

Rubric 1: At Home Journal

Score	4	3	2	1
Quotes	Journal contained interesting quotes from our texts, which were cited.	Journal contained interesting quotes from our texts, which were cited.	Journal contained quotes from our texts, which were not cited.	Journal had at least one quote, which was carelessly chosen and not cited.
Questions	Three of the five questions were answered with evidence of thought.	Three of the five questions were answered.	At most two of the questions were answered.	One or none of the questions were answered.
Organization	Journal was well organized with one side containing quotes and page numbers and the other side containing organized responses. Journal was turned in on time.	Journal was organized with one side containing quotes and page numbers and the other side contained responses. Journal was turned in on time.	Journal was disorganized with quotes (without page numbers) and responses out of order, which made it hard to follow. Journal was late.	Journal was in disarray, which made following the quotes and responses an impossible job. Journal was late.

Rubric 1: In Class Journal

Score	4	3	2	1
Response to Question	Journal response thoughtfully answered the weekly question within 300-400 words.	Journal response was thoughtfully answered the weekly question within 300-400 words.	Journal response did not fully answer the weekly question, and was at most 300 words.	Journal response did not answer the weekly question and was off topic. It was way under 300 words.
Quotes	The text references were chosen carefully, and there were at least two references within each journal response. Page numbers were cited.	There were at least one text references within each journal. Page numbers were cited.	There was at most one reference that was not cited.	There were no references.
Response to Partner	The partner response was thoughtful, well-mannered, and was artfully done.	The partner response was thoughtful, and well-mannered.	The partner response answered, but could have contained ill-manners.	The partner response was incomplete and could have been ill-mannered.
Organization /Flow	The flow of the journal was easy to follow and enjoyable to read. The writing was nice and tidy. Journal was turned in on time.	The flow of the journal was easy to follow, but there at some point the answered went off topic. The writing was nice and tidy. Journal was turned in on time.	The journal was disorganized and confusing reading from one point to another. Journal was late.	The journal was too confusing to make sense out of it. Journal was late.

Rubric 2: Whole and Small Group Discussions

Score	4	3	2	1
Comment Quality	Comments are timely, appropriate, reflective, and thoughtful. Comments also are respectful of other's students' remarks and feelings. Questions spur comments and questions from the group members. Student has come with all discussion questions answered and typed.	Comments are volunteered and most are appropriate, reflective, and have some thoughtfulness. Comments spur others to question or comment. Student has come with all discussion questions answered and typed.	Comments when asked direct questions. Struggles through comments, and might just restate questions or points previously raised. May add nothing new to the discussion or provoke no responses or questions from others. Student has come with at most half of the discussion questions answered.	No participation. When comments are made they are negative or disruptive, and/or inappropriate. Student has not answered any discussion questions, or they were hand written.
References to Text	Comments make clear references to text being discussed. Comments reflect on previous readings, discussions, and life anecdotes.	Student has done the reading with some thoroughness, but comments may lack detail, critical insight, or reference to life anecdotes.	Student has not read the entire text and cannot reference to past comments in discussions. Has no detail.	Unable to refer to text for evidence or support of remarks.
Active Listening	Student displays positive posture and demeanor. Student behavior clearly demonstrates respect and active listening to others.	Student listens to others most of the time, but at times is not focused on other's comments (too busy formulating own). Active Listening.	Student drifts in and out of discussion, and is listening to some remarks while clearly missing or ignoring others.	Student is disrespectful of others when they are speaking; behavior indicates total non-involvement with group or discussion.

Rubric 3: Quality Writing in a Persuasive Letter***

Score	1	2	3	4
Thesis	-Strong and clear -States your opinion -Identifies the issues	-Clear -Some mention of the issues	-Not clear what your personal opinion is -Little or no mention of the issues	-Opinion is not confusing -No mention of the issues
Reasons and Support	-Includes four superb pieces of evidence -Strong evidence that backs-up thesis statement shows that there was thought about what evidence to used	-Includes four pieces of evidence that support the thesis statement -Pieces of evidence are not particularly persuasive	-Includes three pieces of evidence that shows there was effort put in -Pieces of evidence are weak	-Includes less than three pieces of evidence -Pieces of evidence are weak -argument is weak -preparation is weak
Conclusion	-Summarizes opinion -Strong concluding statement	-Summarizes opinion -Concluding statement is included	-Weak summarization of opinions -Concluding statement is weak	-Abrupt ending without summarizations of opinion -Weak conclusion
Organization	-Strong sentences -Varied sentences structure -Paragraphs are well formulated and well written -Unbroken flow from idea to idea	-Sentence structure is correct -Paragraphs are correct -Flow has awkward starts and stops	-Sentence structure and paragraph structure are inconsistent, which makes the flow choppy and confusing.	-Litter or no sentence structure or paragraph structure
Word Choice/ Tone	-Clear, accurate, and descriptive word choice -Consistent persuasive tone -Strong narrative voice	-Clear and descriptive word choice -Parts of the letter have persuasive tone -Narrative voice is found in parts	-Some clear and descriptive word choice -Lacks persuasive tone and voice	-Word choice confuses -Tone and voice are unclear
Mechanics/ Grammar	-Few, if any, spelling, grammatical, and mechanical mistakes	-Contains several spelling, grammatical, or mechanical mistakes, but they do not interfere with argument/ meaning.	-Contains several spelling, grammatical, and/or mechanical mistakes that interfere with argument/ meaning.	-Contains many spelling, grammatical, and/or mechanical mistakes that make the letter indecipherable.

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Quotes	The text references were chosen carefully, and there were at least two references within each journal response. Page numbers were cited.	There were at least one text references within each journal. Page numbers were cited.	There was at most one reference that was not cited.	There were no references.
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