# Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Researched Person \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**People Who Made A Difference Research Project**

|  |  |  |  |
| --- | --- | --- | --- |
| **T1 Exemplary****3** | **Proficient****2** | **Developing****1** | **Points Earned** |
| **Introductory Paragraph/Slide 1** Includes an attention grabbing image and introductory sentence, a clear main idea, and supporting sentences that introduce topics of body paragraphs. Intro. really makes reader want to continue. | Introductory paragraph has an image, clear main idea and supporting sentences that support topics of body paragraphs. | Introductory paragraph does not have an image, clear main idea or supporting details do not introduce topics of body paragraphs. |  |
| **Body Paragraph/Slide 2 (Early life, family, & education):** A strong image andone body paragraph including at least five detailed sentences containing facts related to the topic  | Body paragraph includes an image and sentences related to topic, but student could have gone into more detail. | Body paragraph does not have an image and does not include five detailed sentences relating to topic. |  |
| **Body Paragraph/Slide 3 (Major events & accomplishments):** A strong image andone body paragraph including at least five detailed sentences containing facts related to the topic | Body paragraph includes an image and sentences related to topic, but student could have gone into more detail. | Body paragraph does not have an image and does not include five detailed sentences relating to topic. |  |
| **Body Paragraph/Slide 4 (End of Life or Current Events):** A strong image and one body paragraph including at least five detailed sentences containing facts related to the topic | Body paragraph includes an image and sentences related to topic, but student could have gone into more detail. | Body paragraph does not have an image and does not include five detailed sentences relating to topic. |  |
| **Concluding Paragraph/Slide 5:** A strong image and a paragraph that wraps up the essay, restates the main idea and includes a personal reaction to the person; clearly explaining how the person made a difference. | Concluding paragraph includes an image and wraps up the essay but seems a little awkward. Needs polish. | Concluding paragraph does not have an image and is missing or incomplete |  |
| **Bibliography/Research Process:** Must include at least three different sources; two of the sources must be of different types (for example, an encyclopedia and a website). Proper format is used.**Must have completed at least 15 cards on noodle tools.** | Three sources are included, put proper format has not been used in the bibliography.**Completed 10-14 cards on noodle tools.** | Bibliography is missing or three sources (two of different types) are not included.**Completed less than 9 cards on noodle tools.** |  |
| **Style:** Writing flows well; writer uses transitions; the writing is very readable; writer uses variations in sentence structures and specific adjectives and verbs; writer uses formal prose (no slang, abbreviations, etc.) (3 or more unit vocab. Words) | Student’s writing style is developing. The student is experimenting with transitions and variation in sentence structure, etc. but needs to use these consistently (2 unit vocab. words.) | Student needs to work on writing style. The student’s sentences are awkward and sometimes confusing.(1 or no unit vocab. words) |  |
| **Conventions**: Should be free of errors. Impeccable! | A few errors appear, but they do not interfere with the understanding of the content. | Many errors appear and interfere with the reader’s ability to understand the content. |  |
| **Grade:** |  | **Total Score:** |  |

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**Scoring Guide: \*Students may receive a grade in between grades listed at teacher’s discretion.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A | B | C | D | F |
| 24=100 | 21=91 | 18=82 | 16=76 | 13=67 |
| 23=97 | 20=88 | 17=79 | 15=73 | 12=64 |
| 22=94 | 19=85 |  | 14=70 |  |

# Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Researched Person \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**People Who Made A Difference Research Project**

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| --- | --- | --- | --- |
| **T3 Exemplary****3** | **Proficient****2** | **Developing****1** | **Points Earned** |
| **Introductory Paragraph/Slide 1** Includes an attention grabbing image and introductory sentence, a clear main idea, and supporting sentences that introduce topics of body paragraphs. Intro. really makes reader want to continue. | Introductory paragraph has an image, clear main idea and supporting sentences that support topics of body paragraphs. | Introductory paragraph does not have an image, clear main idea or supporting details do not introduce topics of body paragraphs. |  |
| **Body Paragraph/Slide 2 (Early life, family, & education):** A strong image andone body paragraph including at least five detailed sentences containing facts related to the topic and at least *one direct parenthetical quote from a source.* | Body paragraph includes an image and sentences related to topic, but student could have gone into more detail. | Body paragraph does not have an image and does not include five detailed sentences relating to topic. |  |
| **Body Paragraph/Slide 3 (Major events & accomplishments):** A strong image andone body paragraph including at least five detailed sentences containing facts related to the topic and at least *one direct parenthetical quote from a source.* | Body paragraph includes an image and sentences related to topic, but student could have gone into more detail. | Body paragraph does not have an image and does not include five detailed sentences relating to topic. |  |
| **Body Paragraph/Slide 4 (End of Life or Current Events):** A strong image and one body paragraph including at least five detailed sentences containing facts related to the topic and at least *one direct parenthetical quote from a source.* | Body paragraph includes an image and sentences related to topic, but student could have gone into more detail. | Body paragraph does not have an image and does not include five detailed sentences relating to topic. |  |
| **Concluding Paragraph/Slide 5:** A strong image and a paragraph that wraps up the essay, restates the main idea and includes a personal reaction to the person; clearly explaining how the person made a difference. | Concluding paragraph includes an image and wraps up the essay but seems a little awkward. Needs polish. | Concluding paragraph does not have an image and is missing or incomplete |  |
| **Bibliography/Research Process:** Must include at least three different sources; two of the sources must be of different types (for example, an encyclopedia and a website). Proper format is used.**Must have completed at least 15 cards on noodle tools.** | Three sources are included, put proper format has not been used in the bibliography.**Completed 10-14 cards on noodle tools.** | Bibliography is missing or three sources (two of different types) are not included.**Completed less than 9 cards on noodle tools.** |  |
| **Style:** Writing flows well; writer uses transitions; the writing is very readable; writer uses variations in sentence structures and specific adjectives and verbs; writer uses formal prose (no slang, abbreviations, etc.) (5 or more unit vocab. Words) | Student’s writing style is developing. The student is experimenting with transitions and variation in sentence structure, etc. but needs to use these consistently (3-4 unit vocab. Words) | Student needs to work on writing style. The student’s sentences are awkward and sometimes confusing.(2,1 or no unit vocab.words) |  |
| **Conventions**: Should be free of errors. Impeccable! | A few errors appear, but they do not interfere with the understanding of the content. | Many errors appear and interfere with the reader’s ability to understand the content. |  |
| **Grade:** |  | **Total Score:** |  |

