Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Plant Blog Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Expert (4) | Accomplished (3) | Developing (2) | Beginner (1) | Score |
| Introduction | The introduction is inviting, states the main topic and previews the structure of the paper. | The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader. | The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader. | There is no clear introduction of the main topic or structure of the paper. |  |
| Focus on Topic | There is one clear, well-focused topic. Main idea stands out and is supported by detailed information. | Main idea is clear but the supporting information is general. | Main idea is somewhat clear but there is a need for more supporting information. | The main idea is not clear. There is a seemingly random collection of information. |  |
| Conclusion | The conclusion is thoughtful and brings the entire post to a meaningful close. | The conclusion is recognizable and ties up almost all the loose ends. | The conclusion is recognizable, but does not tie up several loose ends. | There is no clear conclusion, the paper just ends. |  |
| Vocabulary, Descriptions & Details | There is a consistent use of new vocabulary. Student attempts to use new expressions and complex descriptions. Details are varied and vivid. The reader has a clear picture of what the writer has seen without looking at images. | New vocabulary has been used and student tries to use synonyms. Some descriptions are present for the reader. | Vocabulary appropriate at times. Some descriptions are present for the reader. | Vocabulary not appropriate at times. The reader has to develop their own ideas because descriptions are not there. |  |
| Class Connections | The post clearly and directly shows an understanding of the course material | The post shows an understanding of the course material | The post implies an understanding of the course material | The post doesn’t establish a connection between the class concepts |  |
| Format & Grammar | There are no spelling or grammar errors present in the writing, the post is formatted in a way that is easy to read online | There are minimal spelling or grammar errors present in the writing, the post is formatted in a way that is easy to read online | There are spelling or grammar errors present in the writing that takes away from the content, the post is formatted in a way that is easy to read online | There are spelling or grammar errors present in the writing that takes away from the content, the post is formatted in a way that is easy to read online |  |
| Multimedia | 5 or more pieces of multimedia (links, videos, images, etc) a caption or explanation of multimedia is included | 3 to 4 pieces of multimedia (links, videos, images, etc), multimedia supports written ideas | 1 to 2 piece of multimedia (links, videos, images, etc), pieces of multimedia may not be supporting writing | No pieces of multimedia (links, videos, images, etc) |  |
| Aesthetics | Font, graphics, colors, multimedia  and formatting encourage  understanding and are appropriate  for the intended audience. Fun, interesting, appealing, appropriate! | Font, graphics, colors, multimedia and formatting encourage understanding and are appropriate  for the intended audience. | There are one or two spots that font, graphics, colors, multimedia and/or formatting create distractions for the intended audience. | Any of the fonts, graphics, colors, multimedia and formatting create distractions from the content and  severely reduce readability |  |