

The Institute for Standards, Curricula, and Assessments

Generic Rubric: Writing; Oral Presentation Scale–

Level	Content*	Organization	Style	MUGS
4	<p>A “4” paper <i>fully</i> achieves the purpose of the assignment, clearly addresses the required questions, and conveys a distinct point of view – the PERSONA of the Historical Figure chosen.</p> <p>It <i>fully</i> and <i>elaborately</i> develops and integrates appropriate ideas with supporting details from the text.</p> <p>It demonstrates <i>insightful</i> understanding of the significance of the Historical Figure by using connections among various texts.</p>	<p>A “4” paper is <i>well-organized</i> and follows the form required.</p> <p>It <i>consistently</i>: adheres to the topic; makes <i>incisive, logical</i> and <i>explicit</i> connections to TODAY; is organized in paragraphs; and has a <i>clear</i> sense of a beginning, middle, and end.</p>	<p>A “4” paper has a <i>distinct voice</i>, which conveys a particular <i>tone</i> and <i>point of view</i> toward the topic, that of the Historical Figure.</p> <p>It exhibits <i>superior</i> techniques to enrich meaning, such as descriptive and expressive language, precise word usage, and variations in sentence patterns.</p> <p>Its overall effect evokes an emotional response from the reader – the teacher, the parents and other students.</p>	<p>A “4” paper demonstrates <i>superior</i> command of mechanics, usage, grammar, and spelling (MUGS).</p> <p>It is free of errors that interfere with the writer’s meaning.</p>

3	<p>A “3” paper <i>develops</i> the purpose of the assignment, addresses most but not all of the required questions, with a stated point of view – the PERSONA of the Historical Figure chosen.</p> <p>It provides <i>sufficient</i> information to develop and integrate appropriate ideas with supporting details from the text.</p> <p>It demonstrates a <i>clear</i> understanding of central Historical Figure and of the connections among various texts in reference to that figure.</p> <p>It may contain a minor inaccuracy.</p>	<p>A “3” paper is <i>well-organized</i> and follows the form required.</p> <p>It <i>consistently</i>: adheres to the topic; makes <i>logical</i> and <i>explicit</i> connections among most of the ideas; is organized in paragraphs; and has a more or less definite sense of beginning, middle, and end.</p>	<p>A “3” paper may exhibit <i>some</i> techniques such as descriptive and expressive language, precise word usage, some variations in sentence patterns, and appropriate tone.</p>	<p>A “3” paper demonstrates command of MUGS.</p> <p>It may have <i>some very minor</i> errors as an unclear sentence, but generally errors do <i>not</i> detract from or interfere with the writer’s meaning.</p>
2	<p>A “2” paper contains <i>some</i> evidence of purpose, and either FIRST or THIRD PERSON point of view.</p> <p>It attempts to use examples from the text, but shows limited development of that information.</p> <p>It demonstrates <i>some</i> understanding of of the connections among various texts in reference to the Historical Figure. It usually has a <i>few</i> obvious factual errors and omissions.</p>	<p>A “2” paper has <i>some</i> organizational problems. It usually does not adhere entirely to the topic; has unclear passages; makes limited connections between ideas expressed by the text; and has a limited sense of beginning, middle, and end.</p> <p>Digressions may interfere with the writer’s meaning.</p>	<p>A “2” paper has <i>some</i> command of the elements of style. It may be mechanical and almost robotic or thinly elaborated.</p> <p>There is limited evidence of various techniques such as descriptive and expressive language, precise word usage, variation in sentence patterns, and appropriate tone.</p>	<p>A “2” paper demonstrates <i>some</i> command of MUGS.</p> <p>It contains some errors that detract from or interfere with the writer’s meaning.</p>

1	<p>A “1” paper may contain <i>little</i> or <i>no</i> evidence of purpose, audience, point of view, or a relevant topic.</p> <p>It may contain few or no details from the text.</p> <p>It demonstrates little or no understanding of central ideas and themes and of the connections among various texts.</p> <p>It usually consists mainly of sentences copied from a text and usually has <i>serious</i> factual errors and omissions.</p>	<p>A “1” paper has <i>serious</i> organizational problems. It has <i>little</i> or <i>no</i>: order, connections among ideas, sense of beginning, middle, and end.</p> <p>It may be a rambling collection of thoughts and digressions.</p>	<p>A “1” paper has <i>little</i> or <i>no</i> command of the elements of style.</p> <p>There is little or no consistency.</p> <p>It may <i>only</i> consist of a string of words conveying little or no relevant meaning.</p>	<p>A “1” paper demonstrates <i>little</i> or <i>no</i> command of MUGS.</p> <p>Errors appear in many or nearly all sentences and interfere with the writer’s meaning.</p>
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Check your visual aids:

Your map(s), picture(s), drawing(s), should

- be in color
- include important places
- be as accurate as possible
- include labels of the places
- be neat

ORAL PRESENTATION TEACHER, PARENT & PEER RATING SCALE:

1 = lowest score possible; 10 = highest score possible

1. \_\_\_\_\_ Presenter grabs the audience’s attention as soon as he/she takes the “stage.”
2. \_\_\_\_\_ Presenter stands tall and straight; does not “sway” back and forth or from side to side.
3. \_\_\_\_\_ Presenter’s voice volume is loud enough to be heard clearly.
4. \_\_\_\_\_ Presenter varies tone of voice to hold listeners’ interest.
5. \_\_\_\_\_ Presenter’s pronunciation is clear.
6. \_\_\_\_\_ Presenter’s delivery is sincere. The presenter shows his/her sincere interest in helping others learn from his/her presentation.
7. \_\_\_\_\_ Presenter effectively incorporates gestures to make important points.
8. \_\_\_\_\_ Presenter makes eye contact with audience.
9. \_\_\_\_\_ Presenter controls nervousness so that it is not noticeable to the audience.
10. \_\_\_\_\_ Presentation elicits AT LEAST 5 questions from the audience which the presenter answers seriously, clearly, factually and honestly.

COMMENTS on the presentation of the following historical figure:

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CIRCLE: Teacher / Parent / Peer

Comment:

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*Note:* MUGS: **Mechanics** (the editing rules of capitalization, punctuation, indentation, and manuscript form); **Usage** (formal and informal language influenced by region and culture); **Grammar** (knowing the structure of the language, including subject-verb agreement and pronoun case); **Spelling**.  
Adapted from *Language Arts Handbook: Integrating Standards, Curricula, and Assessments*, United Teachers Los Angeles, 1998. Used with permission.