

Newark High School Wall of Fame Selection Rubric

Applicant _____

Academic Average (must be above 90%)	
GPA 15 Quarters	
Points	Criteria
1	90.0-92.99 Cum Laude
2	93.0-95.99 Magna Cum Laude
3	96.0-100.0 Summa Cum Laude

Leadership	Criteria
Points	
0	No evidence cited
1	1-3 active ¹ leadership roles
2	4-6 active leadership roles
3	7 or more active leadership roles

School Based Extracurricular Activities/Service	Criteria
Points	
0	No evidence cited
.5	1-3 sustained ² extracurricular/service participation
1	4 or more sustained extracurricular/service participation

¹ Active can be characterized as energetic work, busy.

² Sustained can be characterized as continuing for an extended period or without interruption.

Music, Sports and Exceptional Performance at BOCES	Criteria
Points	
0	No evidence cited
1	1-4 pieces of evidence cited
2	5 or more pieces of evidence cited

Extended Course Work (subject to extra credit)	Criteria
Points	
0	No evidence cited
1	1-4 AP and FLCC/Gemini courses cited
2	5 or more AP and FLCC/Gemini courses cited

Character (subject to extra credit)	Criteria
Points	
-2	3 or more disciplinary referrals/code violations present with a suspension
-1	3 or more disciplinary referrals/code violations present
0	1-2 disciplinary referrals/code violations present
1	No disciplinary referrals/code violations present

Wall of Fame Essay	Criteria
Points	
0	Per the attached rubric.
1	
2	
3	

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Criteria	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:	0 Responses at this level:
Content and Analysis: The extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text	-introduce a well-reasoned central idea and a writing strategy that clearly establish the central idea -demonstrate a thoughtful writing strategy to develop the central idea	-introduce a clear central idea and a writing strategy that establish the central idea -demonstrate an appropriate writing strategy to develop the central idea	-introduce a central idea and/or a writing strategy -demonstrate a superficial writing strategy to develop the central idea	-nothing present or... -introduce a confused or incomplete central idea or writing strategy and/or -demonstrate a minimal writing strategy to develop the central idea
Command of Evidence: The extent to which the response presents specific information to support the central idea/theme	-present ideas clearly and consistently, making effective use of specific and relevant information to support the central idea/theme	-present ideas sufficiently, making adequate use of relevant information to support the central idea/theme	-present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support the central idea/theme making use of some information that may be irrelevant	-nothing present or... -present little or no information to support the central idea/theme
Coherence, Organization, and Style: The extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language	-exhibit logical organization of ideas and information to create a cohesive and coherent response -establish and maintain a formal style, using precise language and sound structure	-exhibit acceptable organization of ideas and information to create a coherent response -establish and maintain a formal style, using appropriate language and structure	-exhibit inconsistent organization of ideas and information, failing to create a coherent response -lack a formal style, using language that is basic, inappropriate, or imprecise	-nothing present or... -exhibit little organization of ideas and information -use language that is predominantly incoherent, inappropriate, or copied directly from the task or text -are minimal, making assessment unreliable
Control of Conventions: The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	-demonstrate control of the conventions with infrequent errors	-demonstrate partial control of conventions with occasional errors that do not hinder comprehension	-demonstrate emerging control of conventions with some errors that hinder comprehension	-nothing present or... -demonstrate a lack of control of conventions with frequent errors that make comprehension difficult -are minimal, making assessment of conventions unreliable

A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.

A response that is totally copied from the text with no original writing must be given a 0.

A response that is totally unrelated to the task, illegible, incoherent, late, blank, or unrecognizable as English must be scored as a 0.

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(Updated 1/4/2016)