

STUDENT NAME:

ESSAY RUBRIC PTS _____ CLASS:

Story Grade ____ of 60pt FINAL GRADE:

	<i>Exemplary 4 (90-100)</i>	<i>Proficient 3 (75-89)</i>	<i>Developing 2 (65-75)</i>	<i>Emerging 1 (-64)</i>
<i>Historical Content CC WHST 6-8, 2b Develop Pg 2-3 with relevant, well facts, unit vocabulary, definitions, or other information and examples</i>	<i>Fully develops information requested on pages 2-3 with no mistakes. Writing is clear, conventional, with proper grammar and punctuation.</i>	<i>Develops information requested on pages 2-3 with no mistakes. Writing is less clear, less conventional, with 2 or less grammar and punctuation mistakes.</i>	<i>Develops most information requested on pages 2-3 with 5 or less mistakes. Writing is somewhat clear & conventional, with many grammar and punctuation mistakes</i>	<i>Does not develop most information requested on pages 2-3 with 5 or more mistakes. Writing is not clear nor conventional, with many grammar and punctuation mistakes</i>
<i>Evidence / Reasoning WHST 6-8 2b Develop the story with relevant, well chosen facts, definitions, concrete details, or other information and examples.</i>	<i>Fully develops the topic with relevant facts (6+) and shows more analysis than explanation, several events/details, uses examples from story to support determination Dream/Nightmare in concluding.</i>	<i>Develops the topic with relevant facts (4+) and shows some analysis and explanation, several events/details, uses examples from story to support determination Dream/Nightmare in concluding.</i>	<i>Develops some of the topic with relevant facts (3-) and explains more than analyze, uses some learned events/details, uses few examples from story to support determination Dream/Nightmare in</i>	<i>Develops little of the topic with relevant facts (2-) and explains & describes, uses few learned events/details, uses few examples from story to support determination Dream/Nightmare in conclusion.</i>
<i>Language / Convention LS 2- Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing while maintaining a formal tone.</i>	<i>Each part of the essay is clear and easy to read. There are NO spelling, punctuation, capitalization or grammatical errors. Writes in a formal style throughout the entire essay in order to convey ideas, concepts and information clearly and objectively to the</i>	<i>Most of the essay is clear and easy to read. There are few spelling, punctuation, or grammatical errors. Writes in a more formal style in order to convey ideas, concepts and information clearly.</i>	<i>Overall meaning of essay is clear, but spelling, punctuation and grammatical errors persist. Writes in a style appropriate to written communication, but personal views may dominate at times.</i>	<i>Lacks conventions (punctuation & capitalization) & many spelling & grammatical errors make positions, claims, or conclusions unclear & difficult to read. Writes as might speak. Language is informal, & essay is framed from personal point of view.</i>
<i>Revision & Presentation With some guidance & support from peers & adults, develops & strengthens writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose & audience have been addressed</i>	<i>Template was 100% complete using note method, included symbols, abbrev., words & doc #s. The final draft was added to, corrected and strengthened based upon guidance given by adults and peers.</i>	<i>Template was completed using note method, included many symbols, abbrev., words & doc #s. Some corrections/ improvements were made to strengthen the final draft based upon guidance given by adults and peers.</i>	<i>Template was not completed using note method, included some symbols, abbrev., words & doc #s. Little corrections / improvements were made to strengthen the final draft based upon guidance given by adults.</i>	<i>Template was not completed using note method, included few/0 symbols, abbrev., words & doc #s. No corrections &/or improvements were made to strengthen the final draft based upon guidance of adults.</i>

Project Name: Immigration Experience

Turned in [] on time [] late [] returned []

Make the following changes on all future projects to increase your project grades.

THIS PROJECT COULD HAVE RECEIVED A HIGHER FINAL GRADE. To improve future projects please consider:

- | | | |
|---|--|--|
| <input type="checkbox"/> Change draft don't re-write a new essay | <input type="checkbox"/> Expand information | <input type="checkbox"/> NEED Formal tone, acade. <input type="checkbox"/> |
| <input type="checkbox"/> Double-check your spelling and the words used | <input type="checkbox"/> Cite sources | <input type="checkbox"/> REVIEW SUGGESTIONS <input type="checkbox"/> |
| <input type="checkbox"/> Use proper grammar, including commas, capitalization | <input type="checkbox"/> Insert quotations as evidence | <input type="checkbox"/> MAKE CHANGES REQUEST <input type="checkbox"/> |
| <input type="checkbox"/> Develop 1-2 ideas in a paragraph no more | <input type="checkbox"/> More factual information | <input type="checkbox"/> MAKE ADDITIONS REQUEST <input type="checkbox"/> |

- | | | |
|---|---|-------|
| <input type="checkbox"/> Make a draft of the project to edit | <input type="checkbox"/> Follow instructions on project sheet | 2 ... |
| <input type="checkbox"/> Ask for help from ELA teacher | <input type="checkbox"/> Ask for additional information from SS teacher | |
| <input type="checkbox"/> Ask for help from a parent or sibling | <input type="checkbox"/> Do not copy info from the Internet | |
| <input type="checkbox"/> Use complete sentences that have complete thoughts | | |

HAVES

- Defines all concept terms on page 1
- Properly identifies push/pull factors page 2 page 4
- Properly describes Ellis/Angel Island experience pg5
- Properly describes tenement experience pg5
- Properly describes work experience factory pg5
- Properly describes dream/nightmare pg6
 - Uses own text as justification
 - Uses other text as justification

ELA basics

- Properly capitalizes throughout project
- Proper punctuation throughout project
- Proper use of past, present, future tenses all pages
- Proper sentence development throughout project

Political Cartoon

- Has 5 obvious symbols with description and meaning of cartoon

MISTAKES/HAVE NOTS

- Does not- defines all concept terms on page 1
- Does not- properly identifies push/pull factors page 2
- Does not- properly describes Ellis/Angel Island experience
- Does not- properly describes tenement experience
- Does not -properly describes work experience factory
-

MISTAKES/HAVE NOT-continued

- Does not- properly describe dream/nightmare
 - Uses own text as justification
 - Uses other text as justification

ELA basics--indicated on project

- Does not properly capitalize,
- Miss-spells words or uses incorrect word
- Does not proper punctuation
- Does not proper use of past, present, future tenses
- Does not proper sentence development

Political Cartoon

- Does not have 5 obvious symbols with description and meaning of cartoon
- Made a comic strip, not a political cartoon. Some credit given for effort and creativity.
- Less than 5 symbols in political cartoon or comic strip.

NEXT STEPS: Your next project will be better providing you:

- 1- Follow instructions from class, write them down
- 2- Ask questions if you're not sure how to approach project
- 3- Make a checklist of items to complete and double check your content.
- 4- Edit your work, have a peer or family member help you edit.