

# Newark High School Wall of Fame Selection Rubric

Applicant _____
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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 <sup>1</sup> 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 <sup>2</sup> extracurricular/service participation
1	4 or more sustained extracurricular/service participation

<sup>1</sup> Active can be characterized as energetic work, busy.

<sup>2</sup> Sustained can be characterized as continuing for an extended period or without interruption.

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

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

<b>Character (subject to extra credit)</b>	<b>Criteria</b>
<b>Points</b>	
-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

<b>Wall of Fame Essay</b>	<b>Criteria</b>
<b>Points</b>	
0	Per the attached rubric.
1	
2	
3	

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<sup>2</sup> Sustained can be characterized as continuing for an extended period or without interruption.

Criteria	<b>3</b> Responses at this level:	<b>2</b> Responses at this level:	<b>1</b> Responses at this level:	<b>0</b> Responses at this level:
<b>Content and Analysis:</b>  <b>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</b>	-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
<b>Command of Evidence:</b>  <b>The extent to which the response presents specific information to support the central idea/theme</b>	-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
<b>Coherence, Organization, and Style:</b>  <b>The extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language</b>	-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
<b>Control of Conventions:</b>  <b>The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling</b>	-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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<sup>2</sup> Sustained can be characterized as continuing for an extended period or without interruption.

(Updated 1/4/2016)