

# Effects of Semicolon Rubric

Student name: \_\_\_\_\_ Partner name: \_\_\_\_\_

	4	3	2	1
<b>Word document</b>	Document follows directions completely: 12–15 sentences, mostly grouped in sets and labeled effectively. Easy to follow work.	Document has 10–12 sentences, more than half grouped and labeled fairly descriptively. Mostly easy to follow work.	Document has 8–10 sentences, mostly arranged in groups, lacking adequate labels. Organization is not easy to follow.	Document has fewer than 8 examples which are not arranged in groups. Labels may be ineffective or inaccurate. Organization is hard to follow.
<b>Summary card</b>	Summary accurately and insightfully explains the accepted ways to use semicolons.	Summary addresses the basic uses of semicolons accurately.	Summary leaves out some aspect of semicolon use or misrepresents it.	Summary is inaccurate or seriously inadequate to explain the rules.
<b>Paragraph ideas</b>	Ideas show deep understanding of essay and thoughtful theorizing about how punctuation affects tone and meaning.	Ideas show good understanding of essay and some degree of thoughtfulness about punctuation's relationship to meaning.	Ideas show some understanding of essay but may show little development of theory about meaning and tone.	Ideas may summarize the essay or the semicolon rules but don't connect the two or show any theorizing.
<b>Paragraph punctuation</b>	Use of punctuation in general is effective and correct. Specific attention is given to effective use of semicolon to enhance meaning of ideas.	Use of punctuation in general is effective and correct. Use of semicolon is correct and adequate in terms of affecting meaning of idea.	Punctuation is mostly correct. Semicolon use is incorrect or ineffective.	Several punctuation issues detract from reading. No attempt to use semicolon.
<b>Collaboration</b>	Student worked smoothly and effectively with partner, sharing responsibilities well, and working independently through the entire project.	Student worked well with partner, with the work almost evenly shared between them. He or she may have been unable to work independently the whole time.	Student had some difficulties working with a partner. He or she finished, but did not do his or her share of work or had to have fairly frequent help from partner.	Student did not work at all. He or she did not contribute or the partner finished by individually doing tasks. He or she may have been off task a large portion of the time, disturbing others.