



SparkTeach: Rubric for Student Assessment

Area of Performance	4	3	2	1
Content development	Work clearly and thoroughly addresses the prompt. All details/ideas support the main topic. Ideas are original, creative, and supported by numerous concrete details from the text.	Work mostly addresses the prompt. Most details/ideas support the main topic. A few concrete details from the text are provided.	Work doesn't stay on target and/or doesn't follow the prompt. Only a few supporting details are provided.	Work doesn't stay on target or follow the prompt. Ideas are confusing. Details are irrelevant or missing.
Organization	Details are presented in a logical and meaningful order. Essays or presentations include a clear introduction, body, and conclusion. Statements reflect critical thinking skills. Appropriate transitions are used to connect ideas.	Most details are presented in a logical order and are related to the main topic. The writing is clear, but the introduction, body, or conclusion needs strengthening.	Many details are presented in an illogical order or are unrelated to the main topic. The writing lacks a clear introduction, well-organized body, or a strong conclusion.	Details and ideas are poorly organized and unrelated to main topic.
Language and style	Writing or spoken language is smooth, coherent, and stays on topic. Sentence structure varies. Strong verbs and descriptive details and language clarify and strengthen ideas.	Writing or spoken language stays on topic but sentence structure doesn't vary. Some descriptive details are used to clarify ideas.	Some writing or spoken language doesn't flow and/or lacks creativity. Some language unrelated to or inappropriate for the main topic is used.	Writing or spoken language is confusing. Incomplete or run-on sentences are used. Many terms used are unrelated to or inappropriate for the main topic.

Mechanics (when applicable)	<p>All grammar and punctuation is correct. The writing is free of spelling errors.</p>	<p>The writing is mostly free of grammatical, mechanical, and spelling errors.</p>	<p>Writing contains several grammatical, punctuation, and spelling errors.</p>	<p>The writing contains numerous errors which make it difficult to understand.</p>
Collaboration (when applicable)	<p>Student played a valuable role in group work. Student worked well with others, listened respectfully to others' ideas, and resolved any challenges in an appropriate manner.</p>	<p>Student played an important role in group work but could have been more open to others' ideas and/or could have resolved challenges in a more constructive manner.</p>	<p>Student did minimal work in his/her group. Student ignored group challenges or left challenges unresolved.</p>	<p>Student didn't do her/his fair share of work. Student did not engage in the group task.</p>
Research (when applicable)	<p>Multiple, reliable sources were used to gather information. All sources are properly cited or credited.</p>	<p>Some research was done to complete the task. Not all sources are cited or some citations are incomplete.</p>	<p>Little or no research was done to gather necessary information. No sources are cited.</p>	<p>No research was done.</p>