

## BLM 3

### Rubric for Role-Plays

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

Criteria	Level 1 (50–59%)	Level 2 (60–69%)	Level 3 (70–79%)	Level 4 (80–100%)
<b>Knowledge/ Understanding</b>	Provides few facts, ideas, or concepts  Demonstrates limited knowledge and understanding of the topic	Provides some facts, ideas, and concepts  Demonstrates some knowledge and understanding of the topic	Provides solid facts, ideas, and concepts  Demonstrates good knowledge and understanding of the topic	Provides extensive facts, ideas, and concepts  Demonstrates superior knowledge and understanding of the topic
<b>Thinking/Inquiry</b>	Demonstrates little understanding of the purpose of the role-play and the role of the character  Portrayal of the character is unconvincing and lacks sensitivity	Demonstrates some understanding of the purpose of the role-play and the role of the character  Portrayal of the character is somewhat convincing and demonstrates some sensitivity	Demonstrates good understanding of the purpose of the role-play and the role of the character  Portrayal of the character is convincing and demonstrates sensitivity	Demonstrates excellent understanding of the purpose of the role-play and the role of the character  Portrayal of the character is extremely convincing and demonstrates a high level of sensitivity
<b>Communication</b>	Position is poorly presented and is not supported by evidence  Facial expressions, body gestures, and dialogue delivery are ineffective	Position is adequately presented and is supported by limited evidence  Facial expressions, body gestures, and dialogue delivery are somewhat effective	Position is clearly presented and is supported by evidence  Facial expressions, body gestures, and dialogue delivery are effective	Position is persuasively presented and is highly supported by evidence  Facial expressions, body gestures, and dialogue delivery are highly effective
<b>Application</b>	Draws inappropriate conclusions in the role	Draws some inappropriate conclusions in the role	Draws many appropriate conclusions in the role	Draws consistently appropriate conclusions in the role

Overall level: \_\_\_\_\_

## BLM 2

### Rubric for Writing Assignments

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria	Level 1 (50–59%)	Level 2 (60–69%)	Level 3 (70–79%)	Level 4 (80–100%)
<b>Knowledge/ Understanding</b>	Demonstrates limited knowledge about the subject	Demonstrates some knowledge about the subject	Demonstrates solid knowledge about the subject	Demonstrates thorough knowledge about the subject
<b>Thinking/Inquiry</b>	Demonstrates little understanding of the purpose of and the audience for the work	Demonstrates some understanding of the purpose of and the audience for the work	Demonstrates clear understanding of the purpose of and the audience for the work	Demonstrates insightful understanding of the purpose of and the audience for the work
<b>Communication</b>	Shows little evidence of planning and organization  Shows little evidence of editing and revising	Shows some evidence of planning and organization  Shows some evidence of editing and revising	Shows evidence of good planning and organization  Shows good evidence of editing and revising	Shows extensive evidence of planning and organization  Shows strong evidence of extensive editing and revising
<b>Application</b>	Information poorly presented  Shows limited application of correct spelling, grammar, and punctuation	Information occasionally presented clearly  Shows moderate application of correct spelling, grammar, and punctuation	Information clearly presented throughout  Shows good application of correct spelling, grammar, and punctuation	Information clearly and effectively presented throughout  Shows exceptional application of correct spelling, grammar, and punctuation

Overall level: \_\_\_\_\_