

## STUDENT RUBRICS COMPILED BY SHELBY SCOFFIELD

### GROUP 1

Criteria	Advanced(20)	Proficient(15)	Basic(7.5)	Not yet(0)
Main Theme Development	The project identifies the main theme of the play, provides a thorough and insightful explanation of its plot and events, and uses a variety of evidence from the text to support its analysis.	The project identifies the main theme of the play, provides a detailed explanation of its development over the plot, and supports it with relevant evidence from the text.	The project identifies the main theme of the play and shows some evidence of its development throughout the plot, but the explanation is unclear or lacks detail.	The project does not identify the main theme of the play or provides an incomplete explanation of its development over the plot.
Use of Rhetorical Devices	The project provides a sophisticated analysis of the tone of the story, shows how the words contribute to the overall meaning, and uses a variety of evidence to support its interpretation.	The project analyzes the tone of the story, demonstrates an understanding of how the words impact the story, and supports its analysis with relevant evidence.	The project analyzes the tone of the story, but the interpretation is limited or lacks depth.	The project does not analyze the tone of the story or provides a simplistic or inaccurate interpretation.
<b>Elements of Drama</b>	The project provides a nuanced explanation of the purpose of the specific art used in major scenes, demonstrates a sophisticated understanding of how it complements or contrasts with regular dialogue, and uses a variety of examples to illustrate its analysis.	The project explains the purpose of the specific art used in major scenes, shows how it enhances the meaning or impact of the scene, and provides relevant examples.	The project explains the purpose of the specific art used in major scenes, but the explanation is unclear or lacks depth.	The project does not explain the purpose of the specific art used in major scenes or does not differentiate it from regular dialogue.
Character Development	The project provides a sophisticated analysis	The project explains how the character's	The project explains how the character's	The project does not explain how the

ent	of how the character's personality, motives, and purpose develop throughout the play, and uses a variety of evidence to support its interpretation. The project explains why the author formats and orders the events in a certain way.	personality, motives, and purpose develop throughout the play, and supports its analysis with relevant evidence from the text. The project explains the format and order of events.	personality, motives, and purpose develop throughout the play, but the analysis lacks depth or is not supported by relevant evidence. The project does not clearly explain the format and order of events.	character's personality, motives, and purpose develops throughout the play or provides an incomplete analysis. The project does not explain the order of events or format.
Use of Creativity and Technology	Uses a variety of technological tools to create and share work. Demonstrates a high level of originality and innovation in the use of technology. Shows use of technology to engage and connect with audience	Uses technology to share work and work efficiently. Demonstrates a moderate level of originality and innovation in the use of technology to enhance work. Occasionally utilizes technology to connect with the audience.	Uses basic technological tools to create and share work. Shows some effort integrating technology in their creative process, but relies on standard tools. Does not effectively engage or connect with the audience.	Does not use technology to create their project, and does not demonstrate originality or creativity at all.
Performance	I will attempt to reach out to a notable person somehow associated with my play (via social media.) I will ask them questions about the play that are professional and mature.	I will attempt to reach out to a notable person somehow associated with my play (via social media.) I will ask them questions about the play.	I will attempt to reach out to a person somehow associated with my play (via social media.)	I will not reach out to anyone from the play.

## GROUP 2

Category	Advanced	Proficient	Basic	Not Yet
Identify the <b>Theme</b> of Play	Student is able to identify the main theme and its application throughout the text. Student provides detailed examples and explanations to support their analysis. Student is able to identify the main theme and its application throughout the text.	Student is able to identify the main theme and its application throughout the script. Student provides some examples of theme in the text.	Student identifies the main theme, but may struggle to apply it throughout the script. Student provides limited examples of theme in the text.	Student struggles to identify the main theme and/or apply it throughout the script. Student provides few or no examples of theme in the text.
Analyze <b>Rhetorical Devices</b> and <b>Select Supportive Evidence</b>	Student analyzes the meaning of different words and phrases, identifying deeper meanings and tones. Student provides detailed examples and explanations to support their analysis.	Student analyzes the meaning of different words and phrases, identifying some deeper meanings and tones. Student provides some examples and explanations to support their analysis.	Student analyzes the meaning of different words and phrases, but may struggle to identify deeper meanings and tones. Students provide limited examples and explanations to support their analysis.	Student struggles to analyze the meaning of different words and phrases, and provides few or no examples and explanations to support their analysis.
Analyze the <b>Elements of a Play (Technical, Literary, and Performance)</b>	Student examines the elements of play, including what is not included and what is included, and why. Student provides detailed examples and explanations to support their analysis.	Student examines the elements of a play, including what is included and is not included, and why. Student provides some examples and explanations to support their analysis	Student examines the elements of a play, including what is included and is not included, but may struggle to explain why. Student provides limited examples and explanations to support their analysis.	Student struggles to examine the elements of the play including what they included and didn't include, and why. Student provides few or no examples and explanations to support their analysis.
Analyze the <b>Characters</b> using Scuba	Student uses STEAL (Speech, Thoughts,	Student uses STEAL (Speech, Thoughts,	Students use STEAL (Speech, Thoughts,	Student struggles to use STEAL

