<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus/ Main Point</strong></td>
<td>The essay poorly addresses topic and includes irrelevant ideas</td>
<td>The essay is focused on topic and includes few loosely related ideas</td>
<td>The essay is focused on the topic and includes relevant ideas</td>
<td>The essay is focused, purposeful, and reflects clear insight and ideas</td>
<td></td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>Provides little or no support for the main point</td>
<td>Supports main point with some underdeveloped reasons and/or examples</td>
<td>Supports main point with developed reasons and/or examples</td>
<td>Persuasively supports main point with well-developed reasons and/or examples</td>
<td></td>
</tr>
<tr>
<td><strong>Organization &amp; Format</strong></td>
<td>Little or no organization of ideas to build an argument</td>
<td>Some organization of ideas to build an argument</td>
<td>Organizes ideas to build an argument</td>
<td>Effectively organizes ideas to build a logical, coherent argument</td>
<td></td>
</tr>
<tr>
<td><em>(Paragraphs, Transitions)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language Use, Style &amp; Conventions</strong></td>
<td>Little or no use of elements of style</td>
<td>Some use of elements of style</td>
<td>Appropriate use of elements of style</td>
<td>Effective and creative use of elements of style to enhance meaning</td>
<td></td>
</tr>
<tr>
<td><em>(Sentence structure, word choice, grammar, spelling, punctuation)</em></td>
<td>Many errors in grammar, spelling, and punctuation, makes reader’s comprehension difficult</td>
<td>Contains frequent errors in grammar, spelling, and punctuation</td>
<td>Uses correct grammar, spelling, and punctuation with few errors</td>
<td>Uses correct grammar, spelling, punctuation with very few errors</td>
<td></td>
</tr>
<tr>
<td><strong>Originality</strong></td>
<td>No experimentation nor enhancement of concepts</td>
<td>Very little experimentation to enhance concepts</td>
<td>Sufficient experimentation with language and usage to enhance concepts</td>
<td>Distinctive experimentation with language and usage to enhance concepts</td>
<td></td>
</tr>
<tr>
<td><em>(Expression of the theme in a creative way)</em></td>
<td>No adherence to the theme</td>
<td>Does not exhibit creativity</td>
<td>Applies basic creative skills to relay ideas</td>
<td>Applies higher order thinking and creative skills to relay complex ideas</td>
<td></td>
</tr>
</tbody>
</table>
# Rubric for Artwork: High School

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 Poor Quality</th>
<th>2 Good Quality</th>
<th>3 Excellent Quality</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Craftmanship</strong></td>
<td>No evidence of skill development in the media; little technical competency</td>
<td>Demonstrates some skills with the media; technically proficient</td>
<td>Demonstrates strong skills with the media, technically accomplished</td>
<td></td>
</tr>
<tr>
<td><strong>Formal Qualities</strong></td>
<td>Composition lacking a cohesive appearance</td>
<td>Composition lacking a cohesive appearance</td>
<td>Composition is cohesively unified</td>
<td></td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Does not exhibit innovative thinking - very little experimentation to enhance concepts</td>
<td>Exhibits innovative thinking - sufficient experimentation to enhance concepts</td>
<td>Exhibits distinct experimentation and innovation to enhance creative concepts</td>
<td></td>
</tr>
<tr>
<td><strong>Interpretation of Topic</strong></td>
<td>Poor interpretation and communication of thematic concepts due to inappropriate or inadequate images or thoughts</td>
<td>Adequate interpretation and communication of thematic concepts</td>
<td>Excellent interpretation and communication of thematic concepts</td>
<td></td>
</tr>
</tbody>
</table>