

## RUBRIC FOR WRITING A BIOGRAPHY

NAME:

GROUP:

DATE:

GRADE:

Rubric designed by Mtra. Lina Cruz Ortega

ASPECTS TO EVALUATE	CRITERIA	LOCATED ON THE PURPOSE OF THE TASK (3 MARKS)	NEAR THE EXPECTED LEVEL (2 MARKS)	BELOW THE EXPECTED LEVEL (1 MARK)	MARKS
TITLE	Name given to the biography	A catching title that summarizes the person's life or focus on his/her best qualities.	There is little relation between the title and the person being described.	The title is flat. It only mentions the person's name. It doesn't say anything about him/her.	
LAYOUT	Schematic Plan	The biography is clearly divided into four paragraphs: one for the introduction, two for the main body and one for the conclusion.	The plan of the biography includes only three paragraphs. A paragraph of the main body is missing, for example.	The biography doesn't present the layout established or presents only two elements of the plan.	
	Introduction	<b>Paragraph One</b> states who the person is and what s/he is famous for.	It does not apply.	<b>Paragraph one</b> says who the person is, but it doesn't explain why he or she is famous for.	
	Main Body	<b>Paragraph Two</b> gives information about aspects of his/her <b>early life</b> (e.g. <i>When/where was s/he born, education, family</i> ). The writer includes at least four relevant details about the person's early life in a logical order.	<b>Paragraph Two</b> misses only one of the following aspects of her/his early life: place of birth, time of birth, education, or family.	<b>Paragraph Two</b> misses two or more important aspects of his/her early life. It seems the writer doesn't know much about the person s/he is writing about.	
		<b>Paragraph Three</b> presents information about his/her <b>life as an adult</b> (major events of life, marriage, achievements). Includes at least <b>five</b> relevant details in a logical order.	<b>Paragraph Three</b> presents information about his/her <b>life as an adult</b> (major events of life, marriage, achievements). Includes <b>at least four relevant details</b> in a logical order.	In <b>Paragraph Three</b> the student writes about aspects of the person's life as an adult that are not established in the biography plan.	
Conclusion	Clearly addresses the person's death and how people feel about him/her, his/her impact on society or his/her historical significance.	The writer mentions details about his death but s/he is unable to express clearly his/her feelings about the person's death or his/her historical significance.	The writer talks about when the person died but s/he omits details about how s/he died. The person's impact on society or his/her historical significance is not defined.		
WRITING TECHNIQUES	Addressing the reader directly, a quotation or a rhetorical question.	The student uses two different writing techniques, one to start his composition, and the other to end it.	The student uses only one writing technique, either at the beginning or at the end of his/her composition. OR The student uses the same writing technique to start and end his/her composition.	The student doesn't make use of writing techniques to start or end his composition.	
GRAMMAR & FUNCTION	Passive voice & Relative Pronouns	Sentences are well formed. The writer uses at least 6 sentences in passive voice and 3 relative pronouns. No grammatical errors are made.	Most sentences are well formed. The writer uses at least 5 sentences in passive voice and 2 relative pronouns. Grammatical errors do not impede meaning.	Sentences are frequently badly formed. The writer uses only three sentences in passive voice and one relative pronoun. Frequent grammatical errors impede meaning.	
LEXICON	Vocabulary	S/he uses a wide range of appropriate vocabulary.	S/he uses limited vocabulary and some words are not appropriate to the context.	S/he uses precarious vocabulary with a lot of mistakes in its usage. Common vocabulary is often misspelled.	
CREATIVITY	Illustrations	It depicts a picture of the waxwork described.	It depicts a picture from the Internet.	It has no a picture from the person described.	
LENGTH	300 words	It is written in 270-310 words	It is written in more than 310 words.	It is written in less than 270 words.	
33 = 10    32 = 9.6    31 = 9.4    30 = 9.0    29 = 8.7    28 = 8.4    27 = 8.1    26 = 7.8    25 = 7.5    24 = 7.2    23 = 6.9    22 = 6.6    21 = 6.3 <b>TOTAL SCORE:</b>					