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**Scoring Guide: \*Students may receive a grade in between grades listed at teacher’s discretion.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A | B | C | D | F |
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# Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Researched Person \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**People Who Made A Difference Research Project**

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| --- | --- | --- | --- |
| **T2 Exemplary****3** | **Proficient****2** | **Developing****1** | **Points Earned** |
| **Introductory Paragraph/Slide 1** Includes an attention grabbing image and introductory sentence, a clear main idea, and supporting sentences that introduce topics of body paragraphs. Intro. really makes reader want to continue. | Introductory paragraph has an image, clear main idea and supporting sentences that support topics of body paragraphs. | Introductory paragraph does not have an image, clear main idea or supporting details do not introduce topics of body paragraphs. |  |
| **Body Paragraph/Slide 2 (Early life, family, & education):** A strong image andone body paragraph including at least three detailed sentences containing facts related to the topic  | Body paragraph includes an image and sentences related to topic, but student could have gone into more detail. | Body paragraph does not have an image and does not include five detailed sentences relating to topic. |  |
| **Body Paragraph/Slide 3 (Major events & accomplishments):** A strong image andone body paragraph including at least three detailed sentences containing facts related to the topic | Body paragraph includes an image and sentences related to topic, but student could have gone into more detail. | Body paragraph does not have an image and does not include five detailed sentences relating to topic. |  |
| **Body Paragraph/Slide 4 (End of Life or Current Events):** A strong image and one body paragraph including at least three detailed sentences containing facts related to the topic | Body paragraph includes an image and sentences related to topic, but student could have gone into more detail. | Body paragraph does not have an image and does not include five detailed sentences relating to topic. |  |
| **Concluding Paragraph/Slide 5:** A strong image and a paragraph that wraps up the essay, restates the main idea and includes a personal reaction to the person; clearly explaining how the person made a difference. | Concluding paragraph includes an image and wraps up the essay but seems a little awkward. Needs polish. | Concluding paragraph does not have an image and is missing or incomplete |  |
| **Bibliography/Research Process:** Must include at least three different sources; two of the sources must be of different types (for example, an encyclopedia and a website). Proper format is used.**Must have completed at least 15 cards on noodle tools.** | Three sources are included, put proper format has not been used in the bibliography.**Completed 10-14 cards on noodle tools.** | Bibliography is missing or three sources (two of different types) are not included.**Completed less than 9 cards on noodle tools.** |  |
| **Style:** Writing flows well; writer uses transitions; the writing is very readable; writer uses variations in sentence structures and specific adjectives and verbs; writer uses formal prose (no slang, abbreviations, etc.) (2 unit vocab. Words) | Student’s writing style is developing. The student is experimenting with transitions and variation in sentence structure, etc. but needs to use these consistently (1 unit vocab. word.) | Student needs to work on writing style. The student’s sentences are awkward and sometimes confusing.(no unit vocab. words) |  |
| **Conventions**: Should be free of errors. Impeccable! | A few errors appear, but they do not interfere with the understanding of the content. | Many errors appear and interfere with the reader’s ability to understand the content. |  |
| **Grade:** |  | **Total Score:** |  |

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**Scoring Guide: \*Students may receive a grade in between grades listed at teacher’s discretion.**

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| --- | --- | --- | --- | --- |
| A | B | C | D | F |
| 24=100 | 21=91 | 18=82 | 16=76 | 13=67 |
| 23=97 | 20=88 | 17=79 | 15=73 | 12=64 |
| 22=94 | 19=85 |  | 14=70 |  |