. My explanation includes accurate and important information.   | I suggest an explanation for something I am studying. My explanation includes accurate and important information from a variety of sources. I check my information carefully to make sure it clearly explains what I observe.  |
| <i>I make a prediction about what would happen if my explanation is correct.</i>  | I make a prediction that cannot be tested.   | I make a prediction about what would happen if my explanation is correct but the prediction is based on the incorrect use of information in my explanation or it is difficult to test.                            | I make a prediction about what would happen if my explanation is correct. The prediction is based on the information in my explanation and can be tested.                   | I make a prediction about what would happen if my explanation is correct. The prediction can be tested and is based on the information in my explanation. I even add more information to show that I am increasing my knowledge about what I am studying.  |
| <i>I set up and carry out an experiment to find out whether my prediction is accurate.</i>  | I set up and carry out an experiment but it does not test the prediction. The set up of the experiment is sloppy and my results are inaccurate or not usable | I set up and carry out an experiment that tests some parts of my prediction but does not give me complete information. Some of the results are difficult to use in finding out whether my prediction is accurate. | I set up and carry out an experiment that does a good job of testing the prediction. I get some accurate, clear, and usable results.  | I set up and carry out an experiment that tests all aspects of my prediction. The experiment also produces other useful information and gives answers to other questions related to my prediction. I carefully plan every step of the experiment so that the results are accurate, clear, and usable.  |
| <i>I accurately evaluate the results of the experiment and decide whether my original explanation of what I am studying is correct.</i> | I describe some results but I make many errors and do not relate the results to my original explanation.   | I describe some important results of the experiment, but I leave out some important results or have trouble explaining how the results relate to my original explanation.   | I accurately evaluate the important results of the experiment to decide whether my prediction was accurate. I explain how well the results support my original explanation. | I accurately evaluate all the important results to decide whether my prediction was accurate and the results support my original explanation of what I am studying. I discuss how accurately I used the important information in my original explanation. I also describe what I learn or understand better as a result of doing the experiment. |

**Problem Solving: Problem/Solution  
Mathematics Grades 2-5**

| Traits   | Novice – 1   | Emerging - 2  | Proficient - 3   | Exemplary - 4   |
|--|--|---|--|---|
| <p><b>I understand the problem.</b></p>  | <p>I read the problem but did not understand what it was asking.</p>                        | <p>I read the problem and tried to figure out what was important.</p>                     | <p>I read the problem and identified what was important.</p>                    | <p>I read the problem and identified what was important and the idea behind it.</p>    |
| <p><b>I have a plan to solve this problem.</b></p>   | <p>I selected a strategy to solve the problem, but it didn't work, so I didn't finish.</p>  | <p>I selected a strategy to solve the problem, but needed assistance to get unstuck.</p>  | <p>I came up with a strategy, used it on my own, and it worked.</p>             | <p>Through lots of revision, I came up with a strategy that worked or I came up with another way of solving.</p>                           |
| <p><b>I use mathematical language (numbers, symbols, vocabulary, and representations) to show my thinking.</b></p>                             | <p>I used mathematical language, but it didn't help me solve the problem.</p>             | <p>I used accurate mathematical language but had minor errors.</p>                       | <p>I used accurate mathematical language to solve the problem correctly.</p>  | <p>I used efficient and/or sophisticated mathematical language to solve the problem correctly.</p>                                       |
| <p><b>I explain how my answer makes sense for this problem. I examine someone else's answer to see if it makes sense for this problem.</b></p> | <p>I explained my answer, but it didn't make sense.</p>                                   | <p>I explained my thinking by restating the steps I took for this problem.</p>          | <p>I justified why my answer makes sense for this problem.</p>                | <p>I justified why my answer makes sense for this problem and made connections to other types of problems (within and beyond math).</p>  |

