Rubric Development Toolbox
Acknowledgements

Numerous people and text resources were referenced to create this toolbox. In particular, the text *Scoring Rubrics in the Classroom* by Judith Arter and Jay McTighe was invaluable. Many example rubrics that they included in their text are offered in this toolbox as examples. Furthermore, the Learning Outcomes Committee at Green River Community College contributed ideas and sample rubrics to this toolbox. Many thanks to all of those who helped and will continue to help build this resource!
Introduction to Rubrics

What is a rubric? Rubrics classify behaviors or abilities into categories that vary along a continuum, and they are tools that can be used for measuring those behaviors or abilities. They can be used to classify virtually any product or behavior, such as essays, research reports, oral presentations, and group activities. Scoring rubrics are versatile tools for simplifying the review of the product or behavior by clearly specifying assessment criteria. There are many types of rubrics including holistic rubrics and analytical rubrics. Rubrics can be very course specific or can be created to measure an outcome for a program or even across campus.

How can I use a rubric? There are numerous uses for rubrics. Individual instructors can use them to assess student work in a course. Individual students can also use them to assess their own work. Programs can use them to assess outcomes across several courses in a program. Campuses can use them to assess outcomes across disciplines.

Are there different types of rubrics? There are two major types of rubrics.

- A holistic rubric involves one global, holistic rating. It gives a single score or rating for an entire product or performance based on an overall impression of a student’s work. In essence, one combines all the important ingredients of a performance or product to arrive at an overall, single judgment of quality. Holistic rubrics are usually more useful for summative and/or large-scale assessment where an overall performance rating is needed. For example, portfolios are often assessed using holistic rubrics.

- An analytical rubric divides a product or performance into essential traits or dimensions so that they can be judged separately. A separate score is provided for each trait and each dimension is separately rated, resulting in more detailed analysis than is provided by holistic rubrics. Analytical rubrics are usually more useful for day-to-day classroom use since they provide more detailed and precise feedback to the student.
Why should I consider using a rubric?

- Complex products or behaviors can be examined efficiently. Faculty have many demands on their time, and assessment activities should be structured to use that time effectively. Rubrics focus raters on the learning objectives being assessed, allowing them to tune out extraneous variables. For example, if faculty are analyzing a set of lab reports to assess students' ability to statistically analyze data, the rubric should help them ignore other aspects of the reports, such as the quality of the literature review and written communication skills.

- Developing a rubric helps to clarify faculty expectations. We frequently use terms like "critical thinking" or "cultural sensitivity," but we often have different conceptions of what these terms mean, making it difficult to communicate our expectations to students and each other.

- Well-trained reviewers apply the same, agreed-upon standards to the products being reviewed. This generates data that are likely to be reliable and valid.

- Summaries of results reveal patterns of student strengths and areas of concern. These assessments allow us to identify learning objectives that require increased attention.

- Rubrics are criterion-referenced, rather than norm-referenced. Raters ask, "Did the student meet the criteria for level 5 of the rubric?" rather than "How well did this student do compared to other students?" This is important for program assessment because you want to learn how well students have met your standards.

- Faculty might feel overwhelmed when faced with assessment mandates, but they are not the only ones who can assess student work. Sometimes ratings can be done by students to assess their own work, or they can be done by others, e.g., peers, fieldwork supervisions, or visiting artists or scholars.
Developing Your Rubric

It is often easier to adapt a rubric that someone else has created, but if you are starting from scratch, here are some steps that might make the task easier:

- Identify what type of rubric you want to create – holistic or analytic.

- Identify the outcomes for your rubric:
  - These should be things that you want your students to learn through the process of completing this assignment.
  - These should include one or more of the competencies of the Campus-wide Outcomes.
  - Your rubric can include both course specific outcomes and Campus-wide Outcomes. Some outcomes may even cross over and be one in the same. This is okay.

- Determine how many levels you will have on your rubric. For example, will you have a level for each grade range (A-range, B-range, C-range, etc.) or will you have only several levels such as “outstanding,” “acceptable,” not acceptable”?

- Determine a descriptive label for each of these categories. For example, “A-Range” is a category. However, you don’t have to use grades. A descriptive word like “Emerging” or “Developing” can sometimes work better as labels for categories because they focus students on the description rather than the grade.

- Describe the best work you could expect using the characteristics you selected. This describes the top category. Note: the best way to do this is to start with student work that you have sorted into several piles (excellent, okay, poor). Then read through the “excellent” pile of work and describe what makes it excellent. This will help you form this top category.

- Describe the worst acceptable product using the characteristics you selected. This describes the lowest acceptable category. Again, you can do this by starting with the student work and working backwards into the language to describe the work in this category.

- Develop descriptions of intermediate-level products and assign them to intermediate categories. You might develop a scale that runs from 1 to 5 (unacceptable, marginal, acceptable, good, outstanding), 1 to 3 (novice, competent, exemplary), or any other set that is meaningful. Use student work to
help you determine these levels.

- Continue to monitor the language and vocabulary you use in your rubric. Make sure it is written in a way your audience will understand.

- Remember to use sample rubrics for language that you can adopt for your own rubric. You need not “invent the wheel.”

- Plan to revise your rubric after testing it on student work. Often you will begin with a rubric that seems perfect, but during the process of using that rubric to score student work, you will find areas that you forgot to include on the rubric or that are in adequate and need to be revised.

