

Eighth Grade Final Written Report Rubric

Name _____ Topic _____ EF

Scoring of the Written Language	Working Towards the Standard	Meets the Standard	Exceeds the Standard
Content & Organization	1	2-3	4-5
Opening or Introduction	<input type="checkbox"/> Introduction is limited with little or no awareness of audience. <input type="checkbox"/> Thesis/essential questions are vague or missing.	<input type="checkbox"/> Provides an introduction with awareness of audience. <input type="checkbox"/> Thesis/essential questions are clearly stated.	<input type="checkbox"/> Draws audience into the topic using a strong introduction. <input type="checkbox"/> Thesis/essential questions are well developed and sophisticated.
Body of Paper	<input type="checkbox"/> Little or no background information or an explanation of issue are included.	<input type="checkbox"/> Relevant background information and a clear explanation of issue are included.	<input type="checkbox"/> Relevant background information on topic and explanation of controversy are fully developed.
	<input type="checkbox"/> Key points of view related to the issue are unclear or not present.	<input type="checkbox"/> A summary of the key points of view related to the issue is included.	<input type="checkbox"/> Detailed and complete summary of the key points of view.
	<input type="checkbox"/> Personal statement and justification are vague. <input type="checkbox"/> Little or no data presented to support your point of view.	<input type="checkbox"/> Personal statement and justification of position are evident. <input type="checkbox"/> Data presented to support your point of view.	<input type="checkbox"/> Personal statement and justification of position are well-presented. <input type="checkbox"/> Data presented thoroughly supports your point of view.
Closing/Conclusion	<input type="checkbox"/> Conclusion lacks one or all of the following: restatement of thesis, personal position, or prediction/future plan of action.	<input type="checkbox"/> Conclusion restates thesis, personal position, and offers a prediction or future plan of action.	<input type="checkbox"/> Conclusion uniquely restates thesis, personal position, and offers logical predictions or future plan of action.
Structure & Usage	Rarely uses: <input type="checkbox"/> a variety of sentence structures <input type="checkbox"/> rich vocabulary <input type="checkbox"/> correct subject/verb agreement <input type="checkbox"/> appropriate verb tense <input type="checkbox"/> pronouns correctly <input type="checkbox"/> proper mechanics (capitalization, punctuation, & spelling)	Uses: <input type="checkbox"/> a variety of sentence structures <input type="checkbox"/> rich vocabulary <input type="checkbox"/> correct subject/verb agreement <input type="checkbox"/> appropriate verb tense <input type="checkbox"/> proper mechanics (capitalization, punctuation, & spelling) <input type="checkbox"/> pronouns correctly	Consistently uses: <input type="checkbox"/> a variety of sentence structures <input type="checkbox"/> rich vocabulary <input type="checkbox"/> correct subject/verb agreement <input type="checkbox"/> appropriate verb tense <input type="checkbox"/> proper mechanics (capitalization, punctuation, & spelling) <input type="checkbox"/> pronouns correctly
Works Cited	<input type="checkbox"/> Includes less than the required internal citations <input type="checkbox"/> Works cited page is limited or not included.	<input type="checkbox"/> Includes the required internal citations <input type="checkbox"/> Works cited page is included and follows guidelines.	<input type="checkbox"/> Includes more than the required internal citations <input type="checkbox"/> Works cited page is complete and follows guidelines.

Eighth Grade Final Oral Report Rubric

Name _____ Topic _____ EF

	Working Towards the Standard	Meeting the Standard	Exceeds the Standard
	1	2-3	4-5
Oral Presentation	<ul style="list-style-type: none"> ___ Introduction is limited with little or no awareness of audience. ___ Logical sequential order is unclear ___ Essential questions are vague and/or missing ___ Connections to the Areas of Interaction/ overarching themes are missing or vague ___ Conclusion is vague or missing ___ Student is unable to answer questions about the topic ___ Seldom uses good diction, eye contact, posture, and enthusiasm 	<ul style="list-style-type: none"> ___ Provides an introduction with awareness of audience. ___ Follows a logical sequential order ___ Essential questions are stated ___ Connections to the Areas of Interaction/ overarching themes are clear ___ Concludes with a summary of key points ___ Student is able to answer questions about the topic ___ Uses good diction, eye contact, posture, and enthusiasm 	<ul style="list-style-type: none"> ___ Draws audience into the topic using a strong introduction. ___ Follows a well-developed and logical, sequential order ___ Essential questions are stated and guide the presentation ___ In-depth connections to the Areas of Interaction/ overarching themes are made ___ Concludes with a unique and creative summary of key points ___ Student is able to answer questions with advanced knowledge and elaboration ___ Consistently uses good diction, eye contact, posture, and enthusiasm

General Comments: