Rubric for Closing Activities

Menu of Rubric Categories (Choose the categories that are applicable)			
Category	Level 1: Did not meet Expectations	Level 2: Approaching Expectations	Level 3: Met Expectations	Level 4: Exceeded Expectations
Poem choice	Poem is short and does not represent student's aesthetic criteria. It is not clear why the poem was chosen. The student may simply say he/she "liked" it.	Poem matches some of the student's aesthetic criteria. However, the poem seems to disagree with at least one quality.	Poem matches most of the student's aesthetic criteria.	Poem is a perfect example of all of the student's aesthetic criteria.
Application of Criteria	Student did not mention the criteria beyond that he/she liked the poem.	Student listed off aesthetic criteria after reading the poem and does not explain how the poem matches the criteria.	Student explained how his/her criteria appeared in the poem by connected at least one quality to some textual evidence.	Student fully explained how each of the aesthetic criteria is demonstrated in the poem using textual evidence for each quality in his/her aesthetic criteria.
Presentation	Student got off topic or was not heard or understood for the majority of the presentation. A lack of planning and practice was evident.	Student was sometimes misunderstood due to volume, word choice or fluency. Planning and organization need development.	Student spoke clearly. Some planning was present though the plan may have been abandoned.	Student spoke clearly and with confidence. Planning, practicing and organization were evident.
Collaboration	Group struggled through moments where members disengaged or disconnected from the group task. One or more members of the group may have felt silenced.	One member of the group may have dominated the work load or discussion. One member of the group may not have volunteered their ideas or may have worked inconsistently on divided work load.	Students maintained a positive working relationship, but a diversity of ideas may not have been developed.	Students developed clear roles and maintained cooperation. A diversity of opinions was heard and the strength of each member of the group was championed.
Design	The design demonstrates little consideration of audience and is often confusing.	The design at times could be confusing, but overall can be understood.	The design of the visual elements is clear and easily understood.	The design of the visual elements is insightful, clear and well understood.
Language Use	Grammar is full or errors that impede comprehension. Vocabulary is often informal and non-academic. Advanced vocabulary is avoided.	Grammar contains some errors that detract from understanding. Vocabulary is clear, but may occasionally be too informal or non-academic.	A few errors in grammar that do not detract from meaning. Vocabulary is appropriate and only incorrectly used when advanced language is attempted.	Grammar is error free. Vocabulary use is advanced and appropriate.