<p>Diving Analysis</p>	<p>Effects on others, Actions, Looks) to analyze a character and their development throughout the plot. Student provides detailed examples and explanations to support their analysis.</p>	<p>Effects on others, Actions, Looks) to analyze a character and their development throughout the plot. Student provides some examples and explanations to support their analysis.</p>	<p>Effects on others, Actions, Looks) to analyze a character and their development throughout the plot, but may struggle to provide detailed examples and explanations to support their analysis.</p>	<p>(Speech, Thoughts, Effects on others, Actions, Looks) to analyze a character and their development throughout the plot, and provides few or no examples and explanations to support their analysis.</p>
<p>Analyze <b>Plot Development</b></p>	<p>Student analyzes how the author writes an analysis or a series of events in order, how they develop these events, and how they are all connected. Student provides detailed examples and explanations to support their analysis.</p>	<p>Student analyzes how the author writes an analysis or a series of events in order, how they develop these events, and how they are all connected. Student provides some examples and explanations to support their analysis.</p>	<p>Student analyzes how the author writes an analysis or a series of events in order, how they develop these events, and how they are all connected, but may struggle to provide detailed examples and explanations to support their analysis.</p>	<p>Students struggle to analyze how the author writes an analysis or a series of events in order, how they develop these events, and how they are all connected, and provide few or no examples and explanations to support their analysis.</p>
<p><b>Writing Structure/Presentation</b></p>	<p>Students develop a well-structured piece of writing using the available tools (chat gpt etc, citation generator) to create, publish and update the project while showing creativity and mastery such as images and videos. Effort and pride is reflected in the project.</p>	<p>Student creates a well-structured project that is organized clearly and concisely. Student makes use of available technologies (chatgpt, etc) to enhance presentation. Color and some effort is present.</p>	<p>Students create a project that is somewhat organized and concise. Student rarely makes use of available tools (chatgpt, etc) to enhance presentation. Little effort is shown.</p>	<p>Student struggles to create well-structured p the available tools and is not appropriate for the audience. No effort for visuals is shown.</p>

### GROUP 3

Category	20 - Advanced	15 - Proficient	7.5 - Basic	0 - Not yet
Understanding of Character Motivations and Interactions	Demonstrates a deep understanding of each character's motivations and interactions and how they impact the plot or theme	Clearly identifies character motivations and interactions and their impact on the plot or theme	Identifies some character motivations and interactions, but may not fully understand their impact on the plot or theme	Unable to identify or explain Character motivations and interactions
Analysis of Rhetorical Devices	Demonstrates deep understanding of diction and other rhetorical devices and their usage in the play	Identifies rhetorical devices but is unable to identify how to develop the story	Identifies some of the rhetorical devices	Does not identify rhetorical devices
Understanding of Theme & Plot	Able to identify a theme and how the author supports it by giving detailed evidence and analysis.	Identifies a theme and briefly analyzes its effect on the plot	Identifies a theme and provides minimal evidence	Does not identify a proper theme.
Use of Textual Evidence	Provides relevant textual evidence to support analysis and explanation of music videos	Uses some textual evidence to support analysis	Uses minimal or irrelevant textual evidence to	No evidence is presented

			support analysis	
Organization/ Presentation	Ideas are presented in a well-formatted and logical way that is easy for the audience to follow. The presentation is using technology to aid you in your presentation in a creative manner. Maintains eye contact and keeps the audience engaged.	Ideas are presented in a somewhat formatted & organized manner. The presentation is using technology to aid you in your presentation	Ideas are presented in a confusing or disorganized manner. The presentation is not presentable.	Writing is full of errors that make understanding the text difficult
Writing Mechanics	Writing is virtually error-free and demonstrates mastery of grammar, punctuation, and spelling. MLA Format, In-text citations, are all used correctly	Writing contains a few errors, but generally demonstrates proficiency in grammar, punctuation, and spelling	Writing contains several errors that interfere with understanding	Writing is riddled with errors that make understanding difficult

