**BLM #106: Assessment Master**

**Rubric: Personal Response (Question of the Day)**

Student: Task:

Date: Assessor: ❑ Self ❑ Peer ❑ Teacher

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| Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
| Knowledge/Understanding• information, ideas, concepts |  provides limited relevant information and few ideas to develop the topic or experience |  provides some relevant information and ideas to develop the topic or experience |  provides sufficient relevant information and ideas to develop the topic or experience |  provides thorough, well-chosen information and ideas to develop the topic or experience |
| Thinking/Inquiry• analysis |  offers little explanation and analysis of the topic or experience |  offers some explanation and analysis of the topic or experience |  offers thoughtful explanation and analysis of the topic or experience |  offers highly insightful explanation and analysis of the topic or experience |
| • conclusion/generalization |  concludes with limited logic |  concludes with some logic |  concludes with a thoughtful generalization |  concludes with a highly insightful generalization |
| Communication• sense of purpose |  focuses on a controlling idea to limited degree |  focuses on a controlling idea to some extent |  focuses fairly clearly on a controlling idea |  focuses effectively on a controlling idea |
| • sense of audience |  offers little vivid description and detail to appeal to audience |  offers some vivid description and detail to appeal to audience |  offers considerable vivid description and detail to appeal to audience |  offers highly effective, evocative description and detail to appeal to audience |
| • organization |  organizes material with limited clarity and logic |  organizes material with some clarity and logic |  organizes material with considerable clarity and logic |  organizes material with a high degree of clarity and logic |
| • tone and style |  uses a personal, conversational style with limited effectiveness |  uses a personal, conversational style with some effectiveness |  uses a personal, conversational style with considerable effectiveness |  uses a highly effective personal and conversational style |
| Application• language conventions |  applies grammar, usage, spelling, and punctuation with limited accuracy and effectiveness |  applies grammar, usage, spelling, and punctuation with some accuracy and effectiveness |  applies grammar, usage, spelling, and punctuation with considerable accuracy and effectiveness |  applies grammar, usage, spelling, and punctuation with a high degree of accuracy and effectiveness |