VARIABLES RUBRIC

		20	18	14	10	6-0	Points
Focus and Purpose	Thesis	*Main idea of paragraph is clearly stated, insightful, and complete. *Message and purpose for writing are clear and compelling, and key terms are effectively repeated throughout.	* Main idea of paragraph is clearly stated and complete. *Message and purpose are clear throughout.	*Main idea of paragraph is stated and needs small adjustments. *Message and purpose are easily inferred even with some digression throughout.	* Main idea of paragraph is stated but confusing, vague, or off-topic. *Message and purpose are still being defined and shaped throughout.	* Main idea of paragraph is unstated. *Message and purpose are not yet clear throughout.	
	Support	*All points, facts, and details strongly support the main idea and purpose. *The question or prompt is answered thoroughly.	*Points, facts, and details support the main idea and purpose. *The question is answered with some depth.	*Most points and facts support the main idea and purpose. *The question is answered.	*Some facts support the main idea, but some are irrelevant. *The question needs to be answered more carefully.	*Main idea is poorly supported. Facts are often irrelevant. *The question needs to be addressed.	
Language and Mechanics	Grammar	*Outstanding control of spelling, punctuation, syntax, capitalization [do not use contractions]. *Grade-level language skills demonstrate mastery of sentence types and vocabulary. * Fresh or innovative uses of language (writing style) support purpose.	*A few small errors on each page in language or one specific recurring error, but errors in language do not impede sense [do not use contractions]. *Grade-level language skills of vocabulary and sentence types demonstrated regularly. *Style contributes to the effectiveness of the writing.	*Regular errors or patterns of error are noticed, but ideas still come through with only occasional difficulty [do not use contractions]. *Some grade-level language skills are demonstrated; prior skills regularly correct. *Style is appropriate.	*Regular errors or patterns of error interfere with reader understanding. *Grade-level language skills not yet demonstrated; prior skills sometimes demonstrated. * Style is inconsistent or inappropriate at times.	*There are many errors (in every sentence) that inhibit or prevent communication with a reader. *Language skills significantly below grade level. *Style is inappropriate throughout.	
Content	Expectation	*Response connects all topics from class to the experiment. *Response answers additional questions in Final Project assignment thoroughly with elaborate detail.	*Response connects most topics from class to the experiment. *Response answers additional questions in Final Project assignment thoroughly.	*Response connects many topics from class to the experiment. *Response answers additional questions in Final Project assignment.	*Response connects some topics from class to the experiment. *Response does not answer additional questions in Final Project assignment.	*Response does not connect topics from class to the experiment. *Response does not answer additional questions in Final Project assignment.	
	Connections	*Explanations of how topic relates to the experiment show insightful and strong connections are made between the topics from class and the experiment.	*Explanations show strong understanding of concepts as they connect to the experiment.	*Explanations show understanding of the important concepts as they connect to the experiment.	*Repetition or filler is used instead of explaining or analyzing concepts connection to the experiment.	*Explanations do not show understanding of important concepts or their connection to the topic.	
						Total (out of 100)	