

Unit 2, Activity 7, General Writing Rubric

Score Point	Ideas and Content	Organization	Style	Voice
6	Writing fully accomplishes task, presents a unifying theme or main idea, and stays completely focused on the topic and the task. Includes in-depth information and exceptional supporting details that are relevant and fully developed. Fully explores many facets of the topic.	Writing presents a meaningful, cohesive whole with an engaging introduction (hook), a developed body, and a strong and significant conclusion. Progresses in an order that enhances meaning and includes smooth transitions between ideas, sentences, and paragraphs.	Writing exhibits exceptional word usage. Includes vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid. Demonstrates control of a challenging vocabulary. Writing is exceptionally fluent and includes varied sentence patterns. Uses writer's techniques such as imagery and humor.	Writing demonstrates effective adjustment of language and tone to task and reader. Exhibits appropriate register (e.g., formal, personal, or dialect) to suit task. Demonstrates a strong sense of audience. Exhibits an original perspective (e.g., authoritative, lively, and/or exciting).
5	Writing fully accomplishes the task but lacks the overall level of sophistication and consistency of a 6. Presents a unifying theme or main idea without going off on tangents. Stays focused on topic and task. Includes many relevant ideas. Provides in-depth information and more than adequate supporting details that are developed. Explores many facets of the topic.	Writing presents a meaningful, cohesive whole with a solid hook, body, and conclusion. Includes smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)	Writing exhibits very good word usage. Includes vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid. Demonstrates control of vocabulary and very good writing technique. Writing is very fluent, includes varied sentence patterns, and demonstrates use of writer's techniques such as imagery and humor.	Writing demonstrates effective adjustment of language and tone to task and reader. Exhibits appropriate register (e.g., formal, personal, or dialect) to suit task, demonstrates a sense of audience and an original perspective (e.g., authoritative, lively, and/or exciting).
4	Writing accomplishes the task, presents a unifying theme or main idea. (Writing may include minor tangents.) Stays mostly focused on topic and task and includes relevant ideas and sufficient information and supporting details. (Details may not be fully developed; ideas may be listed.) Explores some facets of the topic.	Writing presents a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion). Progresses in an order that enhances meaning of text and includes transitions between sentences and paragraphs to enhance meaning of text. (Transitions may be rough, although some topic sentences are included.)	Writing exhibits good word usage. Includes vocabulary that is appropriately chosen with words that clearly convey the writer's meaning. Demonstrates control of basic vocabulary. Demonstrates good writing technique, is fluent, and exhibits some varied sentence patterns, including some complex sentences. Demonstrates an attempt to use writer's techniques such as imagery and humor.	Writing demonstrates an attempt to adjust language and tone to task and reader. Generally exhibits an appropriate register (e.g., formal, personal, or dialect) to suit task. (The writing may occasionally slip out of register.) Demonstrates some sense of audience. Attempts an original perspective.
3	Writing minimally accomplishes the task.	Writing attempts logical organization. Has a beginning,	Writing exhibits ordinary word usage. Contains basic	Writing demonstrates an attempt to adjust language

Unit 2, Activity 7, General Writing Rubric

	Attempts a unifying theme or main idea. Stays somewhat focused on topic and task. Includes some relevant ideas. Includes some information with only a few details or lists ideas without supporting details. Explores some facets of the topic.	a middle, or an end that may be weak or absent. Demonstrates an attempt to progress in an order that enhances meaning. (Progression of text may sometimes be unclear or out of order.) Demonstrates an attempt to include transitions. (Some topic sentences are used. Transitions between sentences and paragraphs are weak or absent.)	vocabulary with words that are predictable and common. Demonstrates some control of vocabulary. Demonstrates average writing technique. Generally fluent, contains mostly simple sentences (although there may be an attempt at more varied sentence patterns), and is generally ordinary and predictable.	and tone to task and reader. Demonstrates a difficulty in establishing a register (e.g., formal, personal, or dialect). Demonstrates little sense of audience. Generally lacks an original perspective.
2	Writing only partially accomplishes the task. Attempts a main idea. Sometimes loses focus or ineffectively displays focus. Includes few relevant ideas. Includes little information and few or no details. Explores only one or two facets of the topic.	Writing minimally attempts logical organization of ideas. Has only one or two of the three elements: beginning, middle, and end. Sometimes difficult to follow. (Progression of text may be confusing or unclear.) Transitions are weak or absent (e.g., few or no topic sentences).	Writing exhibits minimal word usage. Contains limited vocabulary. (Some words may be used incorrectly.) Demonstrates minimal control of vocabulary. Demonstrates minimal writing technique. Exhibits some fluency. Relies mostly on simple sentences and is often repetitive, predictable, or dull.	Writing demonstrates language and tone that may be inappropriate to task and reader. Demonstrates use of a register inappropriate to the task (e.g., slang or dialect in a formal setting). Demonstrates little or no sense of audience and lacks an original perspective.
1	Writing fails to accomplish the task. Difficult for the reader to discern the main idea. Too brief or too repetitive to establish or maintain a focus. Includes very few relevant ideas, little information with few or no details or unrelated details, and is unsuccessful in attempts to explore any facets of the prompt.	Writing is organized illogically. Has only one or two of the three elements: beginning, middle, or end. Difficult to follow, with the order possibly difficult to discern. Transitions are weak or absent (e.g., without topic sentences).	Writing exhibits less than minimal word usage. Contains limited vocabulary, with many words used incorrectly. Demonstrates minimal or less than minimal control of vocabulary. Demonstrates less than minimal writing technique, lacks fluency, demonstrates problems with sentence patterns, and is flat and lifeless.	Writing demonstrates language and tone that may be inappropriate to task and reader. Demonstrates difficulty in choosing an appropriate register, a lack of a sense of audience, and an original perspective.
Points				
Grade and Comments				

