



Rubric Bundle

*for projects, quizzes, essays
Interactive Notebooks, and homework*

This bundle provides a variety of editable rubrics for classroom and commercial use. I use rubrics for **everything** – what a lifesaver! They clarify expectations for students and help me provide quick, yet meaningful feedback. Additionally, they help me grade consistently.

What you get:

- *Print-and-Go rubrics and quizzes (PDF – for personal use)
- *Editable rubrics (PPT – for personal and commercial use)

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Thanks,
Danielle @ Nouvelle

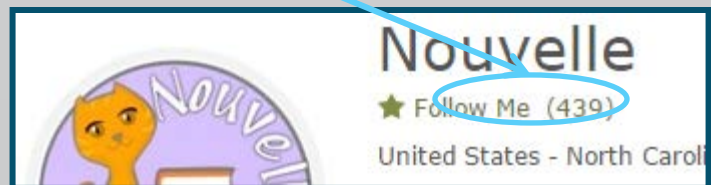


Table of Contents

	Print-and-Go (PDF)	Editable (PPT)
TYPE #1: Rubrics for projects, essays, and speeches		
Scrapbook Project	5	3
Character Study.....	6	4
Biographical PowerPoint & Speech.....	7	5
Skit Rubric.....	8	6
Symbolism Flipbook.....	9	7
Research Portfolio	10	8
Persuasive Essay.....	11	9
Analytical Essay.....	12	10
Song Portfolio.....	13	11
Speech – Self-Evaluation.....	14	12
Speech – Peer-Evaluation.....	15	13
TYPE #2: Ready Rubrics for homework, quizzes, or exit slips		
Literary Quote Analysis Practice.....	17	15
Integrating Sources Practice	18	16
PEEL Paragraph Practice.....	19	17
RACE Paragraph Practice.....	20	18
Literary Quotes Analysis Quiz.....	22	20
Integrating Sources Quiz.....	23	21
PEEL Paragraph Quiz.....	24	22
RACE Paragraph Quiz.....	25	23
TYPE #3: Interactive Notebook Rubrics		
Quickwrites	27	25
Unit.....	28	26

Type I: Project & Essay Rubrics

This type of rubric is my go-to for all projects and essays. I simply add the components that I want and adapt the weights to my needs. I generally create the project description on the top half of the page and the rubric at the bottom. You can also print two project descriptions on the front and two rubrics on the back for double-sided, half-page printing.

Tips:

- *Print the rubric on brightly colored paper and have students staple it to the front of any essay or the back of any project
- *Make your weights in your rubric intervals add up to nice numbers
- *Decide the lowest possible score – your rubric doesn't have to go all the way to zero.

Symbolism Flipbook
by Danielle @ Nouvelle

"Masque of the Red Death" by Edgar Allan Poe

STAPLE TO FINAL

The Prosecution/Defense of Mrs. Maloney
Mrs. Maloney is on trial for the murder of her husband. Choose to be the prosecution or the defense and create a strong closing statement supporting your side. Your closing statement addressed to the jury. It should use at least three pieces of textual evidence.

Due _____

	3-5	6-8	9-10
Content ___/20	Includes a strong argument for the chosen side. Uses three pieces of pertinent evidence to support claims.	Includes an argument for the chosen side. Uses three pieces of acceptable evidence to support claims.	Includes the argument for the chosen side. Uses two pieces of evidence to support claims.
Creativity ___/10	Ideas are interesting and essay has a clear "voice".	Ideas are somewhat interesting and an attempt of "voice" is made.	Ideas are somewhat generic.
Language ___/20	Three well-constructed paragraphs free of grammatical errors.	3-2 grammatical errors, but reader is not distracted.	3-1 grammatical errors, but reader is not distracted.
Presentation ___/20	All pages are neat. Turned in on time. Written in pen or typed.	Meets two requirements.	Meets one requirement.

"Lamb to the Slaughter" by Roald Dahl

The Prosecution/Defense of Mrs. Maloney's murder trial using textual evidence to support their claims

by Danielle @ Nouvelle

Persuasive Essay
grades 8-11

Bronx Masquerade Project Guidelines

Bronx Masquerade including a journal entry and original poem.

