

Name: \_\_\_\_\_

Date: \_\_\_\_\_

French Revolution Obituary Rubric								
	4+ High Advanced = 50	4 Low Advanced=45	3+ High Proficient= 44	3 Low Proficient= 40	2+ High Needs Improvement=35	2 Low Needs Improvement=30	1+ High Warning= 25	1 Low Warning=20
<b>Background Information</b>  Total: _____	<input type="checkbox"/> Background provides excellent historical context about who the key figure. <input type="checkbox"/> information presented (engages) the reader		<input type="checkbox"/> Background information provides adequate historical context about the key figure. <input type="checkbox"/> information presented hooks (engages) the reader		<input type="checkbox"/> Background information attempts to provide historical context about the key figure.		<input type="checkbox"/> No background information included	
<b>Evidence and Support</b>  Total: _____	<input type="checkbox"/> Strong, supportive examples/details which demonstrate deep understanding of the historical issue. <input type="checkbox"/> Contextualizes evidence with specific, relevant historical knowledge of the time period <input type="checkbox"/> High quality sources included and documented appropriately.		<input type="checkbox"/> Appropriate, supportive examples which demonstrate understanding of the historical issue. <input type="checkbox"/> Frequently contextualizes evidence with specific, relevant historical knowledge of the time period <input type="checkbox"/> Quality sources included and documented appropriately.		<input type="checkbox"/> Supportive examples attempted but demonstrate a lack of understanding of the historical issue. <input type="checkbox"/> Sometimes contextualizes evidence with specific, relevant historical knowledge of the time period <input type="checkbox"/> Questionable sources and/or not documented properly.		<input type="checkbox"/> Evidence nonexistent, irrelevant, and/or inaccurate. <input type="checkbox"/> Rarely contextualizes evidence with specific, relevant historical knowledge of the time period <input type="checkbox"/> No sources or sources are of poor quality.	
<b>Organization &amp; Style</b>  Total: _____	<input type="checkbox"/> Begins with a complete outline or other pre-writing strategy to plan the essay <input type="checkbox"/> Excellent sequencing and use of transitions to indicate relationships among ideas, sentences, and paragraphs <input type="checkbox"/> Clear beginning, middle, and end (introduction, body, and conclusion) through which the writer builds ideas and moves from the “big picture” to specific details and back to the “big picture” again <input type="checkbox"/> Varied and complex sentence structures to indicate relationships among ideas		<input type="checkbox"/> Begins with outline or other pre-writing strategy to plan the essay <input type="checkbox"/> Some use of transitions to indicate relationships among ideas, sentences, and paragraphs <input type="checkbox"/> Clear beginning, middle, and end (introduction, body, and conclusion) <u>though the writer might struggle</u> to build ideas and move from the “big picture” to specific details and back to the “big picture” again <input type="checkbox"/> Some variety in sentence structures to indicate relationships among ideas		<input type="checkbox"/> Begins with some sort of pre-writing strategy, though it is incomplete and/or confusing <input type="checkbox"/> Few uses of transitions to indicate relationships among ideas, sentences, and paragraphs <input type="checkbox"/> The writer attempts to include a beginning, a middle, and an end to the essay, but the purpose of each is unclear; the various paragraphs in the essay might feel isolated and fail to build on one another clearly <input type="checkbox"/> Little variety in sentence structures to indicate relationships among ideas; sentences are sometimes repetitive or choppy		<input type="checkbox"/> Does not begin with some sort of pre-writing strategy <input type="checkbox"/> Few or no transitions to indicate relationships among ideas, sentences, and paragraphs <input type="checkbox"/> Does not organize the writing into clear introduction, body, and concluding paragraphs <input type="checkbox"/> Little or no variety in sentence structures to indicate relationships among ideas; sentences are frequently repetitive and choppy	
<b>Conventions</b>  Total: _____	<input type="checkbox"/> All paragraphs develop a single point introduced by a topic sentence. <input type="checkbox"/> Virtually free of errors in mechanics, usage, grammar, and spelling. <input type="checkbox"/> Follows standard documentation format (MLA) <input type="checkbox"/> Integrates documents seamlessly and cites them correctly <input type="checkbox"/> Completed a 1 <sup>st</sup> Draft with Edits <input type="checkbox"/> Typed, 12pt font, single-spaced, Times New Roman		<input type="checkbox"/> Most paragraphs develop a single point introduced by a topic sentence. <input type="checkbox"/> Adequate sequencing, transitions, and conclusion <input type="checkbox"/> Minor errors in mechanics, usage, grammar, and spelling do not impact readability. <input type="checkbox"/> Follows standard documentation format (MLA) <input type="checkbox"/> Completed a 1 <sup>st</sup> Draft <input type="checkbox"/> Typed, 12 pt font, single spaced		<input type="checkbox"/> Some paragraphs develop a single point introduced by a topic sentence. <input type="checkbox"/> Inadequate sequencing, transitions, and/or conclusion <input type="checkbox"/> Frequent errors in mechanics, usage, grammar, and spelling. <input type="checkbox"/> Attempts a standard documentation format. <input type="checkbox"/> Partial 1 <sup>st</sup> draft is completed <input type="checkbox"/> Typed, 12pt font		<input type="checkbox"/> Few paragraphs develop a single point introduced by a topic sentence. <input type="checkbox"/> Lacks sequencing, transitions, and/or conclusion. <input type="checkbox"/> Severe errors in mechanics, usage, grammar, and spelling. <input type="checkbox"/> No standard documentation format. <input type="checkbox"/> No 1 <sup>st</sup> Draft <input type="checkbox"/> Typed.	
<b>TOTAL:</b>  _____/____	<b>TEACHER COMMENTS:</b>							