

Name: _____

Score: _____

Teacher Name: _____

Visual Product School-wide Rubric

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets 2	Below Standard 1
<p>Content</p> <p><i>Must meet standard on this expectation to meet the overall standard</i></p>	<p>Skillfully fulfills all discipline-specific and task requirements.</p> <p>Skillfully defines the topic/core question.</p> <p>Skillfully uses sufficient, relevant, and appropriate information to support topic/core question.</p> <p>Skillfully addresses readers' concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports).</p> <p>Skillfully comments on the significance of the information.</p> <p>Appropriately cites all required information (when appropriate).</p>	<p>Fulfills all discipline-specific and task requirements.</p> <p>Clearly defines the topic/core question. <i>W-10-7.2</i></p> <p>Effectively uses sufficient, relevant, and appropriate information to support topic/core question. <i>W-10-8.1, 8.2</i></p> <p>Effectively addresses readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience). <i>W-10-8.3</i></p> <p>Effectively comments on the significance of the information. <i>W-10-8.4</i></p> <p>Appropriately cites almost all required information (when appropriate). <i>W-10-6.5</i></p>	<p>Attempts to fulfill all discipline-specific and task requirements, but one element may be inaccurate or incomplete.</p> <p>Attempts to define topic/core question but may not address the prompt or may be invalid or unclear.</p> <p>Attempts to support topic/core question but information used may not be sufficient, relevant, and/or appropriate.</p> <p>Attempts to address readers' concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) but does so ineffectively.</p> <p>Attempts to comment on the significance of the information but does so ineffectively.</p> <p>Attempts to cite information but citations are missing for a majority of the information or are incorrectly cited (when appropriate).</p>	<p>Does not fulfill several discipline-specific and task requirements.</p> <p>No attempt to define topic/core question.</p> <p>No attempt to support topic/core question.</p> <p>No attempt to address readers' concerns.</p> <p>No attempt to comment on the significance of the information.</p> <p>No attempt to cite information (when appropriate).</p>
<p>Design and Organization</p> <p><i>Must meet standard on this expectation to meet the overall standard</i></p>	<p>Skillfully uses text, graphics, sound and/or animation to enhance understanding of concepts, ideas and relationships.</p> <p>Skillfully incorporates use of design features to enhance readability and content.</p> <p>Uses an organizational structure that enhances the response.</p> <p>Presents ideas and information with logical sequencing and seamless transitions (when appropriate).</p> <p>Adjusts style of presentation to purpose and audience with skill.</p>	<p>Effectively uses text, graphics, sound, and/or animation to assist the audience in understanding the flow of information or content. <i>VAD 1-3a</i></p> <p>Incorporates effective use of design features (background, font formats, etc.) to enhance readability and content. <i>VAD 1-2a</i></p> <p>Uses an organizational structure that allows for a progression of ideas to develop. <i>W-10-6.1, 6.3</i></p> <p>Presents logical transitions between main topics and ideas (when appropriate). <i>OC-10-2.3</i></p> <p>Adjusts style of presentation to purpose and audience. <i>OC-10-2.3; E3c</i></p>	<p>Attempts to use text, graphics, sound/and or animation, but these devices cause confusion in understanding the flow of information or content.</p> <p>Attempts to use design features, but one feature detracts from readability or content.</p> <p>Uses an organizational structure that causes confusion.</p> <p>Presents some logical transitions between main topics and ideas (when appropriate).</p> <p>Attempts to adjust style of presentation to purpose and audience.</p>	<p>No attempt to use text, graphics, sound/and or animation.</p> <p>Does not make effective use of design features.</p> <p>There is little evidence of organization.</p> <p>Exhibits lack of planning and organization resulting in a confusing overall presentation.</p> <p>Presents in a choppy, hesitant manner lacking transitions.</p>
<p>Demonstrates understanding of English Language conventions</p>	<p>Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.</p>	<p>Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. <i>W-10--9.1, 9.2, 9.4, 9.5</i></p>	<p>Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling.</p>	<p>Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling.</p>