**Self-Monitoring, Self-Modifying, Self-Managing — From *Assessment Strategies for Self-Directed Learning (2004)***

| <b>Traits</b>                                 | <b>1</b>   | <b>2</b>   | <b>3</b>   | <b>4</b>   |
|---|--|--|--|--|
| <i>Sets goals for work</i>                    | Requires reminder. Sets minimal goals that indicate minimal expectations for the task at hand. | Requires reminder. Set work goals that include some unrealistic expectations for the task at hand. | Requires reminders to set work goals. Goals are realistic and appropriate to the task at hand.                           | Independently sets work goals that are appropriate to the task at hand.  |
| <i>Monitors progress toward goals</i>         | Requires frequent reminders and shows evidence of poor time management                         | Requires continual reminders to maintain a well-balanced work process.                             | Requires reminders to make adjustments to work process.  | Independently revises and adjust time-management plans throughout the work process.                                    |
| <i>Monitors for clarity and understanding</i> | Requires frequent reminders and resists revision and feedback for clarity and meaning.         | Requires continual reminders to revise work and check for understanding.                           | Requires suggestion to revise work. Responds to suggestion for outside reader/viewer to confirm clarity of communication | Independently revises work for depth of meaning. Solicits outside readers/viewers to confirm clarity of communication. |
| <i>Monitors for accuracy</i>                  | Requires frequent reminders and resists checking for accuracy.                                 | Requires continual reminders to check for accuracy.  | Requires suggestion to check for accuracy.   | Independently checks for accuracy.   |

# Exemplars<sup>®</sup> Science Rubric

|                   | Scientific Tools and Technologies  | Scientific Procedures and Reasoning Strategies  | Scientific Communication/Using Data   | Scientific Concepts and Related Content   |
|-------------------|--|---|---|---|
| <b>Novice</b>     | <ul style="list-style-type: none"> <li>Did not use appropriate scientific tools or technologies (e.g., rulers, pH paper, hand lens, computer, reference materials, etc.) to gather data (via measuring and observing).</li> </ul>  | <ul style="list-style-type: none"> <li>No evidence of a strategy or procedure, or used a strategy that did not bring about successful completion of task/ investigation.</li> <li>No evidence of scientific reasoning used.</li> <li>There were so many errors in the process of investigation that the task could not be completed.</li> </ul> | <ul style="list-style-type: none"> <li>No explanation, or the explanation could not be understood, or was unrelated to the task/ investigation.</li> <li>Did not use, or inappropriately used scientific representations and notation (e.g. symbols, diagrams, graphs, tables, etc.).</li> <li>No conclusion stated, or no data recorded.</li> </ul>              | <ul style="list-style-type: none"> <li>No use, or mostly inappropriate use, of scientific terminology.</li> <li>No mention or inappropriate references to relevant scientific concepts, principles, or theories (big ideas).</li> <li>No evidence of understanding observable characteristics and properties of objects, organisms, and/or materials used.</li> </ul> |
| <b>Apprentice</b> | <ul style="list-style-type: none"> <li>Attempted to use appropriate tools and technologies (e.g., rulers, pH paper, hand lens, computer, reference materials, etc.) to gather data (via measuring and observing) but some information was inaccurate or incomplete.</li> </ul> | <ul style="list-style-type: none"> <li>Used a strategy that was somewhat useful, leading to partial completion of the task/investigation.</li> <li>Some evidence of scientific reasoning used.</li> <li>Attempted but could not completely carry out testing a question, recording all data and stating conclusions.</li> </ul>                 | <ul style="list-style-type: none"> <li>An incomplete explanation or explanation not clearly presented (e.g., out of sequence, missing step).</li> <li>Attempted to use appropriate scientific representations and notations, but were incomplete (e.g., no labels on chart).</li> <li>Conclusions not supported or were only partly supported by data.</li> </ul> | <ul style="list-style-type: none"> <li>Used some relevant scientific terminology.</li> <li>Minimal reference to relevant scientific concepts, principles, or theories (big ideas).</li> <li>Some evidence of understanding observable characteristics and properties of objects, organisms, and/or materials used.</li> </ul>   |