## RUBRIC FOR WRITING A SMALL ARTICLE

NAME:	GROUP:	DATE:	GRADE:	Rubric designed by Mtra. Lina Cruz Ortega			
ASPECTS TO EVALUATE	CRITERIA	LOCATED ON THE PURPOSE OF THE TASK (3 MARKS)	NEAR THE EXPECTED LEVEL (2 MARKS)	BELOW THE EXPECTED LEVEL (1 MARK)	MARKS		
<b>TITLE</b>	<b>Name given to the article</b>	A catching title that highlights the person's best qualities or virtues.	There is little relation between the title and the person being described.	The title is flat. It only mentions the person's name. It doesn't say anything about him/her.			
<b>LAYOUT</b>	<b>Schematic Plan</b>	The article is clearly divided into four paragraphs: one for the introduction, two for the main body and one for the conclusion.	The plan of the article includes only three paragraphs. A paragraph of the main body is missing, for example.	The article doesn't present the layout established or presents only two elements of the plan.			
	<b>Introduction</b>	<b>Paragraph One</b> states who the person is and the reason for choosing him/her.	It does not apply.	<b>Paragraph one</b> says who the person is, but it doesn't explain why the writer chose him/her.			
	<b>Main Body</b>		<b>Paragraph Two</b> gives information about the person's particular qualities. It gives examples, details, reasons and justifications to create a clear picture of the subject.	<b>In Paragraph Two</b> not all details given illustrate the person's particular qualities. Details, examples and/or reasons are insufficient or inappropriate.	<b>In Paragraph Two</b> , the focus on topic is not sustained. Sentences don't highlight or exemplify the person's particular qualities at all.		
			<b>In Paragraph Three</b> the writer mentions clearly the reason why he or she admires that person and gives good examples to support his/her idea.	<b>In Paragraph Two</b> , the writer says why he or she admires that person, but his/her ideas, opinions and general statements are not very well-supported by specific details.	In Paragraph Three, the composition doesn't say why the writer considers a particular person admirable. The reason is not stated.		
	<b>Conclusion</b>	The writer say final comments and feelings about the person described.	The composition doesn't express clearly the views, thoughts, or feelings of the writer about the person described.	The piece has no a clear end. Feelings or thoughts about the person described are not stated.			
<b>WRITING TECHNIQUES</b>	<b>Addressing the reader directly, a quotation or a rhetorical question.</b>	The student uses two different writing techniques, one to start his composition, and the other to end it. The opening engages the reader's attention	The student uses only one writing technique, either at the beginning or at the end of his/her composition. OR The student uses the same writing technique to start and end his/her composition.	The student doesn't make use of writing techniques to start or end his composition.			
<b>GRAMMAR &amp; FUNCTION</b>	<b>Passive voice &amp; Relative Pronouns</b>	Sentences are well formed. The writer uses at least 6 sentences in passive voice and 3 relative pronouns. Few grammatical errors are made.	Most sentences are well formed. The writer uses at least 5 sentences in passive voice and 2 relative pronouns. Grammatical errors do not impede meaning.	Sentences are frequently badly formed. The writer uses only three sentences in passive voice and one relative pronoun. Frequent grammatical errors impede meaning.			
<b>LEXICON</b>	<b>Vocabulary</b>	S/he uses a wide range of appropriate vocabulary.	S/he uses limited vocabulary and some words are not appropriate to the context.	S/he uses precarious vocabulary with a lot of mistakes in its usage. Common vocabulary is often misspelled.			
<b>CREATIVITY</b>	<b>Illustrations</b>	It depicts a picture of the waxwork described.	It depicts a picture from the Internet.	It has no a picture from the person described.			
<b>LENGTH</b>	<b>300 words</b>	It is written in 270-310 words	It is written in more than 310 words.	It is written in less than 270 words.			
33 = 10    32 = 9.6    31 = 9.4    30 = 9.0    29 = 8.7    28=8.4    27 = 8.1    26 = 7.8    25 = 7.5    24 = 7.2    23 = 6.9    22=6.6    21 = 6.3		<b>TOTAL SCORE:</b>					

