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Preview Course	211.515

Character Analysis Essay Rubric

Factor	5	4	3	2	1	Instr. Obj.	Score
Follows Directions: Writing Prompt	Successfully completes all parts of the assignment		Completes some parts of the assignment well, but neglects one or more components		Simplifies task or otherwise fails to meet assignment expectations	11.00.23	⑤ ④ ③ ② ① ⓪
Evidence	Uses specific quotes or paraphrases with page number citations to support a claim.		Uses specific quotes or paraphrases to support a claim **without** page citations.		Uses vague references to the text without page citations to support a claim.	4.00.11	⑤ ④ ③ ② ① ⓪
Elaboration	Clearly explains how author uses character traits and conflicts to achieve a purpose		Correctly identifies character traits and conflicts, but does not explain how author uses them to achieve a specific purpose		Fails to identify significant traits and conflicts or tie elements to the author's purpose	10.00.20	⑤ ④ ③ ② ① ⓪
Unity	Smoothly connects conclusion to concepts from introduction		Paraphrases thesis in conclusion or restates preview successfully		Lacks an effective conclusion	9.00.19	⑤ ④ ③ ② ① ⓪
Formal Style	Consistently uses third person point-of-view pronouns, capitalization, and end punctuation correctly; avoids contractions		Makes only an occasional error in sentence conventions		Errors in mechanics and punctuation interfere with the reader's understanding of text	8.00.17	⑤ ④ ③ ② ① ⓪

Terrarium Project: *MS-LS-2-4, MS-LS-2-5*

Terrarium Project timeline **(Note: during the data collection phase, you will have approximately 30 minutes each day to teach other material in this unit (biotic/abiotic factors, limiting factors, food webs, etc.)**

Part 1 - Write-up - planting and mass of seeds **(2 days to complete ((approx 7-14 days for germination.))**

Part 2 - Data Sheet **(done daily/every other day, once seeds sprout for a total of 10 class periods)** - see Terrarium data sheet

Part 3 - Measuring the mass of the final seeds (maximum of 20 total). **(1 day)**

Part 4 - Analysis of individual data **(1 day)**
        Present findings to the class **(2-3 days)**
        Class data analysis **(1 day)**
        Possibly test final ideas as a class.

Materials to prepare:
- Square terrariums (1 per 3 or 4 students)
- TopSoil (store bought (district) or bring your own)
    - Sand (district purchase)
    - Vermiculite (district purchase)
        - Students may also incorporate soils from the shake jar lab
    - Clay (obtain from construction site, etc.)
- Seeds
    - Corn, grass, pea, radish, bean, etc. (district purchases and you may supplement)
- Balance or electronic scale
- Rulers
- Newspaper (for massing biomass at end)
- Watering devices (cans/spray bottles, etc.)
- Space for plants after germination (window space, artificial light sources, etc.)

TEACHABLE VOCABULARY
Variables
Independent variable
Dependent variable
Biotic factors
Abiotic factors
Limiting factors
Food web
Energy pyramid

LS2.C and LS4.D Terrarium Project Rubric - Unit 1B

	4	3	2	1
Plan with Explanation			Plan is stated with detail and reasoning.	Plan is vague or lacks reasoning.
Lab Engagement	Individual student is participating, taking responsibility for terrarium, and consistently displaying appropriate lab behavior.	Individual student is generally on-task and usually displaying appropriate lab behavior.	Individual student needs occasional redirection.	Individual student needs consistent redirection and does not take responsibility for terrarium.
Data Collection	Data sheet is thoroughly completed	Data sheet is mostly completed	Data sheet is partially completed	Data sheet is incomplete
Data Analysis of individual terrarium	Student effectively uses empirical evidence to show that changes to physical or biological components of an ecosystem affect populations. **(Student logically describes two variables along with their effect on the biomass)**	Student uses some evidence to show that changes to physical or biological components of an ecosystem affect populations. **(Student describes two variables along with its effect on the biomass, but some analysis lacks logic)**	Student uses some evidence to show that changes to physical or biological components of an ecosystem affect populations. **(Student logically describes a <u>single variable</u> along with its effect on the biomass.)**	**Student fails to logically describe a variable and its effect on the biomass.**
Sharing of Individual Data	X	X	Presented to the class with clear data and thorough analysis.	Presented to the class with some data and weak analysis.
Data Analysis of Class Biomass	Student uses data to support a logical claim as to which variables yielded the greatest biomass.			Student presents a claim that either lacks supporting data or is not logically supported by data.