For your journal entry, you will create a new character or write about yourself. What is their problem or conflicts do they have? What dreams do they have? Use the character sheet to help you decide.

For your poem, the book reveal things about themselves through journal entries. Use these journal entries to reveal things about your character (what they look like, what they like, what they are afraid of, etc.). **This should be at least 2 paragraphs.**

For your poem, your journal entry will be followed by a poem. The poem should be based on the poems from the book for inspiration and should be at least ten lines and contain at least one metaphor or simile.

Final Project: Self portrait or collage: Many of the novel's characters have a unique personality. Create a self portrait of the character, collage, or drawing.

Brainstorming

Due _____

Choose three pieces of textual evidence (either a quote or a paraphrase) to argue each possible "side" of the case. Include page numbers in parentheses.

	Prosecution	Defense
1		
2		
3		

Look for the words "prosecution" and "defense" in the text to help you decide.

The Bronx Masquerade by Nikki Grimes PROJECT

Rubric and Brainstorming Sheets Included!

Students create a new chapter for the book, including a journal entry and a poem, about themselves or a new character. (6-9)

		3-Scenes	4-Book	5-Fair
Journal	Content ___/20	Reveals important character information.	Reveals character information.	Reveals character information.
	Creativity ___/10	Creative and interesting. Effort is obvious.	Somewhat creative and interesting.	Not very creative and interesting.
	Neatness ___/5	All text is legible and written neatly or typed.	Two paragraphs and written somewhat neatly or typed.	Not long enough and not written neatly.
Poem	Content ___/5	Reveals information about the character and uses at least one simile.	Reveals information about the character and uses a simile.	Reveals information about the character but does not use a simile.
	Creativity ___/5	Creative and interesting. Effort is obvious.	Somewhat creative and interesting.	Not very creative and interesting.
	Neatness ___/5	All text is legible and written neatly or typed.	Two paragraphs and written neatly or typed.	Not long enough and not written neatly.
Presentation ___/5	Work is presented in a neat and engaging way.	Work is presented in a somewhat neat and engaging way.	Work is presented in a somewhat neat and engaging way.	
Extra Credit ___/5	Neat and colorful. Effort is obvious.	Neat and colorful. Some effort is obvious.	Neat and colorful. Some effort is obvious.	

Type 2: Ready Rubrics

This type of rubric is my go-to for all exit slips, quizzes, homework, and independent practice. I simply add the components that I want and adapt the weights to my needs. I generally create a homework assignment using a third of a page, and then triplicate it after I finish for easy printing. I have students cut and paste these into their notebooks next to their responses.

I also use these on exit slips and short answer responses on tests by either pre-printing the ready rubric on the slip/test OR by having students create their own in the margins.

Tips:

- *Use these for simple paragraphs (PEEL, ICE, RACE, etc.) to help students learn the formula
- *Make your weights in your rubric intervals
- *Decide the lowest possible score – your rubric doesn't have to go all the way to zero.

The image shows an open notebook. The left page is titled "Integrating Sources with Shirley Jackson's 'The Lottery'" and "Interactive Notebook Lesson" by Danielle Hall @ Nouvelle. It features a rubric with a table of scores and a green box around the scores. The right page is titled "Integrating Sources with Shirley Jackson's 'The Lottery'" and contains a rubric with a table of scores and a green box around the scores. The notebook also shows handwritten student work on the left page, including a paragraph about the lottery and a rubric table with scores.

Integrating Sources with Shirley Jackson's "The Lottery"

There are two ways to cite sources in your papers:

- A direct quote is when you put the author's exact words.
- A paraphrase is when you put the author's ideas into your own words.

For both methods, you can integrate the citation more smoothly if you keep in mind the following pattern:

introduce – cite – explain (ICE)

Example: Jackson builds suspense in her story through the use of foreshadowing. (introduce) "They stood together, away from the pile of stones in the corner," Jackson writes, "and their jokes were quiet and they smiled rather than laughed" (7). (cite) This example clearly shows that the townspeople are anxious, foreshadowing the events to come. (explain)

Using this method, you transition the reader from your words, to the author's words, and back to your words. This helps the reader understand how you're interpreting the material.

Now, practice citing from the excerpts below:

- There was a great deal of fussing to be done before Mr. Summers declared the lottery open. There were the lots to make up—of heads of families, heads of households in each family, members of each household in each family.

introduce: Jackson illustrates how much effort goes into preparing for the lottery.

Cite: "there was a great deal of fussing [...] There were lots to make up" (6), Jackson writes.

Explain: This example shows how important this tradition is to a lot of people.- There was the proper swearing-in of Mr. Summers by the postmaster, as the some people remembered, there had been a recital of some sort, performed perfunctorily, tuneless chant that had been rattled off duly each year; no lottery used to stand just so when he said or sang it, others believed the people, but years and years ago this part of the ritual had been allowed.

introduce: As the years passed, various parts of the lottery changed.

Cite: "[...] but years and years ago allowed to lapse" (12).

Explain: This example shows that change can have change.

1	-12
2	-12
3	-12
4	-15

When the village was tiny [...] it was necessary to use something" (11).

Explain: Change was necessary for things to get better but it often didn't happen.

Cite: "It isn't fair, it isn't right," Mrs. Hutchinson screamed and then they were upon her.

introduce: Jackson brings in the morality and fairness of traditions.

Cite: "It isn't fair, it isn't right" [...] (3).

Explain: Everything in life isn't always fair or nearly correct.

Here, the student has pasted in the rubric for easy feedback from peers or the teacher

Type 3: Interactive Notebook Rubrics

I use this type of rubric for each unit in my Interactive Notebooks. I generally check ISNs twice per quarter, so I allot a total of four pages at the end of the notebook as Scoring pages. Each rubric takes a half a page.

I then decide what I'm going to grade and give each item a separate row. I like the mathematical approach of having each page be worth a certain value. I have students glue these rubrics in towards the end of the unit.

Tips:

- *Make your weights in your rubric intervals add up to nice numbers
- *Decide the lowest possible score – your rubric doesn't have to go all the way to zero. You'll notice that I won't give a student journal lower than a 60%, since it's such a large grade.

9E - SHORT STORIES
 5 = Thorough, thoughtful, and neat. All responses show analytical thought.
 4 = Mostly thorough, thoughtful, and neat.
 3 = Somewhat thorough, thoughtful, and neat.

Table of Contents	5	4	3	Diction	5	4	3
Plot/Lit Terms	5	4	3	Mood	5	4	3
Irony	5	4	3	Grammar #2	5	4	3
Integrating Sources	5	4	3	Song Analysis	5	4	3
Characterization	5	4	3	Allegory/Soc Sem	5	4	3

Notes:

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 5 = Thorough, thoughtful, and neat. All responses show analytical thought.
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Table of Contents	5	4	3	Diction	5	4	3
Plot/Lit Terms	5	4	3	Mood	5	4	3
Irony	5	4	3	Grammar #2	5	4	3
Integrating Sources	5	4	3	Song Analysis	5	4	3
Characterization	5	4	3	Allegory/Soc Sem	5	4	3

Notes:

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Table of Contents	5	4	3	Diction	5	4	3
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Irony	5	4	3	Grammar #2	5	4	3
Integrating Sources	5	4	3	Song Analysis	5	4	3
Characterization	5	4	3	Allegory/Soc Sem	5	4	3

Notes:

Quickwrits

Thorough, thoughtful, and neat	5	4	3	Notes:
Mostly thorough, thoughtful, and neat	5	4	3	
Somewhat thorough, thoughtful, and neat	5	4	3	
Mostly thorough, thoughtful, and neat	5	4	3	

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Literary Quote Analysis HW

Now, choose two of these quotes to analyze in your notebook. Cut out the mini-rubrics and glue them in the left-hand margin next to your analysis.
Identify - Summarize - Analyze

I	___/1
S	___/1
A	___/3

- "Just keep swi
- "With great p
- "If I didn't kno
"He's no mo

PEEL Paragraph Practice

Now, write a PEEL paragraph in your notebook using evidence from the text. Cut out the rubric and glue it into the left-hand margin by your paragraph. Rem

Point - Make Evidence - Bac Explanation - E Link - Link this

Now, of notebook

- "Just keep swi
- "With great p
- "If I didn't kno
"He's no mo

Now, write a PEEL parag the text. Cut out the rub your paragraph. Rem

Point - Make Evidence - Bac



RACE Paragraph Practice

Now, write a RACE paragraph in your notebook using evidence from the text. Cut out the rubric and glue it into the left-hand margin by your paragraph. Remember the format for a RACE paragraph:

Reward - Restate the pro
Answer - Answer the que
Cite & Clarify - Cite evid how this
End - Tie it all up with keywo

Now, analyze each of these quotes. You can use either direct quotes or paraphrases, and remember the formula **Introduce - Cite - Explain (ICE)**



Integrating Sources Quiz



PEEL Paragraph Quiz

Now, analyze each piece of evidence in a PEEL paragraph. Remember the formula: **Point - Evidence - Explanation - Link**



P ___/1
E ___/2

Speech - Peer-Evaluation

Used facts to support his/her introduction.
Gave examples and told stories to engage the audience.

Completely	4	3
Mostly	4	3
Very well	4	3
Pretty well	4	3
Somewhat	4	3

STAPLE TO FINAL

Persuasive Essay

which to conduct short research and collect evidence for both sides of the essay, you'll present one side of this issue in three paragraphs. Use at least 3 of evidence from your research, interpreted to support your claims.

Due ___/50

10	8-9	5-7	0-5
uses a strong argument for the issue. Uses three or more pieces of evidence.	includes an argument for the chosen side. Uses three pieces of evidence.	includes an argument for the chosen side. Uses two pieces of textual evidence to support claims.	Does not argue for one side. Little to no textual evidence to support claims.
		ideas are somewhat interesting.	little to no attempt at an interesting idea.
		3-4 grammatical or structural errors. Does not meet length requirements.	errors distract reader from the message. Does not meet length requirements.
		Does not meet requirements.	Does not meet requirements.

Character Study

___/50

	5-Excellent	4-Good	3-Fair	2-Needs Improvement
Journal				
Content ___/5	Reveals important character information.	Reveals character information.	Reveals some information.	Reveals little to no information.
Creativity ___/5	Creative and interesting. Effort is evident.	Somewhat creative and interesting.	Not very creative or interesting. Effort lacking.	Neither creative nor interesting. No effort.
Neatness ___/5	At least two paragraphs and written neatly or typed.	Two paragraphs and written somewhat neatly or typed.	Not long enough and not written neatly.	Incomplete and/or present.
Poem				
Content ___/5	Reveals important character information.	Reveals character information.	Reveals some information.	Reveals little to no information.
Creativity ___/5	Creative and interesting. Effort is evident.	Somewhat creative and interesting.	Not very creative or interesting. Effort lacking.	Neither creative nor interesting. No effort.
Neatness ___/5	At least two paragraphs and written neatly or typed.	Two paragraphs and written somewhat neatly or typed.	Not long enough and not written neatly.	Incomplete and/or present.

SCRABBOOK PROJECT

___/100

Req. Project #1

Req. Project #2

Written Choice

Artistic Choice

Works Cited

Use of Class Time

___/10

___/10

___/10

___/10

___/10

___/10

___/10

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___/10

___/10

___/10

Note: Out of the two rubric styles, this is more labor-intensive on the student's end. The finished product looks better and the rubric itself is less likely to get lost, but it requires more effort.

Research Rubric

___/100

	5	4	3	2-0
Use of Class Time ___/15	All class time is used effectively. Student does not distract others.	Most class time is used effectively. Student does not distract others.	Some class time is used effectively. Student needs reminders to stay on task.	Little to no class time is used effectively.
Research Prep Sheet ___/15	Research Prep Sheet is very complete and neat.	RPS is complete and neat.	RPS has been completed quickly and is sloppy.	RPS is incomplete or not present.
Works Cited ___/10	Includes images and proper citations.	Includes images and proper citations.	Includes images and proper citations.	Does not include images or proper citations.
Use of Class Time ___/10	Uses class time effectively.	Uses most class time effectively.	Uses some class time effectively.	Does not use class time effectively.