## RUBRIC FOR MAKING A TRIPTYCH

NAME:	GROUP:	DATE:	GRADE	Rubric designed by Mtra. Lina Cruz Ortega		
ASPECTS TO EVALUATE	CRITERIA	LOCATED ON THE PURPOSE OF THE TASK (3 MARKS)	NEAR THE EXPECTED LEVEL (2 MARKS)	BELOW THE EXPECTED LEVEL (1 MARK)	MARKS	
<b>LAYOUT &amp; ORGANIZATION</b>	<b>Front Page: General Title, Name of the Student &amp; a Picture.</b>  <u>General Title</u>	It presents a descriptive title that highlight the main features of the wax museum. The picture adds interest and contributes to catch the reader's attention.	The title may catch the reader's interest about Ripley's museum but the picture doesn't seem to make any important contribution to the project.	The title is flat. It doesn't include key words that give an overall picture of the museum. The picture is unattractive and deficient.		
	<b>Writing Techniques: Addressing the reader directly, a quotation or a rhetorical question.</b>	The student uses a writing technique that engages the reader's attention to present his/her first idea.	The writing technique is not properly formulated; therefore, it doesn't catch the reader's attention.	The student doesn't make use of a writing technique to start his composition.		
	<b>Subtitles:</b> presented as phrases or in a question-answer format.	Headers and fonts contribute to the overall understanding and flow of the information. Fonts are attractive and easy to read.	Most titles are appropriately written. Fonts have an appropriate size but color is not very attractive.	Titles have almost nothing to do with the themes developed. The type of font is difficult to read. Colors are not used.		
	<b>Content:</b> 1) Biographical Facts about Ripley 2) <u>External Building Description</u> (name & location, historical facts & why it is interesting) 3) <u>Internal Building Description</u> (Factual information of the building, what you can do & see and why is it special) 4) Description of 3 artifacts/attractions found.	Topics were completely addressed. Statements were clearly supported by facts and examples. All content is accurate. It contains relevant information and many details observed in the museum. It is exceptionally interesting to read.	Most topics were addressed. Some statements were supported by facts and examples. Most content is accurate. It contains supporting information and a few details observed in the museum. It is interesting to read.	Many topics were not addressed. Statements were not supported by facts and examples. Most content is not accurate. It contains irrelevant information and very few, if any, details. It is not very interesting to read.		
	<b>Conclusion</b>	The writer expresses his final comments or feelings, or a final recommendation to persuade people to visit Ripley's Museum.	The composition doesn't express clearly a final comment or a recommendation. If so, it is not persuasive.	The piece has no a clear end. Comments, feelings or recommendations are not stated.		
<b>GRAMMAR &amp; FUNCTION</b>	<b>Superlative, Passive Voice (present or past) &amp; Relative Pronouns</b>	Sentences are well formed. The writer uses at least 10 sentences in passive voice, 4 superlatives and 3 relative pronouns. No more than 2 grammar errors are presented.	Most sentences are well formed. The writer uses at least 8 sentences in passive voice, 3 superlatives and 2 relative pronouns. No more than 3 grammar errors are presented; however, this do not impede meaning.	Sentences are frequently badly formed. The writer uses only 5 sentences in passive voice, 2 superlatives and one relative pronoun. Frequent grammatical errors are made. This may impede meaning.		
<b>LEXICON</b>	<b>A great variety of descriptive adjectives</b>	S/he uses a wide range of appropriate vocabulary.	S/he uses limited vocabulary and some words are not appropriate to the context.	S/he uses precarious vocabulary with a lot of mistakes in its usage. Common vocabulary is often misspelled.		
<b>CREATIVITY</b>	<b>Visuals</b>	The pictures go well with the text. There is a good mix of text and graphics.	Graphics go well, but there are too many and they are distracting.	Pictures are Ok, but they are not related to the content. OR Pictures are not enough.		
24 =10    23 =9.5    22 = 9.1    21 =8.7    20 =8.3    19 =7.9    18 = 7.5    17 = 7.0    16 = 6.6    15 = 6.2    14 = 5.8				<b>TOTAL SCORE:</b>		