Name: _____ Terrarium CER

Title of Terrarium: _____

My claim is _____

because _____

_____

My supporting evidence is _____

because _____

_____

My reasoning is _____

because _____

_____

Final Project Speech

Preview Student

Preview Teacher

Preview Course

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Test Date:

211.6679

English 10 Argumentative Speech Rubric- Final Project

	6	Distinguished-5	4	Proficient-3	2	Inadequate- 1	0
ANALYSIS Instructional Objective: I can explain how my evidence proves or informs my claim. ⑥ ⑤ ④ ③ ② ① ⓪		• I can provide **eight to ten or more accurate pieces of evidence from credible texts** to support my claims. • I can provide explanation/commentary about that evidence and how it proves the claims that is **clear and logical.**		• I can provide **seven or less accurate pieces of evidence from credible texts** to support my claims. • I can provide explanation/commentary to connect the evidence to the claims; what I do provide has **minor lapses** in logic.		• I can provide at least one piece of evidence from a credible text**, but it is an inaccurate or irrelevant to my claims.** • I can provide **little** explanation/commentary to connect the evidence to the claims; what I do provide **lacks logic.**	
ORGANIZATION Instructional objective: I can organize information, findings, and supporting evidence logically such that listeners can follow the line of reasoning. (speech organization) ⑥ ⑤ ④ ③ ② ① ⓪		• I can structure the presentation so that **my audience will follow** the beginning, middle, and end. • I can present my ideas so that the details and messages are **present and clear.** • I can create and refer to an **effective visual aid** that **helps my audience** understand the connection between my claims and my evidence.		• I can construct my presentation so the **audience can somewhat follow** the beginning, middle, and end; however, **parts may fall short** (be unclear or out of place). • I can present so that the details and messages **may be choppy or confusing.** • I can create and refer to a **literal** visual aid that **displays** the connection between my claims and my evidence.		• I can construct my presentation so the **audience often has trouble following** the beginning, middle, and end. I may back track or regroup unsuccessfully. • I can present so that the details and messages **may be lost, making it hard to follow my presentation.** • I can create and refer to an **incomplete or confusing** visual aid.	
DELIVERY ⑥ ⑤ ④ ③ ② ① ⓪		• I can present using appropriate body movements that **do not detract** from the analysis. • I can use the volume of my voice so that the **whole audience can hear.** • I can enunciate my words, but **may need to repeat words** on occasion so that the audience understands the analysis. • I can avoid vocal pauses such as "um" and "like". **A few vocal pauses may be distracting**, but do not affect the understanding of the analysis.		• I can present using **some body movements** that help with my analysis. • I can use the volume of my voice, but it is **inconsistent at times** and distracts from the analysis. • I may not enunciate my words **causing minor confusion** at times. • I use **some** vocal pauses such as "um" and "like"that distract from the analysis.		• I can present using **irrelevant** body movements. • I can use the volume of my voice, but it is **inconsistent** and **distracts** from the analysis. • I may not enunciate my words **causing confusion** at times. • I use **too many** vocal pauses such as "um" and "like"that they distract from the analysis.	

Minor Scale in Triplets

Preview Student

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Test Date:

211.4562

	OUTSTANDING	ABOVE AVERAGE	GOOD	BELOW AVERAGE	POOR	NOT EVIDENT
Pitch Accuracy	Pitches are all accurate		An occasional inaccurate pitch		Pitches are consistently inaccurate	Not Evident
1.	Ⓞ	Ⓔ	Ⓖ	Ⓑ	Ⓟ	⓪
Rhythmic Accuracy	Steady beat secure; no rhythmic errors		Steady beat inconsistent; rhythms accurate most of the time		Steady beat erratic; rhythms rarely accurate	Not Evident
2.	Ⓞ	Ⓔ	Ⓖ	Ⓑ	Ⓟ	⓪
Solfege Syllables	Syllables are all accurate		Many inaccurate syllables		Very few syllables accurate	
3.	Ⓞ	Ⓔ	Ⓖ	Ⓑ	Ⓟ	⓪
Hand Signs	Hand signs are all accurate		Many inaccurate hand signs		Very few hand signs accurate	
4.	Ⓞ	Ⓔ	Ⓖ	Ⓑ	Ⓟ	⓪
Intonation	Tonal center and intervals accurate and secure		Tonal center established but not maintained, intervals inconsistent		Tonal center not established, few intervals correct	Not Evident
5.	Ⓞ	Ⓔ	Ⓖ	Ⓑ	Ⓟ	⓪
Tone Quality	Well-developed tone, clear, controlled, well-supported throughout range, showing consistent beauty	Pleasant and clear tone, lacking some refinement of control; still solidly supported tone through most of the range, but occasionally less control at the extremes	Average vocal production, lacking focus of tone, clarity or support	Airy or harsh tone quality which may be unsupported, lacking control of the range	Under-developed voice	Not Evident
6.	Ⓞ	Ⓔ	Ⓖ	Ⓑ	Ⓟ	⓪

Photo-Personal Myth Triptych

	Standard Criterion	*Target*	*Grade*
PS1-TECHNIQUE	Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the application of media, techniques, and processes they use.	**1.12 Transitioning:** Demonstrate seamless transitions between layers, images, and/or clips using fade, selections, masks, framing, etc.	Student Evaluation T: _____ **T:** ④ ③ ② ①
PS2-COMPOSITION	Students demonstrate, defend, and evaluate effective organizational structures and functions of art to accomplish commercial, personal, communal purposes while solving specific visual art problems.	**1.202 Multi-Panels:** Communicate a message through 2 or more panels/separate grounds displayed simultaneously	)Student Evaluation MP: _____ Teacher Grade **MP:** ④ ③ ② ①
PS3-CONCEPT	Students reflect and describe on how artworks differ visually, spatially, temporaliy, functionally as well as relate these to history of culture. Students apply subjects, symbols, and ideas to their artwork and use these skills to solve problems in their daily life.	**1.31 Concept Construction:** Construct an idea through mining relevant to one's own perspective and executed with technical and compositional decisions Explain the relevance of your first and second photo sequencing and the mood you created as they transitioned.	Student Evaluation CC: _____ Teacher Grade **CC:** ④ ③ ② ①

	Standard Criterion	*Target*	*Grade*
PS4-MINING	Students differentiate among a variety of historical and cultural contents; describe functions; explore meanings and analyze relationships through a series of investigative techniques. Students identify intentions, explore implications, describe meanings of, justify purpose in work of art though historical and cultural relationships while reflecting analytically on various interpretations.	**1.41 Media Development: Develop media studies**, mark-making, and **compositional layout**, relevant to the artist's concept.	Student Evaluation MD: _____ Teacher Grade MD: ④ ③ ② ①
PS5-BRIDGE	Students make connections through materials, technologies, media, and processes between artworks created in all art disciplines. Students compare characteristics of the arts within historical periods/styles with ideas, issues, or themes in the humanities of sciences.	**1.51 Bridge Defense:** 1.50 Bridge Defense: Defend the relevancy of the artwork and how it relates to popular culture, history and society	Student Evaluation BD: _____ Teacher Grade BD: ④ ③ ② ①
PS6-CRITIQUE	Students identify intentions, explore implications describe meanings, and justify purpose in a work of art through historical and cultural relationships while reflecting analytically on various interpretations	**1.62 Critique Interpret: Decode message, mood, and/or meaning of the work of art using written and/or oral communication. (Complete on separate sheet)** **What key elements are creating the repetition in your photo? Describe how those elements are represented in your photo.**	Student Evaluation I: _____ Teacher Grade I: ④ ③ ② ①

McHenry Community High School District #156

DEVELOPING LANGUAGE - LEVEL 2A

Unit 2 Assessment: Interpersonal Speaking

LEARNING TARGETS

- ☐ I can describe my eating habits and ingredients in my preferred foods.
- ☐ I can express my dietary needs.
- ☐ I can give advice about healthy eating habits.

