Operation Lethe: Briefing Paper & Meeting Rubric (Group)			

Briefing Paper (Will be rescored with the Revision) (60%)

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards
Position Statement	The position statement provides a clear, strong statement of the team's position on the issue.	The position statement provides a clear statement of the team's position on the issue.	A position statement is present, but does not make the team's position clear.	There is no position statement.
Support for Position	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. Anticipates at least 2 opposing arguments and provides an effective response.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. Anticipates at least 1 opposing argument and provides an effective response.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. Does not anticipates any opposing arguments.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.
Evidence & Examples	All of the evidence and examples are specific and relevant, and explanations are given that show how the evidence supports the team's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the team's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the team's position.	Evidence and examples are NOT relevant AND/OR are not explained.
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.
Audience	Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary and arguments. Anticipates audience questions and provides thorough answers appropriate for the audience.	Demonstrates a general understanding of the potential audience and uses vocabulary and arguments appropriate for that audience.	Demonstrates some understanding of the potential audience and uses arguments appropriate for that audience.	It is not clear who the author is writing for.
Structure & Signaling	Introduction is very effective; all topic sentences are clear; all transitions are smooth and logical; and conclusion finishes strong, summarizing the recommendation and most important arguments.	Introduction is effective; almost all topic sentences are clear; almost all transitions are smooth and logical; and conclusion is clear, summarizing the recommendation and important arguments.	Introduction meets the basic requirements; most topic sentences are clear; and conclusion is summarizes the recommendation.	Introduction is ineffective and possibly confusing, most topic sentences are not clear; and conclusion is missing or confusing
Organization	Ideas and information are provided in a logical order making the paper easy and interesting to follow the recommendation and supporting arguments.	Ideas and information are provided in a fairly logical order making the paper reasonably easy to follow the recommendation and supporting arguments.	A few ideas and information are not in an expected or logical order, distracting the reader and causing some confusion.	The ideas and information are not in any expected or logical order, distracting the reader and making the argument very confusing.

Writing Style/Mechanics & Citations (10%)

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards
Capitalization & Punctuation	No errors in capitalization and punctuation, so the essay is exceptionally easy to read.	1–2 errors in capitalization or punctuation, but the essay is still easy to read.	A few errors in capitalization or punctuation that catch the reader's attention and interrupt the flow.	Several errors in capitalization or punctuation that catch the reader's attention and interrupt the flow.
Grammar & Spelling	No errors in grammar or spelling that distract the reader from the content.	1–2 errors in grammar or spelling that distract the reader from the content.	3–4 errors in grammar or spelling that distract the reader from the content.	More than 4 errors in grammar or spelling that distract the reader from the content.
Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.
APA Citation Format	No errors in citation format in the text or reference list.	A few errors in citation format in the text or reference list.	Multiple errors in citation format in the text or reference list.	No resemblance to APA citation style.
Sources	All sources used for quotes, statistics and facts are credible and cited correctly.	All sources used for quotes, statistics, and facts are credible and most are cited correctly.	Most sources used for quotes, statistics, and facts are credible and cited correctly.	Many sources are suspect (not credible) or are not cited correctly.

Revision (10%)

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards
Feedback Addressed	All teacher feedback has been addressed, and additional revisions made on author's own initiative to improve the paper.	All teacher feedback has been addressed.	Almost all teacher feedback has been addressed.	Less than two-thirds of teacher feedback was addressed.
Quality of the Revision	The revised paper is significantly improved over the original based on the other parts of this rubric.	The revised paper is improved over the original based on the other parts of this rubric.	The revised paper is marginally improved over the original based on the other parts of this rubric.	The revised paper declined in quality compared to the original based on the other parts of this rubric.

Meeting (20%)

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards
Team Coordination	Team responsibilities were clearly worked out ahead of time and team members knew when they should lead the response to a question.	Team responsibilities were generally worked out ahead of time and team members usually knew when they should lead the response to a question.	Team members were uncertain about when they should be leading the response to a question.	Team members needed to figure out on the fly who was going to respond to a question after it was asked.
Presentation	Team clearly articulates recommendation and reasoning, key arguments, and supporting evidence.	Team clearly articulates recommendation and reasoning, key arguments, and supporting evidence.	Team articulates recommendation and some of its reasoning includes arguments and some supporting evidence.	Team is unable to articulate recommendation and reasoning and fails to support with evidence.
Counterarguments	Team has a ready response to counterarguments that always includes supporting evidence.	Team responds to counterarguments, almost always including supporting evidence.	Team able to respond to some, but not all, counterarguments.	Team unable to respond to most counterarguments.