Unit 2, Activity 10, Middle Ages Project Rubric

Middle Ages Project Grade Sheet

Facts:

Fewer than 20:	0
Minimum of 20:	35
21-24:	40
25-27:	45
28-30:	50

Format:

Does Not Follow Directions (OR missing more than two sources):	0
Formats Facts, Follows MLA, Missing Two Sources:	20
Formats Facts, Follows MLA, Missing One Source:	30
Formats Facts but Does Not Follow MLA:	40
Formats Facts and Follows MLA:	50

Facts: _____ **Plus Format:** _____ **Equals:** _____

Comments:

Middle Ages Project Grade Sheet

Facts:

Fewer than 20:	0
Minimum of 20:	35
21-24:	40
25-27:	45
28-30:	50

Format:

Does Not Follow Directions (OR missing more than two sources):	0
Formats Facts, Follows MLA, Missing Two Sources:	20
Formats Facts, Follows MLA, Missing One Source:	30
Formats Facts but Does Not Follow MLA:	40
Formats Facts and Follows MLA:	50

Facts: _____ **Plus Format:** _____ **Equals:** _____

Comments:

Unit 2, Activity 10, Middle Ages Presentation Rubric

Middle Ages Presentation Grade Sheet

Brief but Thorough	5	7	10	12	15	17	20	22	25
Narrowed Topic	5	7	10	12	15	17	20	22	25
Visual	5	7	10	12	15	17	20	22	25
Delivery	5	7	10	12	15	17	20	22	25

Total:

Comments:

Middle Ages Presentation Grade Sheet

Brief but Thorough	5	7	10	12	15	17	20	22	25
Narrowed Topic	5	7	10	12	15	17	20	22	25
Visual	5	7	10	12	15	17	20	22	25
Delivery	5	7	10	12	15	17	20	22	25

Total:

Comments:

Unit 2, Activity 13, Cicero's Attributes

Cicero's Attributes of Persons

Prologue Character	Class Model:	Partner Model:
Name		
Nature		
Manner of Life		
Fortune		
Habit		
Feeling		
Interests		
Purposes		
Achievements		
Accidents		
Conversation		
Overall Impression		

Unit 2, Activity 13, Peer Attributes

Cicero's Attributes of Persons

Name

Nature: includes sex, place of origin, family, age, bodily appearance, whether bright or dull, affable or rude, patient or the reverse, and all qualities of mind or body bestowed by nature.

Manner of Life: includes occupation, trade, or profession, and the character of the person's home life.

Fortune: includes whether rich or poor, successful or a failure, and rank.

Habit: includes special knowledge or bodily dexterity won by careful training and practice.

Feeling: includes a fleeting passion, such as joy, desire, fear, vexation.

Interests: includes mental activity devoted to some special subject.

Purposes: includes any deliberate plan.

Achievements: includes what a person is doing, has done, or will do.

Accidents: includes what is happening to a person, has happened, or will happen.

Conversation: includes what a person has said, is saying, or will say.

