Lesson 3 unit Project drafts rubric

LABEL YOUR ENTRIES ACCORDING TO THE CRITERIA THEY MEET

YOU MUST COMPOSE EACH ENTRY. DO NOT COPY ANYONE’S!!

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|  | Yes – revise for style and grammar. | No – revise to meet the criteria (and style and grammar) |
| Vignette (you wrote this at the beginning of the year. If you threw yours out or didn’t do it, write it now.  | 100 words or fewer. Uses imagery. Specific and vivid words. TELLS A STORY!!!  | Is a description. Needs to improve imagery.Vague words. Over 100 words.  |
| Persuasive entry | Audience is clear. (hostile, wavering, supportive) Use of appropriate appeals (Ethos, logos, pathos)Claim is clear. Organization is effective (compare/contrast, inductive, deductive, chronological) | Non-specific audience.General or vague support.Appeals aren’t clear.Claim is vague. Organization is not effective or not clear.  |
| Teaching entry | Audience is clear. (hostile, wavering, supportive) Sequence is clear. Description of steps is clear. Topic is interesting and not clichéd.  | Non-specific audience.Sequence is not clear.Steps are poorly described.Topic is general or clichéd (don’t tell us how to make a PB&J!) |
| Cultural reflection | Culture is clearly identified.Claim is clear.Imagery is used.Word choice is vivid and specific.  | It is unclear what culture you are reflecting on.Your point isn’t clear. You aren’t very descriptive.Word choice is vague. |
| Choice Entry#1Choice Entry #2 | Uses some or all of the following lesson components:\*Specific acknowledgement of audience.\*Specific use of INDUCTIVE and/or COMPARE/CONTRAST\*Clear claim\*Uses personal information to create a claim.  | Uses few or none of the components.  |
| Grammar | A variety of sentence structures are used. If there are any errors in standard English conventions, they aren’t distracting. | Your writing is a hot mess. Your reader has difficulty understanding due to HANDWRITING, grammar errors, or sentence construction.  |