- Peer feedback can also help you further revise your rubric.
Example of a Holistic Rubric:

Written Communication

CSU English Placement Test Scoring Guide: At each of the six score points for on-topic papers, descriptors of writing performance are lettered so that:

a. = response to the topic
b. = understanding and use of the passage
c. = quality and clarity of thought
d. = organization, development, and support
e. = syntax and command of language
f. = grammar, usage, and mechanics

Score of 6: Superior
A 6 essay is superior writing, but may have minor flaws.
A typical essay in this category:

a. addresses the topic clearly and responds effectively to all aspects of the task
b. demonstrates a thorough critical understanding of the passage in developing an insightful response
c. explores the issues thoughtfully and in depth
d. is coherently organized and developed, with ideas supported by apt reasons and well-chosen examples
e. has an effective, fluent style marked by syntactic variety and a clear command of language
f. is generally free from errors in grammar, usage, and mechanics

Score of 5: Strong
A 5 essay demonstrates clear competence in writing. It may have some errors, but they are not serious enough to distract or confuse the reader.
A typical essay in this category:

a. addresses the topic clearly, but may respond to some aspects of the task more effectively than others

b. demonstrates a sound critical understanding of the passage in developing a well reasoned response

c. shows some depth and complexity of thought

d. is well organized and developed, with ideas supported by appropriate reasons and examples

e. displays some syntactic variety and facility in the use of language

f. may have a few errors in grammar, usage, and mechanics

**Score of 4: Adequate**

A 4 essay demonstrates adequate writing. It may have some errors that distract the reader, but they do not significantly obscure meaning.

A typical essay in this category:

a. addresses the topic, but may slight some aspects of the task

b. demonstrates a generally accurate understanding of the passage in developing a sensible response

c. may treat the topic simplistically or repetitively

d. is adequately organized and developed, generally supporting ideas with reasons and examples

e. demonstrates adequate use of syntax and language

f. may have some errors, but generally demonstrates control of grammar, usage, and mechanics
Score of 3: Marginal
A 3 essay demonstrates developing competence, but is flawed in some significant way(s). A typical essay in this category reveals one or more of the following weaknesses:

a. distorts or neglects aspects of the task

b. demonstrates some understanding of the passage, but may misconstrue parts of it or make limited use of it in developing a weak response

c. lacks focus, or demonstrates confused or simplistic thinking

d. is poorly organized and developed, presenting generalizations without adequate and appropriate support or presenting details without generalizations

e. has limited control of syntax and vocabulary

f. has an accumulation of errors in grammar, usage, and mechanics that sometimes interfere with meaning

Score of 2: Very Weak
A 2 essay is seriously flawed. A typical essay in this category reveals one or more of the following weaknesses:

a. indicates confusion about the topic or neglects important aspects of the task

b. demonstrates very poor understanding of the main points of the passage, does not use the passage appropriately in developing a response, or may not use the passage at all

c. lacks focus and coherence, and often fails to communicate its ideas

d. has very weak organization and development, providing simplistic generalizations without support

e. has inadequate control of syntax and vocabulary

f. is marred by numerous errors in grammar, usage, and mechanics that frequently interfere with meaning
Score of 1: Incompetent
A 1 essay demonstrates fundamental deficiencies in writing skills.
A typical essay in this category reveals one or more of the following weaknesses:

a. suggests an inability to comprehend the question or to respond meaningfully to the topic

b. demonstrates little or no ability to understand the passage or to use it in developing a response

c. is unfocused, illogical, or incoherent

d. is disorganized and undeveloped, providing little or no relevant support

e. lacks basic control of syntax and vocabulary

f. has serious and persistent errors in grammar, usage, and mechanics that severely interfere with meaning

Non-response essays, those that reject the assignment or fail to address the question, should be given to the Table Leader.
Readers should not penalize ESL writers excessively for slight shifts in idiom, problems with articles, confusion over prepositions, and occasional misuse of verb tense and verb forms, so long as such features do not obscure meaning.
Example of Analytical Rubric:

**Written Communication**

**Note:** This is an example from the California system and provides several levels.

<table>
<thead>
<tr>
<th>ACRL Standard</th>
<th>Beginning</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Determine the Extent of the Information Needed</strong></td>
<td>Student is unable to effectively formulate a research question based on an information need.</td>
<td>Student can formulate a question that is focused and clear. Student identifies concepts related to the topic, and can find a sufficient number of information resources to meet the information need.</td>
<td>Question is focused, clear, and complete. Key concepts and terms are identified. Extensive information sources are identified in numerous potential formats.</td>
</tr>
<tr>
<td><strong>2. Access the Needed Information Effectively and Efficiently</strong></td>
<td>Student is unfocused and unclear about search strategy. Time is not used effectively and efficiently. Information gathered lacks relevance, quality, and balance.</td>
<td>Student executes an appropriate search strategy within a reasonable amount of time. Student can solve problems by finding a variety of relevant information resources, and can evaluate search effectiveness.</td>
<td>Student is aware and able to analyze search results, and evaluate the appropriateness of the variety of (or) multiple relevant sources of information that directly fulfill an information need for the particular discipline.</td>
</tr>
<tr>
<td><strong>3. Evaluate Information and its Sources Critically</strong></td>
<td>Student is unaware of criteria that might be used to</td>
<td>Student examines information using criteria</td>
<td>Multiple and diverse sources and viewpoints of information</td>
</tr>
<tr>
<td>4. Use Information Effectively to Accomplish a Specific Purpose</td>
<td>Julie Moore Learning Outcomes Committee, Green River Community College</td>
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<tr>
<td>judge information quality. Little effort is made to examine the information located</td>
<td>such as authority, credibility, relevance, timeliness, and accuracy, and is able to make judgments about what to keep and what to discard.</td>
<td>are compared and evaluated according to specific criteria appropriate for the discipline. Student is able to match criteria to a specific information need, and can articulate how identified sources relate to the context of the discipline.</td>
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<tr>
<td>5. Understand the Economic, Legal, and Social Issues surrounding the Use of Information, and Access and Use Information Ethically and Legally</td>
<td>Student is not aware of the information necessary to research a topic, and the types of data that would be useful in formulating a convincing argument. Information is incomplete and does not support the intended purpose.</td>
<td>Student uses appropriate information to solve a problem, answer a question, write a paper, or other purposes</td>
<td></td>
</tr>
<tr>
<td>Student is unclear regarding proper citation format, and/or copies and paraphrases the information and ideas of others without giving credit to authors. Student does not know how to distinguish between information that is objective and biased, and does not know the role</td>
<td>Student gives credit for works used by quoting and listing references. Student is an ethical consumer and producer of information, and understands how free access to information, and free expression, contribute to a democratic society.</td>
<td>Student understands and recognizes the concept of intellectual property, can defend him/herself if challenged, and can properly incorporate the ideas/published works of others into their own work building upon them. Student can articulate the</td>
<td></td>
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<tr>
<td>that free access to information plays in a democratic society.</td>
<td>value of information to a free and democratic society, and can use specific criteria to discern objectivity/fact from bias/propaganda.</td>
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</tbody>
</table>
**Example of Analytical Rubric:**

**Written Communication**

**Note:** This is an example from Green River C.C. and provides more than several levels.

<table>
<thead>
<tr>
<th></th>
<th>“A” Range</th>
<th>“B” Range</th>
<th>“C” Range</th>
<th>“D” Range</th>
<th>Not Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis</strong></td>
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<td></td>
<td>The paper has an obvious, clearly stated, and effective thesis that fully addresses the essay question.</td>
<td>Thesis is obvious to the reader and addresses the essay question, but it could be stated more precisely or clearly.</td>
<td>The thesis may not be as obvious to the reader, and/or may addresses only part of the essay question. Its wording may lack clarity or precision.</td>
<td>The thesis is hard to find. It also may not be clear as to what essay question is being addressed by the thesis.</td>
<td>Lack of thesis.</td>
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<td></td>
<td>Pts = 20-18</td>
<td>Pts = 17-16</td>
<td>Pts = 15-14</td>
<td>Pts = 13-12</td>
<td>Pts = 11-0</td>
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<td>Pts _____</td>
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<td><strong>Analysis / Development</strong></td>
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<td></td>
<td>The thesis/essay question is discussed extensively and in-depth. Analysis of support is insightful, extensive, and specifically develops the thesis/essay question.</td>
<td>The overall discussion of the thesis/essay question could be extended further. Analysis of support is present, but is not extensive. It could do more to connect to the thesis/essay question.</td>
<td>The thesis/essay question is discussed, but at a superficial level. Analysis of support is lacking and/or rarely connects the support to the thesis/essay question.</td>
<td>The paper does little to discuss the significance of the thesis/essay question. The support is not analyzed in terms of significance or connection to the thesis/essay question.</td>
<td>No real discussion of the thesis/essay question or support throughout the paper.</td>
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<td></td>
<td>Pts = 20-18</td>
<td>Pts = 17-16</td>
<td>Pts = 15-14</td>
<td>Pts = 13-12</td>
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<tr>
<td>Support</td>
<td>Specific and ample quotes are used from the novel. Support is accurately used and backs up thesis/essay question. Support is well integrated into the body of the paper.</td>
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<td>pts</td>
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<tr>
<td>Organization</td>
<td>Paper is coherent: paragraphs clearly relate to one another and to the thesis/essay question. Introduction and conclusion effective. Paragraphs coherent, and include topic sentences, support and analysis. Transitions present.</td>
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<td>Style/Voice</td>
<td>The paper is written in a voice appropriate to an academic audience (not too informal). The paper addresses the</td>
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<td>pts</td>
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<td>Needs of its audience in content (gives enough information and doesn’t assume too much)</td>
<td>Assume the audience knows more than can be assumed in places.</td>
<td>Audience is as familiar with the outside source’s content as is the writer of the paper.</td>
<td>Writer of the paper.</td>
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<td><strong>Pts = 10-9</strong></td>
<td><strong>Pts = 8-7</strong></td>
<td><strong>Pts = 6-5</strong></td>
<td><strong>Pts = 4-3</strong></td>
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</table>

| Mechanics / Style | Paper has been proof read for missing words, and major grammar mistakes such as sentence fragments, run-ons, and comma splices. Virtually no errors (1-2 maximum). | Paper has been proof read, but may still have sentence boundary problems (fragments, run-ons, splices), or missing words. No more than 3-5 of these errors. | Paper has been proof read, but may still have sentence boundary problems (fragments, run-ons, splices), or missing words. No more than 5-7 of these errors. | Very little evidence of proof reading. There are blatant and frequent errors throughout the paper. No more than 7-10 major errors overall. | Very little evidence of proof reading. There are blatant and frequent errors throughout the paper. Over 10 major errors overall. |
| **Pts = 10-9** | **Pts = 8-7** | **Pts = 6-5** | **Pts = 4-3** | **Pts = 2-1** |
| **Pts _____** | **Pts _____** | **Pts _____** | **Pts _____** | **Pts _____** |

Grade:
Green River Community College
Campus-wide Outcomes
Update with revised outcomes

1. Written Communication
Written Communication encompasses all the abilities necessary for effective expression of thoughts, feelings, and ideas in written form. This outcome includes abilities designed to help students

1.1. Demonstrate use of a writing process.
1.2. Demonstrate a clear sense of purpose, focus, thesis, and design in writing.
1.3. Demonstrate the ability to develop an idea through the use of concrete examples and specific details.
1.4. Demonstrate audience awareness by appropriately modifying writing.
1.5. Demonstrate appropriate methods of integrating and documenting outside sources.
1.6. Demonstrate ability to use common tools of information research.
1.7. Demonstrate clear organization of thoughts in coherent written form.
1.8. Demonstrate appropriate choice of format, style, and tone for each particular writing assignment.
1.9. Use appropriate mechanics, grammar, and word usage based on American Standard Written English.
1.10. Improve the ability to evaluate, revise, edit, and proofread individual work and the work of others.

2. Critical Thinking
Critical thinking finds expression in all disciplines and everyday life. It is characterized by an ability to reflect upon thinking patterns, including the role of emotions on thoughts, and to rigorously assess the quality of thought through its work products. Critical thinkers routinely evaluate thinking processes and alter them, as necessary, to facilitate an improvement in their thinking and potentially foster certain dispositions or intellectual traits over time. This outcome includes abilities designed to help students

2.1. Apply relevant criteria and standards when evaluating information, claims, and arguments.
2.2. Use appropriate reasoning to evaluate problems, make decisions, and formulate solutions.
2.3. Give reasons for conclusions, assumptions, beliefs, and hypotheses.
2.4. Seek out new information to evaluate and re-evaluate conclusions, assumptions, beliefs, and hypotheses.
2.5. Exhibit traits evidencing the disposition to reflect, assess, and improve thinking or products of thinking.
3. **Responsibility**
Responsibility encompasses those behaviors and dispositions necessary for students to be effective members of a community. This outcome is designed to help students recognize the value of a commitment to those responsibilities which will enable them to work successfully individually and with others. This outcome includes abilities designed to help students

3.1. Identify and comply with clearly stated expectations, policies, and procedures.
3.2. Appropriately question or change stated expectations, policies, and procedures.
3.3. Recognize and accept consequences resulting from a failure to comply with stated expectations, policies, and procedures.
3.4. Meet obligations necessary to complete individual and group tasks.
3.5. Clearly communicate to affected parties any difficulties that may prevent them from fulfilling obligations.
3.6. Demonstrate common courtesies and show respect for the needs, difficulties, and rights of others.
3.7. Strive for excellence in contributions, performances, and products.
3.8. Complete work independently and appropriately acknowledge the source of ideas and contributions of others.

4. **Quantitative and Symbolic Reasoning**
Quantitative Reasoning encompasses abilities necessary for a student to become literate in today’s technological world. Quantitative reasoning begins with basic skills and extends to problem solving. This outcome includes abilities designed to help students

4.1 Evaluate and interpret quantitative and symbolic reasoning information/data.
4.2 Recognize which quantitative or symbolic reasoning methods are appropriate for solving a given problem, and correctly implement those methods.
4.3 Demonstrate the ability to estimate a solution to a presented problem.
4.4 Translate data into various formats such as symbolic language, equations, graphs, and formulas.
4.5 Implement calculator/computer technology to solve problems.
4.6 Demonstrate logical reasoning skills through formal and informal proofs.
5. **Oral Communication**

*Oral Communication encompasses all the abilities necessary for effective expression of thoughts, feelings, and ideas in oral form. This outcome is concerned with helping students*

5.1. Identify the role oral communication plays in academic, social, and professional endeavors.
5.2. Demonstrate increased confidence in oral communication skills.
5.3. Listen carefully and respond to questions appropriately.
5.4. Modify verbal and nonverbal communication appropriately given the purpose and the context of the communication.
5.5. Plan, prepare, and deliver a well-organized, logical oral presentation that demonstrates critical thinking skills.
5.6. Use appropriate presentation techniques (e.g. maintain eye contact, modulate voice, avoid distracting mannerisms, etc.).
5.7. Employ appropriate discussion, negotiation, conflict resolution, and cooperation skills to work with people from a variety of experiences and backgrounds to promote learning in class activities and group work.

6. **Human Relations:**

*This outcome includes abilities designed to help students*

6.1. Demonstrates responsibility.
6.3. Demonstrates sociability in groups.
6.4. Demonstrates self management.
6.5. Demonstrates integrity/honesty.
6.6. Participates as team member.
6.7. Teaches/helps others.
6.8. Exhibits leadership.
6.10. Appreciates and works with diverse groups.
Rubric Evaluation Questions

After you have developed/adapted a rubric for your own use, use the following items to assess how strong that rubric is. While every rubric doesn’t need each item listed, these items should help you to assess the overall strengths and weaknesses of your rubric.

☐ Does the language of the rubric make sense to you?

Comments:

☐ Are the categories of the rubric specific but not overly detailed?

Comments:

☐ Do categories need to be added to or deleted from or combined in the rubric?

Comments:

☐ Is the format of the rubric effective and easy to use?

Comments:
Is specific language from the selected Campus-wide Outcome used in the rubric?

Comments:


Is it clear as to whether the rubric is analytic or holistic?

Comments:


If there are points assigned, are they appropriate, consistent, and clear?

Comments:


What is one strength of the rubric?

Comments:


What is one weakness of the rubric?

Comments:
The following pages are resources to help you design a rubric that works for you. You will find example rubrics from colleagues here at Green River Community College as well as examples from other colleges. You will also find example verbs that can help you develop language within your own rubric.
Example
Verbs

Use words from these pages when putting together different levels of your rubric.
### Affective Domain
*(feeling, attitudes)*

