**My Plan (RP #1) Rubric**

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| --- | --- | --- | --- | --- | --- | --- |
| **Categories** | **Superior**  **100%** | **Above Average Performance**  **95%** | **Average Performance**  **80%** | **Below Average Performance**  **50%** | **No Performance Attempted**  **0%** | **Total Points** |
| **Effort and Time Management** | Student worked diligently at all times in class, library, or lab to gather information. | Student worked consistently in class, library, or lab to gather information. | Student worked consistently most of the time in class, library, or lab to gather information. | Student worked inconsistently in class, library, or lab and had to be reminded to stay on task. | Student rarely was on task. | **\_\_\_/30** |
| **Thesis Statement**  **(1,2)** | Student composed a thoughtful and creative thesis statement that engaged him/her in challenging research. The thesis statement is defended throughout the paper. | Student composed a focused thesis statement that defended throughout the paper. | Student composed a thesis statement that lends itself to readily available answers. Thesis statement is defended throughout the paper. | Student developed a thesis statement that required little creative thought and/or was not defended throughout the paper. | Thesis statement is lacking a position and/or is not defended throughout the paper. | **\_\_\_/10** |
| **About Me** | Evidence of completing all the assessments is present. Reflection and application is thoughtful and relevant. | Evidence of completing all the assessments is present. Reflection and application is evident. | Evidence of completing most of the assessments is present. There is an attempt to reflect and apply. | Evidence of completing some the assessments is present. There is little attempt to reflect and/or apply. | There is no attempt to reflect or apply. | **\_\_\_\_/ 30** |
| **Career** | The discussion on the career goal is in-depth and relevant. | The discussion on the career goal is relevant and genuine. | The discussion on the career goal is average. There is some attempt to apply and be relevant. | The discussion on the career goal is basic. There is little attempt to apply and be relevant. | There is no attempt to apply or be relevant. No plan is present. | **\_\_\_/30** |
| **Plan** | Plan is thoughtful. Budget is included. Discusses tradeoffs and opportunity costs. | Plan is thoughtful. Budget is included. Discusses tradeoffs and opportunity costs. | Plan is present Budget is included. Discusses trade offs and opportunity costs, but not as deeply. | Plan is basic. Is missing at least one area. | Little to no effort in creating a plan. | **\_\_\_/30** |
| **Mechanics**  **(1)** | Student shows excellent mastery of mechanics. Spelling capitalization, punctuation, and grammar are correct. No abbreviations, contractions, slang, or pronouns (I, me, my, mine, etc.) are used. | Student shows above average mastery of mechanics. Spelling, capitalization, punctuation, and grammatical errors are minor. No abbreviations, contractions, slang, or pronouns (I, me, my, mine, etc.) are used. | Student shows average mastery of mechanics. Spelling, capitalization, punctuation, and grammatical errors are minor. No abbreviations, contractions, slang, or pronouns (I, me, my, mine, etc.) are used. | Student shows below average mastery of mechanics. Many errors in spelling, capitalization, and grammar are evident, and interfere with meaning. Abbreviations, contractions, slang, and/or pronouns may be frequently used. | Student shows very little mastery of mechanics. Numerous errors in capitalization, punctuation, spelling and grammar greatly interfere with meaning. Abbreviations, contractions, slang, and/or pronouns may be frequently used. | **\_\_\_/20** |
| **MLA Format**  **(1)** | Student documented sources with great care. All sources are accurately and uniformly documented in the desired format. Citations are used properly where needed. Lead-ins are done correctly. Paper is properly formatted. | Student documented sources with care. Most sources are accurately and uniformly documented in the desired format. Most citations are used properly where needed. Lead-ins are done correctly. Paper is properly formatted. | Student attempted to document sources, but some are not in the desired format. Some citations are used improperly and/or some lead-ins are incorrectly done. Some errors with formatting. | Student needs to use greater care in documenting sources. Format is used correctly only some of the time. Sources are not accurately documented. No lead-ins attempted. Many errors with formatting. | Student uses creative MLA. Format is not correct at all. | **\_\_\_/25** |