PROFICIENCY GOAL

NOVICE MID → NOVICE HIGH → INTERMEDIATE

En clase hablamos de comidas buenas para la salud y malas para la salud. Aunque disfrutas una variedad de comidas, las preferencias de tu compañero pueden ser diferentes. Habla de tus preferencias en una conversación con tu compañero.

You should address all of the following in your conversation:

- ☐ What are your favorite foods for each meal?
- ☐ What ingredients are in your favorite foods?
- ☐ Is what you usually eat healthy or unhealthy?
- ☐ What should you eat to be healthier?
- ☐ Be sure to ask your partner questions.

Feel free to add any other information that you think your partner should know.

You will **not** be allowed to use any notes for this presentation. You will be assigned a random partner with whom you will have a conversation about the prompt.

Refer to the rubric on the back of this page for information about how your presentation will be graded.

Modified from: JCPS World Languages – Beginning Language

McHenry Community High School District #156

DEVELOPING LANGUAGE - LEVEL 2A

Unit 2 Interpersonal Speaking

	4	3	2	1	0
TARGET 2.1 Converse on a specific theme or topic in a relevant, accurate, and thorough manner ④ ③ ② ① ⓪	Superior completion of task; responses appropriate and with elaboration. Is a full partner in the conversation – initiates and responds to conversational clues.	Completion of the task; responses appropriate and adequately developed. Responds appropriately to speech and questions.	Partial completion of the task; responses mostly appropriate yet underdeveloped. Does not initiate questions; hesitates with responses.	Minimal completion of the task and/or responses frequently inappropriate. May be able to respond with yes/no.	Required tasks are not completed.
TARGET 2.2 Converse demonstrating accuracy of basic grammatical structures ④ ③ ② ① ⓪	Control of basic language structures	Attempts to use a variety of basic language structures with limited errors.	Attempts to use a variety of basic language structures with multiple errors.	Inadequate and/or inaccurate use of basic language structures.	No evidence of basic grammatical structures.
TARGET 2.3 Converse demonstrating fluidity (i.e. speaking without long, halting pauses ④ ③ ② ① ⓪	Speech continuous with few pauses or stumbling. Fluid, natural speech.	Some hesitation but manages to continue and complete thoughts. Some phrases may be hesitant.	Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts..	Speech halting and uneven with long pauses and/or incomplete thoughts..	Long, halting pauses prohibit comprehension..
TARGET 2.4 Converse imitating basic elements of native pronunciation. ④ ③ ② ① ⓪	Enhances communication. Makes an effort to attempt native-like pronunciation.	Does not interfere with communication. Some phrases may sound Americanized.	Occasionally interferes with communication. Pronunciation is mostly Americanized.	Frequently interferes with communication. Speaking requires interpretation on the part of the listeners. Pronunciation is highly affected.	Prohibits communication. No evidence of elements of native pronunciation.
TARGET 2.5 Converse demonstrating a variety of new vocabulary. ④ ③ ② ① ⓪	Rich use of vocabulary; enhances communication.	Adequate and accurate use of vocabulary.	Somewhat inadequate and/or inaccurate use of vocabulary.	Inadequate and/or inaccurate use of vocabulary.	No variety of new vocabulary.
TARGET 2.6 Converse comprehensibly, with limited errors (i.e. accuracy of grammar concepts & vocabulary learned previously, correct word order, and avoidance of Anglicism) ④ ③ ② ① ⓪	Responses readily comprehensible, requiring no interpretation on the part of the listener. Almost always responds appropriately to questions and statements. Self corrects, responds to verbal cues, and intonates. Needs little or no prompting.	Responses comprehensible, requiring minimal interpretation on the part of the listener. Responds mostly appropriately to questions and statements. Some self-correction, response to verbal cues, and intonates. May need limited prompting.	Responses mostly comprehensible, requiring some interpretation on the part of the listener. Minimally responds to questions or statements. Minimal evidence of conversational strategy.	Responses barely comprehensible. Lexical items are either inappropriate for the task or are used incorrectly. Does not respond to questions or statements adequately. Little evidence of conversational strategy.	Responses are incomprehensible.