## RUBRIC FOR MAKING A VIDEO ABOUT RIPLEY'S MUSEUM

NAME:	GROUP:	DATE:	GRADE:	Rubric designed by Mtra. Lina Cruz	
ASPECTS TO EVALUATE	CRITERIA	LOCATED ON THE PURPOSE OF THE TASK (3 MARKS)	NEAR THE EXPECTED LEVEL (2 MARKS)	BELOW THE EXPECTED LEVEL (1 MARK)	MARKS
<b>VIDEO CONTENT &amp; ORGANIZATION</b>	<b>Introduction</b>	The introduction is motivating & hooks the viewer from the beginning. The main topic is clearly stated.	The introduction is clear & evokes moderate interest / response from the viewer.	The introduction does not orient the viewer to what will follow.	
	<b>Development</b>	Subject knowledge is evident throughout the video. All information is clear, appropriate & correct. Video includes a clear statement of purpose. Events and messages are presented in a logical order with relevant information that supports the video's main intention. Themes were completely addressed.	Subject knowledge is evident in much of the video. Most information is clear, appropriate & correct. Information is connected to a theme. Events and messages are presented in a logical order, and information is relevant throughout most of the video. Most topics were addressed.	Subject content is not evident. Information is confusing, incorrect or inconsistent. The video lacks of a central theme, clear point of view, and logical sequence of information. Much of the information is irrelevant to the overall message. Many topics were not addressed.	
	<b>Conclusion</b>	Excellent conclusion. It wraps up the topic and some comments, feelings or recommendations are given at the end.	Basic Good Conclusion. Recaps central issues but comments, feelings or recommendations are forgotten.	Minimal conclusion or not conclusion at all.	
<b>PRODUCTION</b>	<b>Process of creating the Video</b>	Video is edited. Video runs smoothly. A variety of transitions were used from shot to shot to assist in communicating the main idea. Graphics explain and reinforce key points in the video.	Video is edited. A variety of transitions were used and most of them help tell the story. Most of the video had good pacing and timing. Graphics are used appropriately.	Video is of poor quality and is unedited. There were no transitions added or they were used so frequently that it's annoying. There are not enough graphics.	
<b>GRAMMAR &amp; FUNCTION</b>	<b>Superlative, Passive Voice (present or past) &amp; Relative Pronouns</b>	Student was able to express their ideas with ease in proper sentence structure & tenses. The audio has no grammar or spelling errors.	Student was able to express their ideas fairly well but makes few mistakes with tenses; however, s/he is able to correct them. The audio has 1 to 2 grammar or spelling errors.	Student was difficult to understand and had a hard time communicating their ideas because of many grammar mistakes. The audio has 4 or more grammar or spelling errors.	
<b>LEXICON</b>	<b>A great variety of descriptive adjectives</b>	Rich, precise and impressive usage of vocabulary words learned in and beyond of class.	Student was able to use new vocabulary words but it was not enough, making him repetitive & s/he couldn't expand on his/her ideas.	Student had inadequate vocabulary words to express his/her ideas properly.	
<b>SPEAKING: PRODUCTIVE SKILLS</b>	<b>Pronunciation &amp; Fluency</b>	Accurate pronunciation of individual sounds, natural speech rate, intonation and rhythm. Pronunciation was clear and easy to understand.	Some problems with pronunciation of individual sounds, speech rate, intonation and rhythm, but these don't cause serious problems of intelligibility. Pronunciation was good and didn't interfere with communication.	There is no fluency. There is Insufficient information to score. It is unintelligible. Unclear pronunciation. Student was difficult to understand.	
<b>FEATURE LENGTH</b>	<b>Running Time</b>	The video lasts 8-10 minutes	It lasts 6-8 minutes	It only lasts 4-5 minutes	
24 =10    23 =9.5    22 = 9.1    21 =8.7    20 =8.3    19 =7.9    18 = 7.5    17 = 7.0    16 = 6.6    15 = 6.2    14 = 5.8					<b>TOTAL SCORE:</b>

