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| Concertina Rubric | 4 – Exceeds Expectations | 3 – Meets Expectations | 2 – Approaches Expectations | 1 – Does Not Meet Expectations |
| Section completion | All sections are complete- includes a complete written response and illustration/creative element. | Six sections are complete-includes a complete written response and illustration/creative element. | Five sections are complete-includes a complete written response and illustration/creative element. | Four or fewer sections are complete- written responses and illustrations are incomplete. |
| Section content-written response | All sections include appropriate written responses that fully address the topic of that section. Responses reflect careful thought and insight. | All sections include responses, but they may not be complete or fully address the topic of that section. | Written responses are incomplete. Answers are basic responses to the section topic. | Written responses are missing in more than three sections. Responses are incomplete. |
| Section content-illustrations & creative elements | Illustrations are neat and colorful. Student created unique interactive elements for the final product. | Illustrations are colorful. Creative elements are typical to those described in class. One section is missing a creative/interactive element. | Illustrations look rushed and/or only included in four of the sections. Illustrations lack color. | Illustration is a basic drawing with no color. Minimal illustrations (less than four sections) are included. |
| Written conventions (includes spelling, grammar & punctuation) | Responses are neatly typed/written with less than three convention errors | Responses are typed/neatly written but there are 3-5 convention errors. | Responses are neatly typed/written. There are more than 5 errors. | Responses are not neatly typed/written. Much revision is needed. |
| Workmanship & in-class effort | Student used class time to its fullest potential. Time was taken to go above and beyond and produce the best quality work. | Student used class time to its fullest potential, but could have taken time to go back and produce better quality workmanship. | Student used class time effectively with multiple reminders. Product is rushed and more time should have been taken to produce better quality work. | Student had difficulty focusing. Multiple reminders were needed to keep on track. Product could use major revisions. |

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|  | **4-Exceeds Expectations** | **3-Meets Expectations** | **2-Approaches Expectations** | **1-Does Not Meet Expectations** |
| **Content** | -Paragraphs do an exceptional job of addressing all items on the masks.  -Ideas are supported with a *variety* of well-crafted sentences.  -Audience has a extremely clear idea of the writer’s personality based on the explanation of mask items. | -Paragraphs do a good job of addressing all items on the masks.  -Ideas are supported with complete sentences.  -Audience has a moderately clear idea of the writer’s personality based on the explanation of mask items. | -Paragraphs do an acceptable job of addressing most items on the masks.  -Most ideas are supported with complete sentences. (Structure repeats)  -Audience does not have a clear idea of the writer’s personality based on the written explanations. | -Paragraphs do not address all items on the mask.  -Ideas are not well supported and there is no sentence variety.  -Audience does not have a clear picture due to incomplete explanations. |
| **Mask** | -Both masks are complete.  -Each mask has a minimum of 5 items and a maximum of 20 items.  -All items are image representations of features that are explained in the written work.  -Mask space is filled-very little blank space. | -One mask is complete. One is incomplete.  -One mask does not meet the min/max requirements.  -Two items are not image representations of features that are explained in the written work.  -Mask space is mostly filled-moderate blank space. | -Masks are incomplete.  -Masks do not meet the min/max requirements.  -Three items are not image representations of features that are explained in the written work.  -Mask space is not filled-more than half is blank space. | -Masks are incomplete.  -Masks do not meet the min/max requirements.  -Four or more items are not image representations of features that are explained in the written work.  -Mask space is not filled |
| **Conventions** | -<5 spelling errors  -<3 punctuation/capitalization errors  -<3 errors in sentence structure, syntax or grammar | -5-6 spelling errors  -4-5 punctuation/ capitalization errors  -4-5 errors in sentence structure, syntax or grammar | -7-8 spelling errors  -6-7 punctuation/ capitalization errors  6-7 errors in sentence structure, syntax or grammar | -9 + spelling errors  -8 + punctuation/ capitalization errors  8 + errors in sentence structure, syntax or grammar |
| **Process/Effort** | -Final product is turned in on time  -Student is on task 100% of the class time.  -Final product shows planning, intuitive thought and careful application of conventions. | -Final product is turned in on time  -Student is on task 95-99% of the class time.  -Final product shows solid planning, complete thought and careful application of conventions. | -Final product is late  -Student is on task 85-94% of the class time.  -Final product shows some planning and thought. Lacks application of conventions. | -Final product is late  -Student is on task <85% of the class time.  -Final product does not show planning, intuitive thought or application of conventions. |

Rubric: Indian in the Cupboard Catalog

**Required elements**

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| ***Items***  \*min. 8 non-human items | Brochure includes five or fewer locations | Brochure includes six or seven items | Brochure includes a minimum of eight items |
| ***Explanations***  \*min. 1 sentence that explain the *importance* of the item to the story | Five or fewer items meet the requirement. | Six or seven items meet the requirement. | Each item is accompanied by a sentence that clearly explains the item’s importance |
| ***Citations***  \*citation from the book with page # | Five or fewer explanations meet the requirement. | Six or seven explanations meet the requirement. | Each explanation is supported by a citation with page number. |
| ***Illustrations***  \*neatly drawn and colored or cut/pasted from a magazine | Catalog includes five or fewer examples of the required element. | Catalog includes six or seven examples of the required element. | Catalog includes a minimum of eight illustrations/pictures that correspond with the given explanations. |
| ***Price***  \*each item includes a price | Five or fewer explanations meet the requirement. | Six or seven explanations meet the requirement. | Each item includes a price. |

**Style and format**

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| ***Language***  \*transitions between locations and language that “sells” the trip to the audience | Catalog lacks explanations that help grab readers’ attention. | Catalog meets expectations, but could benefit from more engaging language to grab readers’ attention. | Catalog meets/exceeds expectations. Reader is engaged and the items are appealing. |
| ***Neatness***  \*NEAT and orderly | Five or fewer pages of the catalog are neat and orderly. | Six or seven pages of the catalog are neat and orderly. | All pages of the catalog are neat and orderly. |

Rubric: Savvy Travel Brochure

**Required elements**

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| ***Locations***  \*min. 6 locations | Brochure includes four or fewer locations | Brochure includes five locations | Brochure includes a minimum of six locations |
| ***Explanations***  \*min. 2/3 sentences that explain the *importance* of the location | Four or fewer locations meet the requirement. | Five locations meet the requirement. | Each location is accompanied by a 2/3 sentence explanation of the location’s importance |
| ***Citations***  \*citation from the book with page # | Four or fewer explanations meet the requirement. | Five explanations meet the requirement. | Each explanation is supported by a citation with page number. |
| ***Illustrations***  \*neatly drawn and colored or cut/pasted from a magazine | Brochure includes four or fewer examples of the required element. | Brochure includes five examples of the required element. | Brochure includes a minimum of six illustrations/pictures that correspond with the given locations. |

**Style and format**

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| ***Language***  \*transitions between locations and language that “sells” the trip to the audience | Brochure lacks transitions between locations and/or explanations that help grab readers’ attention. | Brochure meets expectations, but could benefit from better transitions and/or more engaging language to grab readers’ attention. | Brochure meets/exceeds expectations. Reader is engaged in the itinerary and ideas flow easily from one to the next. |
| ***Layout***  \* pre-planning  \*progress through book is evident | More than one element out of order. Brochure is difficult to follow. | Most locations in order. Effort made to show progress through the events of the book. | Clear evidence of pre-planning. Progress through book is evident in layout of events and locations. |
| ***Neatness***  \*NEAT and orderly | Four or fewer pages of the brochure are neat and orderly. | Five pages of the brochure are neat and orderly. | All pages of the brochure are neat and orderly. |