| **Works Cited**  **(1)** | All sources of information and graphics are uniformly cited correctly, using MLA format. | Most sources or information and graphics are accurately documented, but a few are not in the desired format. Overall student adheres to MLA format. | Student needs to use greater care in documenting sources. Sources are listed and documented, but some are not in the desired MLA format. | Format is often incorrect. Many sources are not accurately documented and very little attempt is made to adhere to MLA format. | Student uses creative MLA. Format is not correct at all. | **\_\_\_/25** |

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| **Categories** | **Superior**  **100%** | **Above Average Performance**  **95%** | **Average Performance**  **80%** | **Below Average Performance**  **50%** | **No Performance Attempted**  **0%** | **Total Points** |
| **Hook** | Unique and creative attention grabber in introduction. Speech’s state purpose is clear within introduction. Does not say “My presentation is on…” | Attention grabber in introduction. Speech’s stated purpose is clear with introduction. Does not say “My presentation is on…” | Attempts an attention grabber. Speech’s stated purpose is clear. May say “My presentation is on…” | No attention grabber. Speech’s stated purpose is vague and/or unrelated. | Speech is begun by reading the thesis slide. Purpose is vague. | **\_\_\_/15** |
| **About Me** | Reflection and application is thoughtful and relevant. | Reflection and application is evident. | There is an attempt to reflect and apply. | There is little attempt to reflect and/or apply. | There is no attempt to reflect or apply. | **\_\_\_/25** |
| **Career** | The discussion on the career goal is in-depth and relevant. Plan is thoughtful. | The discussion on the career goal is relevant and genuine. Plan is focused and relevant. | The discussion on the career goal is average. There is some attempt to apply and be relevant. Some evidence of a plan. | The discussion on the career goal is basic. There is little attempt to apply and be relevant. No plan or irrelevant plan. | There is no attempt to apply or be relevant. Plan is present. | **\_\_\_/25** |
| **Plan** | The plan is clear. Budget, tradeoffs, opportunity costs are discussed. | The plan is clear. Budget, tradeoffs, opportunity costs are discussed. | The plan is clear. One area is missing. | The plan is basic and more than one area is missing. | Little to no effort to make a plan or to discuss the economics. | **\_\_\_/25** |
| **Eye Contact** | Excellent use of eye contact with audience; >90% eye contact. | Effective use of eye contact with audience; >75% eye contact. | Eye contact with audience about 50% of the time. | Reads slides and/or notes for more than 50% of the time. | Reads notes and/or slides for more than 75% of the time. | **\_\_\_/20** |
| **Volume** | Demonstrates appropriate volume and engages the listener. | Demonstrates appropriate volume. | Problems with volume, either a bit too loud or a bit too soft. | Volume is distracting, either too loud or too soft. | Volume and or voice is inappropriate. This includes sound effects, etc. | **\_\_\_/15** |
| **Pace** | Effective rate of speaking; demonstrates effective use of pauses, etc. | Appropriate rate of speaking; demonstrates use of pauses, etc. | Problems with either rate or speaking or pauses. | Problems with rate of speaking and pauses. | Rate and or pauses serious distract the listener. | **\_\_\_/15** |
| **Poise** | Body language demonstrates poise and confidence. Delivery is smooth; practice is evident; delivery beyond note cards. | Body language indicates poise. Speech practice is evident; delivery is smooth and beyond reading of note cards. | Body language indicates minor nervousness. Some practice may be evident; little expansion beyond note cards. | Body language indicates severe nervousness. Little practice is evident; reads note cards. | Body language detracts from speech. Total lack of preparation | **\_\_\_/20** |
| **Appearance** | Major attempt made in dress and appearance. | Some attempt made to improve average dress and appearance. | Dress and appearance is at the school standard. | Dress and appearance is below the school standard. | Dress and appearance is in clear violation of the school dress code policy. | **\_\_\_/20** |
| **Format of Visual Aid** | Creatively and effectively adheres to the standards for the slides. Slides significantly enhance the presentation. | Adheres to the standards for the slides. Slides enhance the presentation. | Missing minor parts of the standards for the slides. Slides complement the presentation. | Slides hinder and/or detract from the presentation. | Slides significantly disrupt the presentation. | **\_\_\_/20** |