Email Communiqué Rubric

Name: _____   Date: _____

	Mastermind 4	Mature 3	Meaningful 2	Meager 1
The student…				
Attempts to establish clear focus with little irrelevant or repetitious information (LAB.2.2.6.4.1)	__A clear focus is attempted and established explicitly. __Very little, if any, irrelevant information exists. __Repetition of information is scant or avoided altogether.	__A clear focus is attempted and reasonably established. __Irrelevant information is minimal but not enough to distract from the stakeholder's (writer's) intent. __Repetition of information is limited and does not interfere with the stakeholder's (writer's) message.	__A clear focus is attempted but tends to waiver throughout the response. __Irrelevant information exists and may distract from the stakeholder's (writer's) intent. __Some information is repeated and may interfere with the stakeholder's (writer's) message.	__A clear focus is attempted but is not maintained throughout the response. (focus gets lost) __Irrelevant information exists and tends to distract from the stakeholder's (writer's) intent. __Information is repeated consistently and interferes with the stakeholder's (writer's) message.
*Develops supporting ideas by presenting facts and information that relate to the focus (LAB.2.2.6.4.2)	__Facts and information that relate to the focus of the response are well defined, elaborated, and provide support.	__Facts and information related to the focus of the response are adequately developed and provide support.	__Facts and information related to the focus of the response are present and may or may not be developed to provide support.	__Facts and information related to the focus of the response for the intent of providing support are scant or sketchy.
*Develops anecdotes or examples to support and elaborate upon reasons (LAB.2.2.6.4.3)	__Examples to support and elaborate upon reasons are strongly developed and provide insight.	__Examples to support and elaborate upon reasons are well developed.	__Examples to support and elaborate upon reasons are present and moderately developed.	__Examples to support and elaborate upon reasons have been attempted but need further detail.
*Generally presents facts, examples, and definitions objectively (LAB.2.2.6.4.4)	__The facts, examples, and definitions contained in the response are all well presented from an objective point of view.	__The facts, examples, and definitions in the response are mostly presented objectively.	__Some of the facts, examples, and definitions in the response are presented objectively.	__Many or most of the facts, examples, and definitions do not reflect objectivity.

Creates a logical organizational pattern appropriate to expository writing (including beginning, middle, end) (LAB.2.2.6.4.5)	__The response is cleverly formatted using a logical organizational pattern appropriate to expository writing such as: description, sequence, compare/contrast, cause and effect, or problem and solution. __Presence of beginning, middle, and end is distinct and explicit. __Transitions fluently link ideas from start to finish and enhance the quality of the response.	__The response is adequately formatted using a logical organizational pattern appropriate to expository writing such as: description, sequence, compare/contrast, cause and effect, or problem and solution. __Presence of beginning, middle, and end is apparent and defined. __Transitions are present and successfully link ideas throughout the response.	__ The response is somewhat formatted using a logical organizational pattern appropriate to expository writing such as: description, sequence, compare/contrast, cause and effect, or problem and solution. __Presence of beginning, middle, and end is somewhat recognizable. __Transitions are used inconsistently throughout the response or do not move the reader smoothly from one idea to another.	__A logical organizational pattern appropriate to expository writing such as description, sequence, compare/contrast, cause and effect, or problem and solution is made but lacks fruition. __Presence of beginning, middle, and end is bare and needs further development. __Transitions are used inconsistently and do not promote fluent movement from one idea to the next.
The student uses a variety of appropriate reference materials to gather information, including multiple representations of information for a research project (for example, maps, charts, photos). (LAA.2.2.8.4.1)	__An abundant variety of appropriate reference materials is used to gather information which indicates the student's attempt to research information thoroughly and insightfully.	__A variety of appropriate reference materials is used to gather information which indicates the student's attempt to acquire information in a thorough manner.	__A sufficient amount of appropriate reference materials is used to gather information which supports the student's attempt to acquire information at a very basic level.	__A variety of appropriate reference materials is scanted which indicates limited amounts of information gleaned by the student.

* Facts, information, examples, and definitions should demonstrate student knowledge of the content area.
(SSA.6.2.2.4.1, SSA.6.2.2.4.2, SSA.6.2.3.4.6, SSA.6.2.3.4.8, SSA.6.2.3.4.9, SSA.6.2.4.4.1, SSA.6.2.5.4.1)

Suggestions for Grading and Reporting using the Email Communiqué Rubric

Students who satisfy the majority of criteria within a performance level should receive the score assigned to that level.

For students whose scores are scattered among the performance levels, the teacher may choose to take an average for the purpose of assigning scores.

Students scoring in the "Meager" performance level should <u>not</u> receive a failing grade. This rubric was designed to measure student performance that is passing and above.

Teachers should adhere to their grading policies if rubric scores are converted to numerical scores.

Teachers should provide opportunity for feedback and reflection once a score has been assigned. Keep in mind that assessment is a process. The purpose is to gage student achievement and to improve learning and teaching. Emphasis should be on what the student has learned instead of the score they received.