Name:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Conventions**-Paragraphs: indent, topic sentence, concluding sentence-spacing: between words & sentences-Capitals: sentence starters and proper nouns-punctuation: periods, comma (salutations), exclamation, interrogative  | -Occasionally puts a capital letter at the beginning of a sentence or punctuation at the end-Does not employ proper paragraph formation (run on sentences, disorganized)  | -uses basic punctuation and capitals (sentence starters and end) with several minor errors-Beginning to use proper paragraph formation (topic sentence, concluding sentence, indent)  | -uses punctuation and capitals with few minor errors -Usually uses proper paragraph formation (topic sentence, concluding sentence, indent)  | -uses all punctuation and capitals accurately-Consistently uses proper paragraph formation (topic sentence, concluding sentence, indent)  |
| **Assignment components**-rough drafts + plan-3 distinct paragraphs-Interesting “Hook” to introduce the essay-Clear, concise thesis-3 distinct “points” in support of thesis-Diverse, credible resources used to support claims (Bibliography)-Clear conclusion-Size 12 Times New Roman-Double Spaced, typed | Many components are missing -Organization and generation of ideas not evident in writing process | Some components are complete (¾ journals submitted) -Writing is somewhat organized, and is beginning to show generation of ideas | -All assignment components are complete-Writing is well organized, shows generation of ideas and makes connections | -All assignment components are complete-Student has gone above and beyond expectations-Writing is well organized, shows a thorough generation of ideas and makes connections |
| **Conveying Meaning** -Neatness-Spelling-Verb conjugation | -Writing is difficult to understand and contains many spelling errors and difficulty with verb conjugation-illegible -Requires assistance and reminders | -Writing is somewhat easy to understand and uses spelling and verb conjugation with several minor errors-Requires limited assistance and reminders | -Writing is easy to understand and uses proper spelling and verb conjugation most of the time-works independently | -Writing is easy to understand and uses proper spelling and verb conjugation.-works independently or seeks help to extend submission |
| **History**Knowledge and application | Student displays a basic understanding of the war of 1812 and its battles. Student is unable to apply this knowledge to form an opinion of who “won” the war of 1812. | Student displays limited understanding of the war of 1812 and its battles. Student experiences some difficulty applying this knowledge to form an opinion of who “won” the war of 1812. | Student displays a good understanding of the war of 1812 and its battles. Student is able to apply this knowledge to form an informed opinion of who “won” the war of 1812. | Student displays a thorough knowledge of the war of 1812 and its battles. Student is able to apply this knowledge to form a thoroughly informed opinion of who “won” the war of 1812. |

**Comments:**

 **What to work on:**

* Spelling
* Verb conjugation
* Punctuation/capitalization
* Paragraph formation (topic sentence, concluding sentence, organization, indent)