

Rubric: Superhero Profiles

Criteria	Professional	Experienced	Developing	Novice
Content The information communicated by the superhero profiles 50 points	<input type="checkbox"/> The superhero profiles gave clear, comprehensive descriptions of the different superheroes.	<input type="checkbox"/> The superhero profiles gave a clear description for the most part, but some items needed clarification.	<input type="checkbox"/> The superheroes' descriptions were difficult to follow/understand.	<input type="checkbox"/> Some or all of the superheroes' descriptions were missing.
	<input type="checkbox"/> Meaningful supporting details regarding the superheroes' powers, garb, and equipment were provided.	<input type="checkbox"/> A few details regarding the superheroes' powers, garb, and/or equipment were unclear but did not distract from the overall quality of the profiles.	<input type="checkbox"/> Some information regarding the superheroes' powers, garb, and/or equipment was vague.	<input type="checkbox"/> Information regarding the superheroes' powers, garb, and/or equipment was missing.
	<input type="checkbox"/> The connection of each superhero to his/her corresponding business function was logical and very clear.	<input type="checkbox"/> The connection of each superhero to his/her corresponding business function was mostly logical and clear.	<input type="checkbox"/> The connection of each superhero to his/her corresponding business function was questionable and/or difficult to discern.	<input type="checkbox"/> Little or no effort was made to demonstrate the connection of each superhero to his/her corresponding business function.
Organization The flow of text, graphics, and pictures; the way in which the profiles were put together 25 points	<input type="checkbox"/> Coordinated elements aided in communicating a clear, straightforward, specific description of each superhero.	<input type="checkbox"/> Coordinated elements communicated a general description of each superhero.	<input type="checkbox"/> Elements lacked coordination but did not interfere with description of each superhero.	<input type="checkbox"/> Elements lacked coordination, hampering the creators' efforts to describe each superhero.

Rubric: Superhero Profiles (cont'd)

Communication Skills Ability to express oneself so as to be understood by others 25 points	<input type="checkbox"/> Superhero descriptions were expressed clearly in language that was easy to understand.	<input type="checkbox"/> Superhero descriptions were expressed clearly with only a few words being difficult to understand.	<input type="checkbox"/> Super hero descriptions required much effort to understand.	<input type="checkbox"/> Superhero descriptions were vague and elusive, and language was difficult to understand.
	<input type="checkbox"/> Profiles were grammatically correct and free of punctuation, spelling, and capitalization errors.	<input type="checkbox"/> Profiles were free of grammar and spelling errors; punctuation and capitalization errors did not limit understanding of descriptions.	<input type="checkbox"/> Profiles' spelling and grammatical errors were distracting.	<input type="checkbox"/> Profiles contained so many spelling, grammar, punctuation, and capitalization errors that the descriptions were hard to understand.

Rubric: “What If?” Scenario

Criteria	Professional	Experienced	Developing	Novice
Content The information that was communicated to the audience 50 points	<input type="checkbox"/> Superheroes’ actions were entirely plausible, given the roles and responsibilities of their corresponding business functions.	<input type="checkbox"/> Superheroes’ actions made sense for the most part, given the roles and responsibilities of their corresponding business functions..	<input type="checkbox"/> Superheroes’ actions were questionable, given the roles and responsibilities of their corresponding business functions..	<input type="checkbox"/> Little or no effort was made to make superheroes’ actions plausible, given the roles and responsibilities of their corresponding business functions.
	<input type="checkbox"/> Meaningful supporting information was provided for each key point.	<input type="checkbox"/> Unsupported information did not limit understand-ability of students’ work.	<input type="checkbox"/> Some information was vague or unsupported by evidence.	<input type="checkbox"/> Information was vague and lacked supporting evidence.
Organization How the information was put together; the flow of the “What If?” scenario comic book, video, skit, etc. 25 points	<input type="checkbox"/> Students’ work was structured with a definite beginning, middle, and end.	<input type="checkbox"/> Beginning, middle, and end were present but not clearly identified.	<input type="checkbox"/> Beginning, middle, or end was difficult to discern.	<input type="checkbox"/> Beginning, middle, or end was missing.
	<input type="checkbox"/> The main points were logical with points building on each other.	<input type="checkbox"/> The main points were generally easy to follow and logical.	<input type="checkbox"/> The main points were logical but difficult to follow.	<input type="checkbox"/> The main points were so difficult to follow that their logic could not be determined, or they were illogical.
	<input type="checkbox"/> Introduction engaged audience and identified purpose of the students’ work.	<input type="checkbox"/> Introduction was interesting and provided partial explanation of what the students’ work was about.	<input type="checkbox"/> Standard introduction was presented and hinted at purpose of students’ work.	<input type="checkbox"/> Introduction was uninteresting and did not identify the purpose of students’ work.
	<input type="checkbox"/> Material was suited to the media (e.g., comic book, video, etc.) used.	<input type="checkbox"/> Material was fairly well suited to the media used.	<input type="checkbox"/> Content appeared to be stretched or omitted to fit the media used.	<input type="checkbox"/> Too much or too little information was presented due to the media used.
	<input type="checkbox"/> Students’ work came to a suitable conclusion with main points summarized.	<input type="checkbox"/> Conclusion was satisfying, but not all main points summarized.	<input type="checkbox"/> Conclusion seemed unsatisfying, or main points were vague.	<input type="checkbox"/> Students’ work ended abruptly without a conclusion or summary of key points.
	<input type="checkbox"/> Meaningful supporting information was provided for each key point.	<input type="checkbox"/> Unsupported information did not limit understand-ability of students’ work.	<input type="checkbox"/> Some information was vague or unsupported by evidence.	<input type="checkbox"/> Information was vague and lacked supporting evidence.

Rubric: “What If?” Scenario (cont’d)

Criteria	Professional	Experienced	Developing	Novice
Communication Skills	<input type="checkbox"/> Students' work was expressed clearly in language that was easy to understand.	<input type="checkbox"/> Students' work was expressed clearly with only a few words being difficult to understand.	<input type="checkbox"/> Students' work required much effort to understand.	<input type="checkbox"/> Students' work was vague and elusive, and language was difficult to understand.
Ability to express oneself so as to be understood by others 25 points	<input type="checkbox"/> Students' work was grammatically correct and free of punctuation, spelling, and capitalization errors.	<input type="checkbox"/> Students' work was free of grammar and spelling errors; punctuation and capitalization errors did not limit understanding.	<input type="checkbox"/> Spelling and grammatical errors in students' work were distracting.	<input type="checkbox"/> Students' work contained so many spelling, grammar, punctuation, and capitalization errors that it was hard to understand.