## Exemplars<sup>®</sup> Science Rubric conf.

|                     | Scientific Tools and Technologies  | Scientific Procedures and Reasoning Strategies   | Scientific Communication/Using Data   | Scientific Concepts and Related Content  |
|---------------------|--|--|---|--|
| <b>Practitioner</b> | <ul style="list-style-type: none"> <li>Effectively used some appropriate tools and technologies (e.g., rulers, pH paper, hand lens, computer, reference materials, etc.) to gather and analyze data.</li> </ul>                | <ul style="list-style-type: none"> <li>Used a strategy that led to completion of the investigation/task.</li> <li>Recorded all data.</li> <li>Used effective scientific reasoning.</li> <li>Framed or used testable questions, conducted experiment, and supported results</li> </ul>  | <ul style="list-style-type: none"> <li>A clear explanation was presented.</li> <li>Effectively used scientific representations and notations to organize and display information.</li> <li>Appropriately used data to support conclusions.</li> </ul>   | <ul style="list-style-type: none"> <li>Appropriately used scientific terminology.</li> <li>Provided evidence of understanding of relevant scientific concepts, principles or theories (big ideas).</li> <li>Evidence of understanding observable characteristics and properties of objects, organisms, and/or materials used.</li> </ul>   |
| <b>Expert</b>       | <ul style="list-style-type: none"> <li>Accurately and proficiently used all appropriate tools and technologies (e.g., rulers, pH paper, hand lens, computer, reference materials, etc.) to gather and analyze data.</li> </ul> | <ul style="list-style-type: none"> <li>Used a sophisticated strategy and revised strategy where appropriate to complete the task.</li> <li>Employed refined and complex reasoning and demonstrated understanding of cause and effect.</li> <li>Applied scientific method accurately: (framed testable questions, designed experiment, gathered and recorded data, analyzed data, and verified results).</li> </ul> | <ul style="list-style-type: none"> <li>Provided clear, effective explanation detailing how the task was carried out. The reader does not need to infer how and why decisions were made.</li> <li>Precisely and appropriately used multiple scientific representations and notations to organize and display information.</li> <li>Interpretation of data supported conclusions, and raised new questions or was applied to new contexts.</li> <li>Disagreements with data resolved when appropriate.</li> </ul> | <ul style="list-style-type: none"> <li>Precisely and appropriately used scientific terminology.</li> <li>Provided evidence of in depth, sophisticated understanding of relevant scientific concepts, principles or theories (big ideas).</li> <li>Revised prior misconceptions when appropriate.</li> <li>Observable characteristics and properties of objects, organisms, and/or materials used went beyond the task/investigation to make other connections or extend thinking.</li> </ul> |

**Adapted from Art Creation — From [www.incredibleart.org](http://www.incredibleart.org)**

*NOTE: This originally was a 5 point scale and some of the language was a bit harsh to describe student performance.*

| Trait   | 1  | 2   | 3   | 4  |
|---|--|---|---|--|
| <b><i>Elements of Design</i></b>              | The assignment was completed and turned in but showed little evidence of understanding the elements and principles of art and no evidence of planning. | The student did assignment adequately yet it shows little evidence that an overall composition was planned.                                   | The artwork shows that the student applied the principles of design while using one or more elements effectively. | Planned carefully, made several sketches, showed awareness of elements and principles of design; chose color scheme carefully, used space effectively.                         |
| <b><i>Creativity/Originality</i></b>          | The student fulfilled the assignment but gave no evidence of trying anything unusual or original.  | The student tried in idea but it lacked originality.  | The student tried for a few ideas before selecting and solved problem in logical way                              | The student explored several choices before selecting one; generating many ideas; tried unusual combinations or changes; demonstrated understanding of problem solving skills. |
| <b><i>Effort/Perseverance</i></b>             | The project was completed with minimum effort.   | The student finished the project but could have been improved with ore effort — lacks finish, chose an easy project and did it indifferently. | The students worked hard and completed the project but with effort it might have been outstanding.                | The project was continued until it was complete as student could make it; gave effort far beyond that required.  |
| <b><i>Craftsmanship/Skill/Consistency</i></b> | The student showed poor craftsmanship, evidence of lack of understanding.  | The student showed average craftsmanship, a bit careless.   | With a little more effort, the work could have been outstanding; lacks finishing touches.                         | The artwork was beautiful and patiently done; it was as good as hard work could make it.   |