<table>
<thead>
<tr>
<th>Domain</th>
<th>Definition</th>
<th>Sample Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Receiving</strong></td>
<td>Selectively attends to stimuli.</td>
<td>• accept&lt;br&gt;• acknowledge&lt;br&gt;• be aware&lt;br&gt;• listen&lt;br&gt;• notice&lt;br&gt;• pay attention&lt;br&gt;• tolerate</td>
</tr>
<tr>
<td><strong>Responding</strong></td>
<td>Responds to stimuli.</td>
<td>• agree to&lt;br&gt;• answer freely&lt;br&gt;• assist&lt;br&gt;• care for&lt;br&gt;• communicate&lt;br&gt;• comply&lt;br&gt;• conform&lt;br&gt;• consent&lt;br&gt;• contribute&lt;br&gt;• cooperate&lt;br&gt;• follow&lt;br&gt;• obey&lt;br&gt;• participate willingly&lt;br&gt;• read voluntarily&lt;br&gt;• respond&lt;br&gt;• visit&lt;br&gt;• volunteer</td>
</tr>
<tr>
<td><strong>Valuing</strong></td>
<td>Attaches value or worth to something.</td>
<td>• adopt&lt;br&gt;• assume responsibility&lt;br&gt;• behave according to&lt;br&gt;• choose&lt;br&gt;• commit&lt;br&gt;• desire&lt;br&gt;• exhibit loyalty&lt;br&gt;• express&lt;br&gt;• initiate&lt;br&gt;• prefer&lt;br&gt;• seek&lt;br&gt;• show concern&lt;br&gt;• show continual desire to&lt;br&gt;• use resources to</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Conceptualizes the value and resolves conflict between it and other values.</td>
<td>• adapt&lt;br&gt;• adjust&lt;br&gt;• arrange&lt;br&gt;• balance&lt;br&gt;• classify&lt;br&gt;• conceptualize&lt;br&gt;• formulate&lt;br&gt;• group&lt;br&gt;• organize&lt;br&gt;• rank&lt;br&gt;• theorize</td>
</tr>
<tr>
<td><strong>Internalizing</strong></td>
<td>Integrates the value into a value system that controls behavior.</td>
<td>• act upon&lt;br&gt;• advocate&lt;br&gt;• defend&lt;br&gt;• exemplify&lt;br&gt;• influence&lt;br&gt;• justify behavior&lt;br&gt;• maintain&lt;br&gt;• serve&lt;br&gt;• support</td>
</tr>
</tbody>
</table>

### Psychomotor Domain
*(doing, skills)*
Perception

Definition: Senses cues that guide motor activity.

Sample Verbs:
- detect
- hear
- listen
- observe
- perceive
- recognize
- see
- sense
- smell
- taste
- view
- watch

Set

Definition: Is mentally, emotionally, and physically ready to act.

Sample Verbs:
- achieve a posture
- assume a body stance
- establish a body position
- place hands, arms, etc.
- position the body
- sit
- stand
- station

Guided Response

Definition: Performs acts with increasing efficiency, confidence, and proficiency.

Sample Verbs:
- copy
- duplicate
- imitate
- manipulate with guidance
- operate under supervision
- practice
- repeat
- try

Complete Overt Response

Definition: Adapts skill sets to meet a problem situation.

Sample Verbs:
- adapts
- reorganizes
- alters
- revises
- changes

Organization

Definition: Create new patterns for specific situations.

Sample Verbs:
- designs
- originates
- combines
- composes
- constructs

Mechanism

Definition: Performs acts with increasing efficiency, confidence, and proficiency.

Sample Verbs:
- complete with confidence
- conduct
- demonstrate
- execute
- improve efficiency
- increase speed
- make
- pace
- produce
- show dexterity

Adaption

Definition: Adapts skill sets to meet a problem situation.

Sample Verbs:
- adapts
- reorganizes
- alters
- revises
- changes
Example Holistic Rubrics
Communication

5  I clearly explained the process I used and my solution to the problem using numbers, words, pictures, or diagrams.

- My explanation makes sense.
- I used mathematical terms correctly.
- My work shows what I did and what I was, thinking while I worked the problem.
- I've explained why my answer makes sense.
- I used pictures, symbols, and/or diagrams when they made my explanation clearer.
- My explanation was clear and organized.
- My explanation includes just the right amount of detail, not too much or too little.

3  I explained in words part of the process I used, or I only explained my answer.

- I explained some of my steps in solving the problem.
- Someone might have to add some information for my explanation to be easy to follow.
- Some of the math vocabulary I used makes sense and help in my explanation.
- I explained my answer but not my thinking.
- My explanation started out well but bogged down in the middle
- When I used pictures, symbols, and/or diagrams, they were incomplete or only helped my explanation a little bit.
- I'm not sure how much detail I need in order to help someone understand what I did.

1  I did not explain my thinking or my answer, or I am confused about how my explanation relates to the problem.

- I don't know what to write.
- I can't figure out how to get my ideas in order.
- I'm not sure I used math terms correctly.
- My explanation is mostly copying the original problem.
- The pictures, symbols, and/or diagrams I used would not help someone understand what I did.

SOURCE: Curriculum Department, Central Kitsap School District. Used with permission.
Mathematical Concepts and Procedures

5 I completely understand the appropriate mathematical operation and use it correctly.

➢ I understand which math operations are needed.
➢ I have used all of the important information.
➢ I did all of my calculations correctly.

3 I think I understand most of the mathematical operations and how to use them.

➢ I know which operations to use for some of the problem but not for all of it.
➢ I have an idea about where to start.
➢ I know what operations I need to use, but I'm not sure where the numbers go.
➢ I picked out some of the important information, but I might have missed some.
➢ I did the simple calculations right, but I had trouble with the tougher ones.

1 I wasn't sure which mathematical operation(s) to use or how to use the ones I picked.

➢ I don't where to start.
➢ I'm not sure which information to use.
➢ I don't know which operations would help me solve the problem.
➢ I don't think my calculations are correct.

SOURCE: Curriculum Department, Central Kitsap School District. Used with permission.
GROUP DISCUSSION RUBRIC

This is a composite rubric synthesized from several sources. It is not meant to be a checklist—the descriptors under each level of performance are indicators of the quality of performance rather than an exhaustive listing; not everything must be "checked off" to receive a score of a particular level. The rubric should be considered a work in progress. (Note. The article by David Harris cited in the footnote provides sample dialogues that illustrate many of the indicators in the rubric.)

Trait 1: Content Understanding—comprehension of the content under discussion

High

⇒ The student understands significant ideas relevant to the issue under discussion. This is indicated by correct use of terminology, precise selection of the pieces of information required to make a point, correct and appropriate use of examples and counterexamples, demonstration of which distinctions are important to make, and explanations that are concise and to the point.
⇒ Information and knowledge are accurate.
⇒ The student elaborates statements with accurate explanations, reasons, or evidence.