Skill Rubric

___/50

	5	4	3	2 or less
Use of Class Time and Outline ___/10	Uses all class time effectively. Turns in an outline of skill.	Uses most class time effectively. Outline is somewhat complete.	Uses some class time effectively. Outline is not very complete.	Doesn't use class time effectively. Outline is sloppy or not present.
Presentation ___/15	Student takes an active role. SK is rehearsed and interesting.	Student takes a somewhat active role. Commercial is somewhat rehearsed and interesting.	Student takes a very small role. Commercial is not rehearsed.	Student does not participate or commercial is unacceptable.
Content ___/10	Concept is mastered and presented effectively.	Concept is clear and presented somewhat effectively.	Concept is clear, but not presented effectively.	Concept and presentation are unclear.
Evaluation ___/10	Evaluates concepts presented and the role played in the project.	Evaluation is somewhat clear.	Evaluation is not clear.	Evaluation is sloppy or not present.
Feedback ___/5	Gives relevant and constructive feedback to peers.	Feedback is somewhat constructive and relevant.	Feedback is neither constructive nor relevant.	No feedback has been given.

Skill Rubric

___/50

	5	4	3	2 or less
Use of Class Time and Outline ___/10	Uses all class time effectively. Turns in an outline of skill.	Uses most class time effectively. Outline is somewhat complete.	Uses some class time effectively. Outline is not very complete.	Doesn't use class time effectively. Outline is sloppy or not present.
Presentation ___/15	Student takes an active role. SK is rehearsed and interesting.	Student takes a somewhat active role. Commercial is somewhat rehearsed and interesting.	Student takes a very small role. Commercial is not rehearsed.	Student does not participate or commercial is unacceptable.
Content ___/10	Concept is mastered and presented effectively.	Concept is clear and presented somewhat effectively.	Concept is clear, but not presented effectively.	Concept and presentation are unclear.
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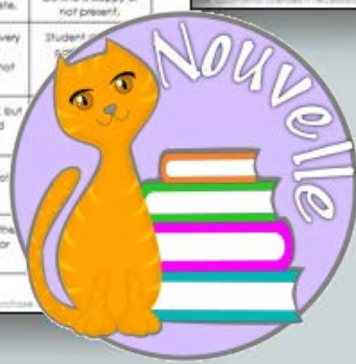
Editable rubrics for projects, essays, homework, quizzes, and Interactive Notebooks



by Danielle @ Nouvelle

ELA & Social Studies

grades 6-12



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Students argue for a specific ending and use textual evidence to support their claims.
by Danielle @ Nouvelle
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grades 8-11

"The Monkey's Paw"
by W.W. Jacobs
Mood Rewrite
Students analyze the mood in a passage from the classic short story and then rewrite it
by Danielle @ Nouvelle
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grades 7-11

"Lamb to the Slaughter"
by Roald Dahl
The Prosecution/Defense of Mrs. Maloney
Students write the closing statement of Mrs. Maloney's murder trial using textual evidence to support their claims
by Danielle @ Nouvelle
Persuasive Essay
grades 8-11

Short Story Adapted Unit Test
By Danielle Hall @ Nouvelle
grades 7-9
Answer Key Included
Adapted Unit Test (low-performing, ESL, EC) focused on Plot, Characterization, and Conflict in five stories

Skills-based Lessons

Paragraph Peer and Self Review Worksheets
grades 7-10
Example paragraph & review included!
This guided review helps students develop a critical analysis of introduction and paragraph structure for themselves and for their peers.

Literary Analysis Introduction
For example...
Who said it?
What was the context?
How does this relate to the text?
By Danielle Hall @ Nouvelle
PowerPoint and Extended Practice for Interactive Notebooks

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The Lottery
Interactive Notebook Lesson
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