



## EDU291 - Rubric for Evaluating “Philosophy of Children’s Literature”

(Modified from Arizona’s “Six Traits”)

| <b>STANDARDS</b><br><br><b>TRAITS</b><br> | <b>Exceptionally Competent, Clear, Creative; "Model" Work</b>   | <b>Competent, Clear, Creative</b>   | <b>Adequately Complete and Clear; Inconsistent</b>  |
|---|---|---|---|
| <b>THINKING, IDEAS &amp; CONTENT</b>  | Includes all elements of the assignment/content expectations, including required topics. Clearly states beliefs/value, builds rationale, exemplifies practice. Develops support thoughtfully and thoroughly with a depth of thought beyond the superficial and obvious, and uses relevant details. All content is focused and on each task, and generates interest. | Includes all elements of the assignment/content expectations, including required topics. States explicit and varied points but a little less effectively. Support is relevant, and details well chosen. Demonstrates capable understanding and credible development of ideas to some depth in most/each segment. Each segment is mostly focused and generates interest. | May lack required elements of the assignment/content. Implies a purpose/point but does not state explicit or varied points clearly or at all. Demonstrates an adequate, though not deep or thorough development of ideas across all segments. Relies on summary or telling, provides minimal support, repeats ideas. Too much reliance on traditional essay format. |
| <b>ORGANIZATION</b>   | Develops an effective and compelling title, intro, body, conclusion. Uses transitions to connect ideas in and between paragraphs. Paragraphs are developed with specificity and details (S-E-X-I development) and discuss what, why, and how.   | Develops an effective and compelling title, intro, conclusion. Uses transitions to connect ideas for fluency. Paragraphs are developed with specificity and details but with less S-E-X-I-ness than an “A” paper. Some inconsistency may be in evidence.  | Includes title, intro and conclusion but may not have developed all parts well or sequenced ideas effectively. Ideas jump and are not fluently organized or connected with transitions. Segments are apparent but only modestly developed.  |
| <b>VOICE</b>  | Exudes a definite sense of the writer and commitment. Uses “I” appropriately. The voice is committed to the topic, sincere, authentic, and enthusiastic. Conscious of a professional audience and purpose, so maintains professional tone.  | Exudes only glimpses of the writer, but projects a writer's voice which is committed and sincere. Uses “I” mostly, but the point of view may shift with the writer 's uncertainty of closeness to the audience and purpose of the paper.  | Exudes little or no personal voice or sense of commitment by the writer. Personal and professional voice is lacking, distant, or contrived/forced. Little sense of "person" at all and the writer seems disengaged in their own ideas.  |
| <b>WORD CHOICE</b>  | Uses vocabulary that is expressive and of college-level. Chooses natural, not convoluted, language that demonstrates rich use of language. Words are chosen precisely. The paper is free of slang, cliché, and colloquialism. Avoids “you.” Required education and literary professional terminology/vocabulary is used correctly.                                  | Uses words that convey the message but that represent a more functional rather than expressive approach to language. Words convey the message but may be lackluster. The paper is free of slang and colloquialisms. Avoids “you.” Required education and literary professional vocabulary used with some omissions or lapses.   | Uses language that is monotonous or flat. There may have been opportunities for rich language, but reliance on ordinary or repeated words is dominant. Slang, colloquialisms, or convoluted wording detracts from the effect of the paper. Professional vocabulary has not been used to expectations.   |
| <b>SENTENCE CLARITY &amp; FLUENCY</b>   | Writes in clear and direct sentences in a variety of lengths and patterns. Ideas flow smoothly and logically between and within paragraphs allowing for fluent, easy and smooth reading. Avoids sentence errors such as fragments and run-ons. Sentences are well-crafted and add to expressive reading.  | Writes in clear and direct sentences with some variety of style. Lengths and patterns may occasionally be repetitive or indicate heavy reliance on simple sentence structure. Avoids sentence errors such as fragments or run-ons. Sentences are carefully crafted and make the reading enjoyable.  | Writes with sentences that are mechanical rather than fluid, or flawed with run-ons or fragments frequently enough to cause confusion or disjointed flow. Reading may be choppy or rambling. Awkward or unclear wording of sentences interrupts flow and enjoyment. Sentence patterns may be monotonous.  |
| <b>CONVENTIONS</b>  | All conventions of standard written English have been observed and controlled. Only insignificant errors in spelling, capitalization, punctuation, grammar, usage, citation are evidenced. Format demonstrates directions. Presentation is flawless.  | Uses conventions of standard written English. Occasional or minor errors may cause pause, but do not detract from message or purpose. Format/citations is appropriate to the assignment. Presentation is flawless.  | Demonstrates limited control of standard conventions and may have neglected proofreading. Errors are frequent or severe enough to cause confusion, distrust, or negative reflection on the writer's purpose. Presentation may be flawed.  |