

### Seekonk High School ORAL PRESENTATION RUBRIC

	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Emerging</b>	<b>Attempt Made</b>
<b>Subject knowledge</b>	Demonstrates mastery of the topic	Demonstrates accurate knowledge of the topic	Demonstrates some knowledge of the topic	Demonstrates little knowledge of the topic
<b>Organization and coherence</b>	Organizes information coherently and stays on the topic	Organizes most information and stays on the topic	Generally organizes information, occasionally straying from the topic	Poorly organizes information and often strays from the topic
<b>Physical gestures</b>	Actively engages the audience by making and maintaining eye contact and using movement (facial expressions, posture, gestures) to focus attention and interest	Usually engages the audience by making and maintaining eye contact and using movement (facial expressions, posture, gestures) to focus attention and interest	Occasionally engages the audience by making and maintaining eye contact and using movement (facial expressions, posture, gestures) to focus attention and interest	Neglects to engage the audience because rarely makes and maintains eye contact or uses movement (facial expressions, posture, gestures) to focus attention and interest
<b>Voice</b>	Always speaks clearly/loudly	Usually speaks clearly/loudly	Speaks clearly/loudly	Does not speak clearly/loudly
<b>Language conventions</b>	Uses appropriate grammar and vocabulary	Uses mostly appropriate grammar and vocabulary	Makes some errors in grammar and vocabulary	Makes many grammatical mistakes
<b>Visual aids</b>	Creatively uses a variety of effective visual aids and/or other methods of delivery	Uses visual aids moderately effectively and/or other methods of delivery	Moderately ineffective use of some visual aids and/or other methods of delivery	Does not/ineffective use of visual aids and/or other methods of delivery
<b>Appearance</b>	Thoroughly demonstrates appropriate appearance	Generally demonstrates appropriate appearance	Demonstrates minimal understanding of appropriate appearance	Fails to demonstrates appropriate appearance

**Level 4** indicates competence in all standards/benchmarks and exceptional performance in a few, **Level 3** indicates general competence in all standards/benchmarks, **Level 2** indicates general competence in most standards/benchmarks with difficulties in some, **Level 1** indicates difficulties in a majority of standards/benchmarks

### Seekonk High School RESEARCH PAPER RUBRIC

	<b>Exceeds standard (4)</b>	<b>Meets Standard (3)</b>	<b>Emerging (2)</b>	<b>Attempt Made (1)</b>
<b>Strategies for organizing and researching information</b>	Uses highly effective strategies to organize expert information (note cards, outline, graphic organizers)	Effectively uses a variety of strategies to organize information (note cards, outline, graphic organizers)	Applies some strategies for organizing information (note cards, outline, graphic organizers)	Rarely organizes information
<b>Analysis of sources</b>	Thoroughly evaluates and presents information using a variety of sources to support the thesis	Evaluates and presents information using a variety of sources to support the thesis	Sometimes evaluates and presents information using limited sources to support the thesis	Rarely evaluates sources or uses minimal inappropriate sources
<b>Documentation of sources</b>	Documents and presents sources without error in a consistent and standard format, utilizing a works cited page and proper citations within a text	Documents and presents sources in a consistent and standard format, utilizing a works cited page and proper citations within the text	Occasionally documents and presents sources in a standard format, utilizing a works cited page and proper citations within the text	Neglects to document sources in a standard format
<b>Thesis</b>	Creates a clear, well-developed thesis statement that may provide new insight into the topic	Creates a clear, well-developed thesis statement	Creates a thesis statement that is not well developed or appropriately focused	Fails to develop a thesis statement
<b>Coherence</b>	Presents clearly organized, engaging writing (effective transitions, coherent well-structured paragraphs)	Presents organized writing (effective transitions, coherent well-structured paragraphs)	Composes a degree of organized writing (effective transitions, coherent well-structured paragraphs)	Presents disorganized writing (no transitions, incoherent paragraphs)
<b>Language conventions/ Grammar (Mechanics)</b>	Consistently utilizes proper language conventions (grammar, mechanics, syntax)	Nearly always utilizes proper language conventions (grammar, mechanics, syntax)	Occasionally uses proper language conventions (grammar, mechanics, syntax)	Neglects proper language conventions (grammar, mechanics, syntax)
<b>Support of thesis/ Content (Quality of Proof)</b>	Constructs sophisticated arguments that support the thesis	Constructs adequate arguments that support the thesis	Constructs some arguments that supports the thesis	Constructs ineffective or false arguments to support the thesis
<b>Conclusion</b>	Formulates an accurate and well-developed synthesis in the conclusion	Formulates an accurate and well-developed conclusion	Formulates a conclusion that isn't always supported in the body of the paper	Omits conclusion or provides an irrelevant summary

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## Seekonk High School EXPOSITORY WRITING RUBRIC

	<b>Exceeds Standard (4)</b>	<b>Meets Standard (3)</b>	<b>Emerging (2)</b>	<b>Attempt made (1)</b>
<b>Thesis/Focus</b>	Effectively and insightfully develops a clear, analytical, and comprehensive thesis that provides focus to the writing	Develops a reasonable thesis that provides focus to the writing	Develops a thesis that provides a limited focus to the writing	Fails to develop a clear thesis or lacks a thesis
<b>Support of thesis</b>	Demonstrates sophisticated critical thinking by using comprehensive examples, reasons, and supporting evidence	Demonstrates competent critical thinking by using adequate examples, reasons, and supporting evidence	Demonstrates some critical thinking by using examples, reasons, and supporting evidence that maybe inconsistent or inadequate	Uses weak critical thinking and inappropriate or insufficient examples, reasons, and supporting evidence
<b>Organization</b>	Presents information with a clear coherence and smooth, logical progression of ideas	Presents information with coherence and a logical continuity of ideas	Presents information with some lapses in coherence or progression of ideas	Presents ideas that are disjointed or incoherent
<b>Word Choice</b>	Use a variety of highly effective word choices	Uses a variety of generally effective word choices	Sometimes uses weak vocabulary or inappropriate word choice	Uses incorrect or simplistic vocabulary
<b>Sentence Structure</b>	Develops a variety of sophisticated sentence structures	Develops some variety of sentence structures	Develops sentence structures that lack variety or demonstrate problems	Develops sentence structures with severe flaws or frequent problems
<b>Language Conventions</b>	Utilizes appropriate language conventions of grammar, spelling, punctuation, and usage that are free of most errors	Utilizes appropriate language conventions of grammar, spelling, punctuation, and usage that demonstrate few errors	Utilizes language conventions of grammar, spelling, punctuation, and usage with errors which somewhat interfere with meaning	Utilizes language conventions of grammar, spelling, punctuation, and usage with frequent inaccuracies which interfere with meaning
<b>Conclusion</b>	Provides effective and complex closure that synthesizes ideas	Provides effective closure which summarizes the main points	Provides some sense of closure	Fails to provide sufficient closure

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