Medium

⇒ Ideas are reasonably clear, but the listener needs to make some guesses as to what the student meant
⇒ Some vocabulary is used correctly and some is not.
⇒ Ideas are correct but not concise.
⇒ Contributions to the group are generally supported by some facts, examples, analogies, statistics, and so forth, but there's a sense that more is needed.

Low

⇒ The student uses foundational knowledge incorrectly.
⇒ The student struggles to provide ideas or support for ideas.
⇒ Ideas are extremely limited or hard to understand.
⇒ The student has difficulty understanding themes and distinguishing main ideas and supporting details.
⇒ Terminology is used incorrectly.
Trait 2: Reasoning—ability to use the content to explore an issue, reach agreement, make a decision, or discuss a point

High
⇒ The student actively participates in the development of the group mission.
⇒ The student states and identifies relevant subordinate issues. These can be ethical ("Should we make a value judgment of what is right or wrong?"), definitional ("Are we all using this word in the same manner?"), or factual ("What evidence do we have for this claim?"). There is deliberate and systematic consideration of embedded and related issues.
⇒ The student takes a position or makes a claim and defends it with explanations, reasons, or evidence.
⇒ The student stipulates claims or definitions (e.g., "For our discussion, let's agree that conduct refers to behavior while on military duty or while off duty but in uniform"). The student realizes when such stipulations are needed.
⇒ The student recognizes values or value conflict as things that form the assumption basis of arguments and recognizes when it is important to acknowledge these values.
⇒ The student argues by analogy.
⇒ The student recognizes the accuracy, logic, relevance, or clarity of statements. The student recognizes contradictions and irrelevant comments.
⇒ The student has a clear idea of the shape of the task and sustains inquiry until the task is completed. The student knows when the task is completed satisfactorily.
⇒ The student asks clarifying questions and knows when clarifying questions need to be asked. The student distinguishes fact from opinion.
⇒ The student summarizes points of agreement and disagreement to set the stage for further movement; the student knows when such summaries are useful.

Medium
⇒ The student relies on the momentum of the group to motivate inquiry.
⇒ The student generally distinguishes fact from opinions.
⇒ The student may be repetitive with comments.

Low
⇒ The student accepts ideas of others without much thought.
⇒ The student jumps randomly from one aspect of an issue to another.
⇒ The student provides little relevant information or contributes little to the discussion.
⇒ Opinions may be stated as facts.
⇒ The student shows little evidence of understanding the task and how to sustain the inquiry to adequately fulfill it.
⇒ There is little sense of which information is of most importance.
⇒ The student frequently asks for repetition of ideas but shows little evidence of understanding.
Trait 3: Interaction With Others

High

⇒ The student initiates the development of the group process including identifying roles and accepting responsibility for fulfilling assigned roles within the group.
⇒ Interaction reflects group norms—the student is appropriate for the group and setting.
⇒ The student invites contributions from others as needed and the student knows when such contributions are needed.
⇒ The student acknowledges the statements of others in a way that builds a consecutive interchange between participants.
⇒ Replies to others are responsive to the statement and indicate that the student understood it and thought about it.
⇒ When disagreeing, the student does it respectfully. The nature of the disagreement is stated and an invitation to respond extended.
⇒ The student makes sure that all relevant points of view are heard.
⇒ The student is courteous and attentive.
⇒ Nonverbal behavior is consistent with verbal behavior; both are positive. Positive nonverbal behavior includes nodding, leaning forward, and maintaining eye contact.
⇒ The student is aware of cultural differences in social interactions and behaves in an appropriate fashion.
⇒ When conflicts arise, the student attempts to resolve them.
⇒ Talking is task-oriented and group-oriented—"we."
⇒ Decision making is shared; there is lots of evidence of teaming and collaboration.

Medium

⇒ The student participates in the development of the group process including identifying roles and accepting responsibility for fulfilling assigned roles within the group.
⇒ The student attends to the discussion but doesn't participate very much.
⇒ The student's contributions do not detract from the group's purpose or goals.
⇒ The student participates in the group with prompting.
⇒ The student responds to solicitation of opinions or ideas but doesn't volunteer them.

Low

⇒ The student does not fulfill assigned roles.
⇒ Interaction does not reflect group norms.
⇒ The student makes irrelevant or distracting statements.
⇒ Interruptions, when they occur, are unconstructive and non-courteous.
⇒ The student monopolizes the conversation—a pattern of domination with the effect of preventing others from contributing.
⇒ The student makes a personal attack; language might suggest bias toward a group member or others.
⇒ The student is uninvolved in the discussion, even when directly asked for an opinion.
⇒ Nonverbal behavior is inconsistent with verbal behavior-usually the nonverbal behavior is very negative while the verbal behavior might be positive. Nonverbal behavior may alienate the student from other group members.
⇒ The student appears unaware of cultural differences in conducting discussions. "Talk is self-oriented-"I."
⇒ Work is done by individuals; there is little attempt at teaming or collaboration.

**Trait 4: Language**

**High**
⇒ The student uses precise vocabulary and economical syntax. Words and syntax are purposefully chosen to make a point.
⇒ The student uses language that others in the group will understand.
⇒ The student defines or clearly explains language or concepts that might be unfamiliar to others; the student knows when such explanations might be necessary.

**Medium**
⇒ The student uses general vocabulary and tends to express ideas wordily.
⇒ Although correct, language might not be equally understandable to all members of the group.

**Low**
⇒ The student uses language that others in the group are unlikely to understand.
⇒ Ideas appear disproportionately lengthy and are difficult to follow.
⇒ Language choices are vague, abstract, or trite. Jargon may be used when more precise language is needed.

