

## Nonfiction Writing Project Rubric G/E Legacy/Explorers Writing

|  | Re-Do<br>1                      2   | Fine-Tune<br>3                      4                                       | Home Run!<br>5                      6   |
|--|---|---|---|
| Does the project have a clear, well-stated focus?                                    | Focus is unclear.   | Focus is somewhat clear.  | Ideas are easily understood.  |
| Is the subject matter appropriate for the audience?                                  | Project is not relevant to audience.  | Project could be relevant to audience.                                      | Project is appropriate for the audience.  |
| Does the project show adequate research and thought?                                 | Shows lack of research.   | Needs more research.  | Has appropriate research.   |
| Is the type of project appropriate for the subject matter?                           | Ineffective genre for subject.  | Could be adapted to correct genre.  | Genre type is appropriate for the content.  |
| Does the project make three or four major points? Are paragraphs organized by goals? | Needs more or fewer points. Paragraphs do not appear to have an organizational pattern. | Points are sufficient. Paragraphs have inconsistent organizational pattern. | Points are clear and easily found. Paragraphs have strong organizational pattern. |
| Does the conclusion  | Does not offer solutions.   | Solutions are unclear or vague.   | Solutions are specific and constructive.  |

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| offer solutions or call for reader action?   |   |  |   |
| Are there any grammar, spelling, or style errors?                                    | Four or more errors.  | One to three errors.   | No errors.  |
| Is the overall project effective in persuading the reader of the idea to believe in? | Audience not convinced by this project.   | Audience could be convinced by this project.   | Audience was inspired or stirred to action.   |
| Have you contributed satisfactorily to the group effort?<br>(x6)                     | Works toward group goals with occasional prompting. Contributes to the group with occasional prompting. Shows sensitivity to the feelings of others. Participates in needed changes, with occasional prompting. | Works toward group goals without prompting. Accepts and fulfills individual role within the group. Contributes knowledge, opinions, and skills without prompting. Shows sensitivity to the feelings of others. Willingly participates in needed changes. | Consistently and actively works toward group goals. Is sensitive to the feelings and learning needs of all group members. Willingly accepts and fulfills individual role within the group. Consistently and actively contributes knowledge, opinions, and skills. Values the knowledge, opinion and skills of all group members and encourages their contribution. Helps group identify |

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|  |  |  | necessary changes and encourages group action for change. |
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Total Points: \_\_\_\_\_ / 68  
(categorized in Unit/Course Understandings and Performance: 70% of grade)

Teacher Comments:

Rubric adapted from Nancy R. Singer