



The full version of all of the rubrics shared in this chapter are here for you to use or adapt to your curriculum needs.

Rubrics in This Chapter

All of the rubrics used as examples in this chapter are available for you to use or modify to fit your needs. Remember, a rubric is not for grading. A rubric is tool for students to use to self-assess their work.

- ♦ [Band Weekly Self-Assessment \(from page 131\)](#)
- ♦ [I ♥ Pizza Rubric \(from page 132\)](#)
- ♦ [Reading Skills Rubric \(from page 133\)](#)
- ♦ [Poetry Writing Rubric \(from page 134\)](#)
- ♦ [Project Proficiency Rubric \(from page 135\)](#)
- ♦ [Story Writing Rubric \(from page 135\)](#)
- ♦ [Picture Rubric \(from page 135\)](#)

yes

no

NA not applicable

★ see note below

Name: _____ Hr: _____

Weekly Self-Assessment (Band)

For the week starting _____	Mon	Tues	Wed	Thurs	Fri
I am in my seat with my instrument and materials when the bell rings and until dismissed.					
I have a pencil.					
I have my instrument/reeds/mutes (in working condition).					
I have all my music.					
I was quiet and on task in rehearsal.					
I was focused on chorales/exercises/scales/rhythms.					
I tuned quickly and with precision.					
I always sit with great posture and am always ready to play.					
I have practiced my parts at home.					
I was productive and focused in rehearsal.					
I was absent (<i>remember to copy the objective from a neighbor</i>).					
We did not have school.					
Notes:					

With credit to Bert Johnson. From *THE Classroom Instruction Book* by Harry and Rosemary Wong.

I ♥ Pizza Rubric

Restaurant _____

Taste Tester _____

Order Size and Price _____



SCORE QUALITIES	Excellent	Good	Average	Poor
Crust	Crispy, thin crust throughout	Crispy on edges, not crispy in middle	Crust too thick, not crispy	Soggy, falls apart
Pizza Combinations Offered	Numerous combinations, interesting and unique combinations	Many combinations offered	A few combinations offered, standard variety	Only single topping offered
Quality and Variety of Toppings	All ingredients very fresh and very tasty, gourmet ingredients offered	Fresh ingredients, flavorful, good variety	Semi-fresh ingredients, appears to come from bag, not much variety	Toppings not fresh, little or no taste, few options
Quantity of Toppings	Generous toppings, entire pizza covered in toppings	Good amount of toppings, doesn't go to edges	Fair toppings	Skimpy toppings
Sauce	Flavorful, compliments the pizza perfectly, perfect amount	Tasty, would have liked a little more sauce	Adds a little flavor, sauce is a bit thin	No flavor or not enough sauce
Cheese	Quality cheese, full of flavor, perfect amount	Tasty cheese, wish there was a little more	Not bad, nothing special	Rubbery cheese, no taste
Temperature	Piping hot, right from oven	Hot, but could be better	Just barely warm	Served cold
Value	Excellent value for the money	Very good value for the money	Fair value for the money	Overpriced, low value

Additional Comments:

Total Score _____

Will you go back? _____

Name _____

Date _____

Reading Skills Rubric

	 Cherry on Top	 Toppings	 Ice Cream	 Empty Dish
Stays on Task	Student reads the entire time.	Student reads most of the time.	Student reads some of the time.	Student wastes a lot of time.
Respects Others	Student reads quietly and stays focused without interrupting others.	Student reads quietly. Student may move around in seat but doesn't distract others.	Student makes some comments, noises, and movements that distract others.	Student reads loudly or moves about often, distracting others.

Name:

Period:

Date:



Poetry Writing Rubric

	Advanced	Proficient	Basic	Below Basic
Ideas	Captivates and involves reader deeply	Well-focused and keeps reader's interest throughout	Some focus, but lacks continuity	Unfocused; author seems unsure of direction
Organization	Poem uses a logical, effective organizational strategy. Poem uses form to interpret idea creatively and effectively.	Sequencing is logical. The poetry form has been followed with few errors.	Some sequencing is followed, but is not evident throughout the poem.	Sequencing is illogical, or not evident.
Sensory Images	Vivid, detailed images and intensely felt emotion	Clear use of sensory images to portray ideas or emotions	Some use of image, idea, or emotion	Difficult to visualize image or emotion
Use of Language	Uses rich and imaginative language	Appropriate choice of language	Expresses thoughts marginally	Imprecise or inappropriate choice of words
Presentation	Presentation includes features beyond the assigned requirements, which enhance meaning. Presentation is neat and legible.	Assigned format is followed. Presentation is neat and legible.	Appearance quality is limited. Assigned format is not followed throughout.	There is quality of appearance. Format is not followed.
Additional Notes				



Project Proficiency

CATEGORY	Highly Proficient	Very Proficient	Partially Proficient	Not Proficient
Content	Writing is descriptive, clear, concise and conveys tone and voice. Content is meaningful to writer and audience.	Writing is, for the most part, clear and concise. Conveys tone and voice that make content meaningful to writer and audience.	Writing is somewhat clear , but description may be wordy and simply “list.” Meaning is not completely clear and may be distracting to the reader.	Writing is not descriptive, and meaning is not clear. Leaves audience without insight into author’s life.
Creativity and Neatness	Project is creative, colorful, and neat. Effort is obvious.	Project is colorful, neat, and legible. Effort is clear; however, creativity is somewhat lacking.	Project is neat. Some effort is seen , but lacks creativity and color.	Project is clearly thrown together at last minute. Lacks effort, neatness, and creativity.
Directions Followed	Project is completed as instructed, and includes all assigned parts.	Most instructions have been followed as assigned.	Several errors were made in not following directions as assigned.	It is evident that no instructions were consulted when creating project.
Knowledge of Language and Convention	Writing shows full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.	Writing shows some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is clear.	Writing shows limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.	Writing shows no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.

Name: _____

Story Writing Rubric

CRITERIA	Excellent	Very Good	Average	Poor
Is my story creative and original?	Writing has many creative details that made the reader want to learn more.	Writing has three or more examples of creative ideas.	Writing has one to two creative details.	Writing is not creative and does not show imagination.
Is the plot of my story organized?	Has a coherent, logical plot that flows from one sentence to another	Has a nice plot that seemingly flows from beginning to the end	Has a plot that is not developed well	Has a questionable plot with no flow
Have I used descriptive words to express the story?	Uses many adjectives to show ideas and used excellent words to paint a clear picture	Uses many adjectives to show ideas, but some words that take away from the meaning	Uses few adjectives and descriptive words and many of the same words over and over	Does not have adjectives or descriptive words
Have I spelled words and used capitals correctly?	No spelling or capitalization errors	Less than five spelling and capitalization errors	Less than ten spelling and capitalization errors	Many spelling and capitalization errors
Is my grammar correct?	Parts of speech used correctly	Parts of speech mostly used correctly	Parts of speech sometimes used correctly	Story hard to read and understand



Am I done?



Excellent



Very Good



Good



Budding



Not Yet



How did I do?



Excellent



Very Good



Good



Budding



Not Yet



Was I creative?



Excellent



Very Good



Good



Budding



Not Yet



Did I clean up?



Excellent



Very Good



Good



Budding



Not Yet