Example Analytical Rubrics
**Oral Communication Rubric**

**Delivery**

Relevant Competencies:
- Using appropriate presentation techniques.
- Modify verbal and nonverbal communication appropriately given the purpose and context of the communication.
- Demonstrate increased confidence in oral communication skills. (Improvement when students do more than one presentation.)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker has strong, direct eye contact with each member of the audience.</td>
<td>Speaker has strong, direct eye contact during the speech.</td>
<td>Eye contact is attempted but not with each audience member.</td>
<td>Needs to work on eye contact.</td>
</tr>
<tr>
<td>Gestures and posture complement and extend message to maintain attention and interest.</td>
<td>Gesture and posture complement message. Posture and stance are professional.</td>
<td>Gestures developing but could be more open and flowing.</td>
<td>Work on adopting a conversational tone and rate of speaking.</td>
</tr>
<tr>
<td>Volume is excellent.</td>
<td>Volume allows speaker to be clearly understood.</td>
<td>Volume barely reaches the back.</td>
<td>Difficult to hear.</td>
</tr>
<tr>
<td>Articulation enhanced the message.</td>
<td>Articulation generally strong. A few “ums” or “ahs”.</td>
<td>Articulation could be more precise. Articulation is good.* Noticeable “ums” or “ahs.”</td>
<td>Work on articulation. Needs significant work on eliminating “ums” or “ahs.”</td>
</tr>
<tr>
<td>Rate, pitch &amp; pauses enhanced the message.</td>
<td>Slow down a little. Pick up the pace a little.</td>
<td>Work on adopting a conversational tone and rate of speaking.</td>
<td>Slow down. Work on breathing to support your ability to talk.</td>
</tr>
</tbody>
</table>

*I’ve added this category to cover ESL students who are doing well considering that English is their second language, but who have room for improvement.
# Oral Communication Rubric

## Delivery

### Relevant Competencies:
- Using appropriate presentation techniques.
- Modify verbal and nonverbal communication appropriately given the purpose and context of the communication.
- Demonstrate increased confidence in oral communication skills. (Improvement when students do more than one presentation.)

<table>
<thead>
<tr>
<th></th>
<th>Solid extemporaneous delivery, only subtly using notes for specific details.</th>
<th>Extemporaneous delivery, using notes for specific points.</th>
<th>Somewhat extemporaneous delivery. Regular use of notes and some reading</th>
<th>Significant reading of the speech. Don't play with note cards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker has strong, direct eye contact with each member of the audience</td>
<td>Speaker has strong, direct eye contact during the speech.</td>
<td>Eye contact is attempted but not with each audience member.</td>
<td>Needs to work on eye contact.</td>
<td>Work on incorporating gestures. Hands out of pockets. Don't lean on lecturn.</td>
</tr>
<tr>
<td>Gestures and posture complement and extend message to maintain attention and interest.</td>
<td>Gesture and posture complement message.</td>
<td>Gestures developing but could be more open and flowing.</td>
<td>Work on eliminating nervous foot movement.</td>
<td>Work on eliminating nervous hand movement (touching hair or clothes unrelated to message).</td>
</tr>
<tr>
<td></td>
<td>Posture and stance are professional.</td>
<td>Stance should be even.</td>
<td></td>
<td>Work on eliminating “ums” or “ahs”.</td>
</tr>
<tr>
<td>Volume is excellent.</td>
<td>Volume allows speaker to be clearly understood.</td>
<td>Volume barely reaches the back.</td>
<td>Difficult to hear.</td>
<td>Work on articulation. Needs significant work on eliminating “ums” or “ahs”.</td>
</tr>
<tr>
<td>Articulation enhanced the message.</td>
<td>Articulation generally strong.</td>
<td>Articulation could be more precise.</td>
<td></td>
<td>Work on articulation. Needs significant work on eliminating “ums” or “ahs”.</td>
</tr>
<tr>
<td></td>
<td>A few “ums” or “ahs”.</td>
<td>Articulation is good.*</td>
<td></td>
<td>Work on articulation. Needs significant work on eliminating “ums” or “ahs”.</td>
</tr>
<tr>
<td>Rate, pitch &amp; pauses enhanced the message.</td>
<td>Slow down a little.</td>
<td>Work on adopting a conversational tone and rate of speaking.</td>
<td>Slow down. Work on breathing to support your ability to talk.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pick up the pace a little.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*I've added this category to cover ESL students who are doing well considering that English is their second language, but who have room for improvement.*
# MATHEMATICS SCORING RUBRIC: A GUIDE TO EXTENDED-RESPONSE ITEMS

The following rubric is used for the extended-response items for all grade levels.

