

**Unit #2 Idealism vs. Reality**

Do our ideals or our realities most define us as Americans?

| Reading Targets   | Proficiency  | Comments |
|---|--|----------|
| Cite strong and thorough textual to support an analysis of what the texts says <ul style="list-style-type: none"> <li>The quotes I choose are the "best possible" lines that support the analysis.</li> </ul>     | (M) Mastery<br>(P) Proficient<br>(E) Emerging<br>(I) Insufficient<br>(N) No Evidence |          |
| Analyze foundational U.S. documents of historical and literary significance for purpose. <ul style="list-style-type: none"> <li>I correctly identify Bradstreet's purpose(s) for writing the prologue.</li> </ul> | (M) Mastery<br>(P) Proficient<br>(E) Emerging<br>(I) Insufficient<br>(N) No Evidence |          |

| Writing Targets   | Proficiency  | Comments |
|---|--|----------|
| Introduce precise, knowledgeable claim(s). <ul style="list-style-type: none"> <li>I clearly state my claim.</li> </ul>  | (M) Mastery<br>(P) Proficient<br>(E) Emerging<br>(I) Insufficient<br>(N) No Evidence |          |
| Develop claim(s) fairly and thoroughly, supplying the most relevant evidence for each. <ul style="list-style-type: none"> <li>I provide evidence from the text and thoroughly explain how that evidence supports my claim.</li> </ul>                                   | (M) Mastery<br>(P) Proficient<br>(E) Emerging<br>(I) Insufficient<br>(N) No Evidence |          |
| Provide a concluding statement or section that follows from and supports the argument presented. <ul style="list-style-type: none"> <li>After providing evidence, I restate my argument in a way that sums up my main points and reflects my topic sentence.</li> </ul> | (M) Mastery<br>(P) Proficient<br>(E) Emerging<br>(I) Insufficient<br>(N) No Evidence |          |

| Challenge Target   | Proficient   | Comments |
|--|--|----------|
| Analyze foundational U.S. documents of historical and literary significance for theme. <ul style="list-style-type: none"> <li>I correctly identify Bradstreet's message and articulate her message in a clear manner.</li> </ul> | (M) Mastery<br>(P) Proficient<br>(E) Emerging<br>(I) Insufficient<br>(N) No Evidence |          |

Total points \_\_\_\_\_/40



**Unit 1 Geo Quiz Rubric**

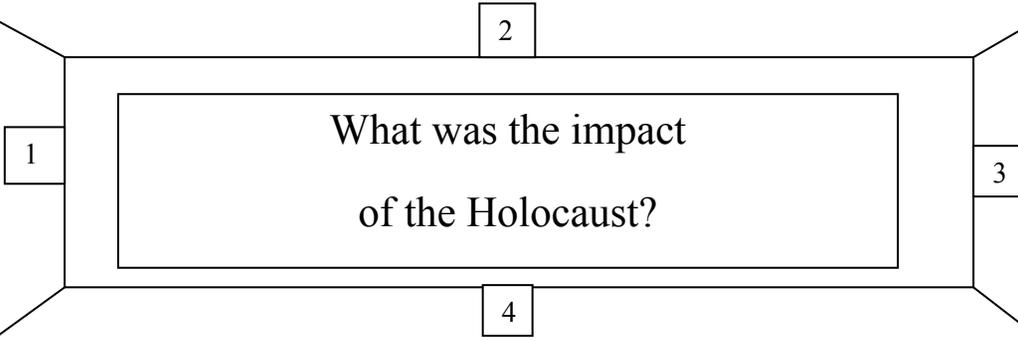
|   | No Evidence<br>0                 | Emerging<br>1  | Progressing<br>2                                      | Proficient<br>3                                       | Mastery<br>4   | Score     |
|---|----------------------------------|--|---|---|--|-----------|
| Identify Map Features<br>(PS4 target 4.1)     | Student did not attempt<br><br>0 | Most of the features are incorrectly identified<br><br>1 | 75% of the features are correctly identified<br><br>2 | 90% of the features are correctly identified<br><br>3 | 100% of the features are correctly identified<br><br>4 | ⓪ Ⓛ ② ③ ④ |
| Facts<br>(PS4 target 4.1)                     | Student did not attempt<br><br>0 | Most of the facts are incorrect<br><br>1                 | 75% of the facts are correct<br><br>2                 | 90% of the facts are correct<br><br>3                 | All facts are correct<br><br>4                         | ⓪ Ⓛ ② ③ ④ |
| Claim/Evidence Statement<br>(PS1 target 1.1 ) | Student did not attempt<br><br>0 | Most of the statements are written incorrectly<br><br>1  | 70% of the statements are written correctly<br><br>2  | 80% of the statements are written correctly<br><br>3  | All statements are written correctly<br><br>4          | ⓪ Ⓛ ② ③ ④ |



**Modern Controversial Topics Rubric**

| Category   | 3<br>Excellent   | 2<br>Adequate   | 1<br>Poor  | 0<br>Non-Existent  |         |
|--|--|---|--|--|---------|
| <b>Clarity of Purpose-</b> the extent to which the main idea is evident throughout the written product | Directly addresses writing prompt and maintains a clear focus on the specific issue or position. | Directly addresses writing prompt, and maintains a general focus on the specific issue or position. | Little focus to writing prompt and the specific issue or position.             | Does not address writing prompt. No focus.   | ⓐ ⓑ ⓑ ⓓ |
| <b>Organization-</b> the extent to which the written product is appropriately structured               | All paragraphs are fully developed; work maintains a logical flow of ideas throughout.           | Most paragraphs are fully developed; a logical flow of ideas is present in most of the work.        | Few paragraphs are fully developed; lacks logical flow of ideas.               | Paragraphs are not fully developed; no logical flow of ideas.  | ⓐ ⓑ ⓑ ⓓ |
| <b>Support</b> – the extent to which main ideas are explained with detailed evidence/examples          | All evidence is thoroughly explained and clearly supports the main idea.                         | Most evidence is adequately explained and supports the main idea.                                   | Some evidence is not explained, and does not clearly support the main idea.    | Evidence is irrelevant or non-existent. Does not support the main idea.                                      | ⓐ ⓑ ⓑ ⓓ |
| <b>Mechanics-</b> the extent to which grammar, punctuation, and spelling affect understanding          | Very few or no errors in grammar, punctuation, or spelling. Flow of the essay is not affected.   | Few errors in grammar, punctuation, or spelling. Errors do not detract from the overall essay.      | Errors in grammar, punctuation, or spelling may disrupt the flow of the essay. | Several errors in grammar, punctuation, or spelling make ideas in the essay unclear and difficult to follow. | ⓐ ⓑ ⓑ ⓓ |
| <b>Citations-</b> proper in-text citations used within paper.  | All research is cited in correct MLA format.   | All research is cited, but not in correct MLA format.   | Research is not appropriately cited  | No in-text citations provided.   | ⓐ ⓑ ⓑ ⓓ |
| <b>Works Cited Format-</b> Works Cited is in proper format.  | All sources included in the Works Cited are in correct MLA format.                               | Most sources included in the Works Cited are in correct MLA format.                                 | Works Cited is present, but it is not in correct MLA format.                   | Works Cited is missing   | ⓐ ⓑ ⓑ ⓓ |
| <b>Validity of Sources-</b> high quality sources are used for evidence.                                | All sources are reliable and valid for research.   | Some sources are questionable for research.   | All sources are highly questionable for research.                              | No sources used.   | ⓐ ⓑ ⓑ ⓓ |
| <b>Project Requirements-</b> All requirements of the paper have been fully developed and completed     | All paper requirements are present, correct, and fully completed.                                | Most paper requirements are present and complete but some are not correct.                          | Several paper requirements are missing or not complete.                        | Most or all paper requirements are missing or are not complete.  | ⓐ ⓑ ⓑ ⓓ |





|  | No Evidence                             | Emerging   | Progressing  | Proficient  | Mastery  |
|--|---|--|--|---|--|
| Analyze the impact of Nazi suppression of the Jewish population and the resulting Holocaust. | Student does not write a final response | Student attempts to analyze the impact, but their answer is limited and more of an identification than explanation | Student has a brief explanation of the impact, but they do not fully respond to the prompt by providing evidence to support their explanation. | Student has an explanation of the impact. The student has provided some evidence to support their explanation, but there is not a complete analysis of the opportunities. | In analyzing the impact, the student provides a point of view that provides an evaluation and ranking. The student includes thorough evidence to support their position. |
|  | (N)                                     | (S)  | (E)  | (P)   | (M)  |