Interview of Peer for Cicero's Attributes:

Name:

Nature:

Manner of Life:

Fortune:

Habit:

Feeling:

Interests:

Purposes:

Achievements:

Accidents:

Conversation:

Unit 2, Activity 15, Chaucer's Tales

A Look at Chaucer's Tales

Tale	Primary Characters	Summary of Key Points of Action	Type of Tale	Moral or Message

Unit 2, Activity 17, Romance Analysis Rubric

Romance Analysis Rubric*

*Adapted from Augustana College's Education Department's standardized writing rubric

	Exceptional - 10, 9	Admirable - 8	Acceptable - 7, 6	Unacceptable-5 or below	Score
Ideas and Content (50%)	Writer presents highly original and creative ideas that go beyond the obvious or predictable. Specific, illuminating examples clearly show how item A compares or contrasts with item B. Writer considers all possible and relevant comparisons that could be made between selected items; comparisons are thoroughly and fully developed with apt and specific references from the texts. Writer insightfully addresses the WHAT, the HOW and the WHY of the usage of Romance elements. Reader leaves with a clear sense of how these two items compare/contrast.	Writer's ideas are fairly original and reflect some degree of creative thought. Specific examples are used to show comparison and contrasts between item A and B; comparisons are adequately developed with solid references to selected texts. Writer addresses the WHAT, the HOW and the WHY of the usage of Romance elements. Reader leaves with clear sense of how these items compare/contrast.	Some attempts at originality. While some examples sufficiently show comparison relationship between items, it is unclear why other supporting details are included. Ideas are mostly developed, but could be expanded for greater depth; textual references are used generally and sparingly. Writer generally addresses the WHAT, the HOW and the WHY of the usage of Romance elements. Reader leaves with fairly good sense of how these items compare/contrast.	Few or no original ideas are presented. Ideas are only superficially and briefly developed, with little reference to texts; writing is too short to accomplish purpose of thorough comparison. Writer fails to address or fails to address all parts of the WHAT, the HOW and the WHY of the usage of Romance elements. Supporting examples to show comparison relationship are either inappropriate or nonexistent. Reader leaves confused as to how these two items compare/contrast.	
Organization (25%)	Sequencing, order, and presentation of ideas move reader purposefully and logically through text; choice of structure clearly and coherently shows relationships between the two selected items. Transitions are deliberate yet natural, and include compare/contrast clue words (<i>however, unlike, in contrast, is similar, too, both, not only-but also, on the other hand, etc.</i>). Essay includes a captivating introduction that	Sequencing, order, and presentation of ideas move reader through text with no confusion; choice of structure adequately shows relationship between items. Transitions are evident, and include compare/contrast clue words. Essay includes an inviting introduction and satisfying conclusion that effectively wraps up ideas.	Organizational structure is strong enough to move the reader through text without too much confusion, sequencing shows some logic, but not under control enough to support ideas consistently. Some successful transitions with clue words are evident, while connections between other ideas remain fuzzy. Paper has a recognizable introduction and conclusion, but neither creates anticipation nor	Writing lacks clear sense of direction; ideas are strung together randomly; transitions are confusing or nonexistent; reader has a difficult time wading through the chaos to find the point. Essay has no recognizable introduction or conclusion.	

Unit 2, Activity 17, Romance Analysis Rubric

	draws in reader and a compelling conclusion that leaves reader with a sense of closure.		provides resolution.		
Voice/Word Choice (10%)	Writer has energy and passion for subject, makes it lively, expressive, and engaging. Enthusiasm is evident; writer knows audience and speaks effectively to it using vivid, powerful, and specific word choice. Voice and word choice work purposefully to develop message of the writing.	Writer adequately crafts writing with awareness and respect for audience and purpose for writing. Tone of writing adds interest and is appropriate for purpose; the reader feels an interaction with the writer. Words adequately convey intended message in a precise, interesting, and accurate way. Voice and word choice work adequately to develop message.	Writer is sincere, but not fully engaged or involved. Writing is pleasant but not compelling, earnest but not creative. Word choice is functional and adequately conveys meaning, but lacks energy and originality. No clear attempt is made to develop message through voice and word choice.	Writer seems distanced or uninvolved with topic and/or audience; writing is incomprehensible or mismatched to audience. Writer struggles with vocabulary; word choice is vague, repetitive, incorrect, or monotonous. Voice and word choice hinder impact of message.	
Sentence Fluency (10%)	Sentences flow naturally with rhythm, cadence, and grace. Writer uses wide range of structures, lengths, and sentence beginnings to add variety and enhance meaning.	Sentences are well crafted with purposeful and varied structures. Writer generally builds sentences to enhance meaning of entire work.	Sentence variety is attempted; sentences are usually constructed correctly. Prose is businesslike and mechanical, but not fluid or musical. Some awkward sentence constructions distract or confuse reader.	Writing suffers from wordiness that congests the piece and distracts reader. Phrasing is awkward, stilted, choppy, rambling, or unnatural, and hinders comprehension. Little or no attempt has been made to vary sentence structure, length, or beginnings.	
Conventions (5%)	Writer displays excellent understanding and control over standard conventions (spelling, punctuation, capitalization, grammar, usage, mechanics, paragraphing).	Writer displays a good grasp of standard conventions.	Writer displays reasonable control over a limited range of standard conventions.	Writer displays little or no control over a limited range of standard conventions, which severely hinders comprehension of text.	
Grade and Comments					