<table>
<thead>
<tr>
<th>Score Level</th>
<th>MATHEMATICAL KNOWLEDGE.</th>
<th>STRATEGIC KNOWLEDGE:</th>
<th>EXPLANATION.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Shows complete understanding of the problem's mathematical concepts and principles.</td>
<td>Identifies all the important elements of the problem and shows complete understanding of the relationships among elements</td>
<td>Gives a complete written explanation of the solution process employed; explanation addresses both what was done and why it was done</td>
</tr>
<tr>
<td></td>
<td>Uses appropriate mathematical terminology and notions including labeling answer, if appropriate; that is, whether or not the unit is called for in the stem of the item.</td>
<td>Reflects an appropriate and systematic strategy for solving the problem.</td>
<td>If a diagram is appropriate, there is a complete explanation of all the elements in the diagram</td>
</tr>
<tr>
<td></td>
<td>Executes algorithms completely and correctly</td>
<td>Solution process is nearly complete</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Shows nearly complete understanding of the problem's mathematical concepts and principles.</td>
<td>Identifies most of the important elements of the problem and shows general understanding of the relationship among them.</td>
<td>Gives a nearly complete written explanation of the solution process employed, or explains what was done and begins to address why it was done</td>
</tr>
<tr>
<td></td>
<td>Uses nearly correct mathematical terminology and notations.</td>
<td>Reflects an appropriate strategy for solving the problem.</td>
<td>May include a diagram with most of the elements explained</td>
</tr>
<tr>
<td></td>
<td>Executes algorithms completely; computations are generally correct but may contain minor errors.</td>
<td>Solution process is nearly complete</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Shows some understanding of the problem's mathematical concepts and principles</td>
<td>Identifies some important elements of the problem but shows only limited understanding of the relationship among them.</td>
<td>Gives some written explanation of the solution process employed; either explains what was done or addresses why it was done; explanation is vague or difficult to interpret</td>
</tr>
<tr>
<td></td>
<td>May contain major computational errors</td>
<td>Appears to reflect an appropriate strategy but the application of strategy is unclear, or a related strategy is supplied logically and consistently.</td>
<td>May include a diagram with some of the elements explained</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gives some evidence of a solution process</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Shows limited to no understanding of the problem's mathematical concepts and principles</td>
<td>Fails to identify important elements or places too much emphasis on unimportant elements</td>
<td>Gives minimal written explanation of solution process; may fail to explain what was done and why it was done</td>
</tr>
<tr>
<td></td>
<td>May misuse or fail to use mathematical terms</td>
<td>May reflect an inappropriate or inconsistent strategy for</td>
<td>Explanation does not match presented solution process</td>
</tr>
<tr>
<td>May contain major computational errors</td>
<td>solving the problem</td>
<td>May include minimal discussion of elements in diagram; explanation of significant element is unclear</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>--------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>• Gives minimal evidence of a solution process; process maybe difficult to identify</td>
<td>• No answer attempted</td>
<td>• No apparent strategy</td>
<td>• No written explanation of the solution process is provided</td>
</tr>
</tbody>
</table>


Resource: Rubrics Galore
IDEAS
---My Message---

I'm afraid my reader won't follow this.

It's hard to get started

I'm not sure what my topic is... OR, . . . maybe my topic is too BIG.

The picture is not very clear.

I need more time to think.

SOURCE: © Northwest Regional Educational Laboratory. Permission granted for use in the classroom.
Example Rubrics
Using Just One Competency in an Outcome

If you want to create a rubric for just one of the competencies within one of the Campus-wide Outcomes, use these samples as examples.
ORGANIZATION

5 The organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text.

A. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution.
B. Thoughtful transitions clearly show how ideas connect.
C. Details seem to fit where they're placed; sequencing is logical and effective.
D. Pacing is well-controlled; the writer knows when to slow down and elaborate and when to pick up the pace and move on.
E. The title, if desired, is original and captures the central theme of the piece.
F. Organization flows so smoothly the reader hardly thinks about it, the choice of structure matches the purpose and audience.

3 The organizational structure is strong enough to move the reader through the text without too much confusion.

A. The paper has a recognizable introduction and conclusion. The introduction may not create a strong sense of anticipation; the conclusion may not be up all loose ends.
B. Transitions often work well, at other times, connections between ideas are fuzzy.
C. Sequencing shows some logic, but not under control enough that it consistently supports the ideas. In fact, sometimes it is so predictable and rehearsed that the structure takes attention away from the content.
D. Pacing is fairly well controlled, though the writer sometimes lunges ahead too quickly or spends too much time on details that do not matter.
E. A title (if desired) is present; although it maybe uninspired or an obvious restatement of the prompt or topic.
F. The organization sometimes supports the main point or storyline; at other times, the reader feels an urge to slip in a transition or move things around.

1 The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure. The writing reflects more than one of these problems:

A. There is no real lead to setup what follows, no real conclusion to wrap things up.
B. Connections between ideas are confusing or not even present.
C. Sequencing needs lots and lots of work.
D. Pacing feels awkward; the writer slows to a crawl when the reader wants to get on with it, and vice versa.
E. No title is present (if requested), or if present, does not match well with the content.
F. Problems with organization make it hard for the reader to get a grip on the main point or storyline.

SENTENCE FLUENCY

5 The writing has an easy flow, rhythm, and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.

A. Sentences are constructed in a way that underscores and enhances the meaning.
B. Sentences vary in length as well as structure. Fragments, if used, add style. Dialogue, if present, sounds natural.
C. Purposeful and varied sentence beginnings add variety and energy.
D. The use of creative and appropriate connectives between sentences and thoughts shows how each relates to, and builds upon, the one before it
E. The writing has cadence; the writer has thought about the sound of the words as well as the meaning. The first time you read h aloud is a breeze.

3 The text hums along with a steady beat but tends to be more pleasant or businesslike than musical, more mechanical than fluid.

A. Although sentences may not seem artfully crafted or musical, they get die job done in a routine fashion.
B. Sentences are usually constructed correctly, they hang together; they are sound.
C. Sentence beginnings are not ALL alike; some variety is attempted.
D. The reader sometimes has to hunt for clues (e.g., connecting words and phrases like however, therefore, naturally, after a while, on the other hand, to be specific for example, next; first of all, later, but as it turned out; although, etc.) that show how sentences interrelate.
E. Parts of the text invite expressive oral reading; others maybe stiff, awkward, choppy, or gangly.

1 The reader has to practice quite a bit in order to give this paper a fair interpretive reading. The writing reflects more than one of the following problems:

A. Sentences are choppy, incomplete, rambling or awkward, they need work. Phrasing does not sound natural. The patterns may create a sing-song rhythm or a chop-chop cadence that lulls the reader to sleep.
B. There is little to no “sentence sense” present Even if this piece were flawlessly edited, the sentences would not hang together.
C. Many sentences begin the same way—and may follow the same patterns (e.g., subject-verb-object) in a monotonous pattern.
D. Endless connectives (and, and so, but then, because, and then, etc.) or a complete lack, of connectives create a massive jumble of language.
E. The text does not invite expressive oral reading.