RUBRICS AND ASSESSMENTS for PLOT:

SPEAKING/LISTENING/VIEWING/RESPONDING

CLASS WORK OBSERVATIONS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | 4 | 3 | 2 | 1 |
| Communication  (Outcome 2.1, 2.2) | The student consistently  demonstrates effective  communication skills in class, including expressing ideas with clarity,  detail and insight. | The student often demonstrates effective  communication skills in class, including expressing ideas with  clarity and detail. | The student sometimes demonstrates an effective communication skill in class but lacks clarity and detail. | The student rarely demonstrates effective communication skills in class, is responses lack clarity and detail and/or may not be related to the topic. |
| Listening  (Outcome 1.1, 1.5, 2.4, 3.1) | The student is consistently  attentive during instruction, discussion and viewing | The student is  often attentive during instruction,  Discussion, and viewing with a few reminders. | The student is sometimes attentive during instruction, discussion and viewing but must be reminded often to listen. | The student is rarely attentive  during instruction, discussion, and viewing |
| Comprehension  (Outcome 6.1, 6.2, 7.2, 7.3) | The student  consistently demonstrates comprehension and responds appropriately with effectual responses | The student often demonstrates comprehension and often responds appropriately | The student sometimes demonstrates comprehension but responses are error filled and/or inappropriate | The student  rarely demonstrates comprehension s and responses are error filled and/or inappropriate |
| Cooperation  (Outcome 3.2, 3.3) | The student consistently follows direction, focuses on tasks, listens attentively and cooperates  with others | The student often follows direction,  focuses on tasks, listens attentively and cooperates with others | The student sometimes follows direction, focuses on tasks, listens attentively and cooperates with others | The student rarely follows direction, focuses on tasks, listens attentively and cooperates with others |

SPEAKING/LISTENING/VIEWING/RESPONDING

CLASS WORK OBSERVATIONS: self-evaluation

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| --- | --- | --- | --- | --- |
| CATEGORY | 4 | 3 | 2 | 1 |
| Communication | The student consistently  demonstrates effective  communication skills in class | The student often demonstrates effective  Communication skills in class | The student sometimes demonstrates  effective communication skills in class  But lacks clarity and specificity | The student rarely demonstrates effective communication skills in class, and is often off topic |
| Listening | The student is consistently  attentive during instruction, discussion and viewing | The student is  Often attentive during instruction,  discussion, and viewing with only a few reminders. | The student is sometimes attentive during instruction, discussion and viewing but must be reminded often to listen. | The student is rarely attentive during instruction, discussion, and viewing |
| Comprehension | The student  consistently demonstrates comprehension skills, and responds appropriately | The student often demonstrates comprehension skills, and often responds appropriately | The student sometimes demonstrates comprehension skills but is error filled | The student  rarely demonstrates comprehension skills and responses are error filled |

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| --- | --- | --- | --- | --- |
| **CATEGORY** | **A=4** | **B=3** | **C=3** | **D=1** |
| INTRODUCTION/ **(BEGINNING)** | Clearly states the plot and the conflict in a fluid manner | Plot and conflict are stated | Plot and conflict are not clearly stated in a fluid manner | Ideas are confusing and not organized |
| RISING ACTIONS | Clearly explains the two rising actions and its importance in advancing the plot as part of the short story. | One of the rising actions is stated and shows the importance in advancing the plot as part of the short story. | The rising action is not clearly stated and shows little advancement as part of the plot of the short story. | Unable to show neither the rising action nor its advancement as part of the plot. |
| CLIMAX | Writes a clear climax and clearly explains how the climax advances the plot of the short story. | Writes a climax and explains how the climax advances the plot of the short story | Climax is not clear and shows little advancement to the plot of the short story | Unable to show a clear climax and its advancement as part of the plot. |
| FALLING ACTION | Writes a clear falling action and clearly explains how the falling action advances the plot of the short story | Writes a falling action and how it advance the plot of the short story | Falling action is not clear and shows little advancement to the plot of the short story. | Unable to show the falling action and its advancement as part of the plot. |
| RESOLUTION/ (**DENOUEMENT)** | Writes a clear resolution and clearly wraps up the short story. | Writes a resolution. | Resolution is not clear and there are some loose ends | Unable to clearly show a resolution and story is left unfinished. |
| CONFLIT | Correctly writes and identifies two conflicts the character faces within the plot (internal and external) | Writes one conflict the character faces within the plot (internal and external) | Conflicts are not clear and are not clearly stated within the plot | There is no evidence of conflict and it is not incorporated with the plot |
| CONVENTIONS | Writer makes no errors in grammar, punctuation or spelling | Writer makes 1-2 errors in grammar, spelling and punctuation | Writer makes 3-4 errors in grammar, spelling and punctuation | Writer makes more than 4 errors in grammar, spelling and punctuation |

**Elements of Plot Rubric**