## GROUP 4

	90-100% - Advanced	80-90% - Proficient	70-80% - Basic	50-70% - Not Yet
<b>Understanding Main Ideas - 40 pts</b>	<p>The student demonstrates a deep understanding of the main idea and how specific details shape it. The main idea is clearly identified in the introduction of the project, either physically, conceptually, or verbally. The summary is clear, concise, and accurately reflects the text and is supported by more than one piece of evidence.</p>	<p>The student demonstrates a good understanding of the main idea and how specific details shape it. The main idea is clearly identified in the introduction of the project and is supported by at least one piece of evidence. The summary is mostly clear, and concise, and accurately reflects the text.</p>	<p>The student demonstrates a basic understanding of the main idea and how specific details shape it. The main idea is not clearly identified in the introduction of the project and is supported by one piece of evidence. The summary is somewhat clear, concise, and accurately reflects the text.</p>	<p>The student demonstrates a limited understanding of the main idea and how specific details shape it. The main idea is not identified in the introduction of the project and is supported by no evidence. The summary is somewhat clear, concise, and accurately reflects the text.</p>
<b>Comparing and Contrasting Rhetorical Devices - 20 pts</b>	<p>The student effectively identifies the meaning of words and phrases and compares how a subject or scene is portrayed. The analysis is included in the project (1) either as part of the presentation or (2) via explanation of the play. The writing or identification of rhetorical devices has or explains their impact on the text's tone and meaning while being insightful, and well-supported, demonstrating a deep understanding of the subject or scene. More</p>	<p>The student identifies the meaning of words and phrases and compares how a subject or scene is portrayed. The analysis mostly explains their impact on the text's tone and meaning, is well-supported, and demonstrates a good understanding of the subject or scene. At least 4 rhetorical and literary devices are identified throughout the play.</p>	<p>The student somewhat identifies the meaning of words and phrases. The analysis barely explains their impact on the text's tone and meaning. Less than 3 rhetorical and literary devices are identified throughout the play. Demonstrates little analysis or comparison of the scene and artistic themes.</p>	<p>The student is unable to identify the meaning of words and phrases. The analysis is unable to explain their impact on the text's tone and meaning. No rhetorical and literary devices are identified throughout the play. Demonstrates no analysis or comparison of the scene and artistic themes.</p>

	<p>than 5 rhetorical and literary devices are identified or written throughout the play and project.</p>			
<p><b>Analyzing Complex Characters - 30 pts</b></p>	<p>Students effectively analyze how complex characters change over time, interact with others, and contribute to the plot or themes. The analysis is thorough, insightful, and well-supported.</p>	<p>The student analyzes how complex characters change over time, interact with others, and contribute to the plot or themes. The analysis is mostly thorough, insightful, and well-supported.</p>	<p>The student analyzes how complex characters change over time, interact with others, and contribute to the plot or themes to some extent. The analysis is somewhat thorough, insightful, and well-supported.</p>	<p>Student struggles to analyze how complex characters change over time, interact with others, and contribute to the plot or themes. The analysis is incomplete, lacking insight, and poorly supported.</p>
<p><b>Presenting Important Information- 10 pts</b></p>	<p>Students present information in a clear, logical, and creative way that is appropriate for the audience and purpose. We will attempt to reach out to a notable person somehow associated with my play (via social media or email.) We will ask them questions about the play that are professional and mature.</p>	<p>The student presents information in a mostly clear, logical, and creative way that is appropriate for the audience and purpose.</p>	<p>The student presents information in a somewhat clear, logical, and creative way that is somewhat appropriate for the audience and purpose.</p>	<p>Students struggle with presenting information to the audience or are unprepared.</p>



