|  |
| --- |
| **Writing Rubric****Prompt: Identify and discuss the effects that your chosen NPO and its projects/programs have on your country.** |
|  |  |  |  |  |
|   |   |   |   |   |
|  |  |  |  |  |
| Teacher Name:  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  |  |  |  |  |
| CATEGORY | 6 pts. | 5 pts. | 4-3 pts. | 2-1 pts.  |
| Focus | Maintains focus on topic/subject throughout response. | May exhibit minor lapses in focus on topic/subject. | May lose or may exhibit major lapses in focus on topic/subject. | May fail to establish focus on topic/subject. |
| Organization | Organization is a logical progression of ideas/events and is unified and complete. The organization clearly suggests a cause and effect element. | There is a logical progression of ideas/events and is reasonably complete, although minor lapses may be present. The organization clearly suggests a cause and effect element. | One or more major lapses in the logical progression of ideas/events is evident. | Ideas/events are presented in a random fashion. |
| Support and Elaboration | Support information is related to and supportive of the topic/subject. Elaboration consists of specific, developed details. Quotes are used appropriately. | Support information has minor weaknesses in relatedness to and/or support of the topic/subject. Elaboration consists of some specific details. | Support information has major weaknesses in relatedness to and/or support of the topic/subject. Elaboration consists of general and/or undeveloped details. | An attempt has been made to add support information, but it was unrelated or confusing. Elaboration is sparse; almost no details. |
| Style | Demonstrates skillful sentence fluency (varies length, good flow rhythm, and varied structure).Exhibits skillful use of vocabulary that is precise and purposeful. | Demonstrates reasonable sentence fluency. Exhibits reasonable use of vocabulary that is precise and purposeful. | Demonstrates minimal sentence fluency. Exhibits minimal use of vocabulary that is precise and purposeful. | Sentence fluency is lacking. Lacks use of vocabulary that is precise and purposeful. |
| Conventions | Exhibits REASONABLE CONTROL of grammatical conventions appropriate to the writing task. Less than 10 grammar mistakes. | 11-20 grammar mistakes | 20+ grammar mistakes. | The essay’s content is difficult to understand due to the amount of grammar mistakes. |
|  |  |  |  |  |
|  |  |  |  |  |

**Group Grade: \_\_\_\_\_\_\_\_/ 30 (Group Grade)**

**Each student will be given an independent grade for each essay based on their collaborative contribution. The maximum points earned – for both essays combined – is 20 points. Here is how each student can get the maximum points.**

1. **Sign-up - Make sure you have signed up on Google.docs. Invite the teacher as an editor. – 4 points**
2. **Comments - Leave a total of 6 comments (preferably 3 for each essay) on the drafts. The comments should focus on proofreading, (larger ideas that effects the content, organization, focus, and supporting evidence) – 1 pt. each comment 🡪 6 points**
3. **History – The teacher (everyone in fact) is able to check what each group member has contributed to the essay. The “History” feature on Google.docs. allows one to see a day-by-day breakdown of each member’s contributions. You will be given one of four grades depending upon your contributions:**

**10 points – You contributed greatly to the overall essay.**

**7 points – You contributed somewhat to the overall essay.**

**3 point – You contributed very little to the project.**

**0 points – You did nothing.**

**Below is a chart that the teacher will use to give each member there essay grade. Do not write anything except for the group member names.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Names** | **Sign-up** | **Comments** | **History** | **Ind. Total (20)** | **Grp. Total (30)** | **Total (50)** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |