

Name \_\_\_\_\_

## Term 3 Specialty Area Historical Novel Grading Rubric

Grader: Self/ Peer (Circle that which applies)

Instructions: Use the rubric below to correctly complete, evaluate and grade your finished folded pamphlets.

Standards & Indicators	Excellent (100)	Sufficient (80)	Inadequate (60-0)
Cover Sheet Title Illustrations	<b>9 points</b> 1) Text is written neatly (or typed and cut and pasted). It includes: 2) the title of the novel, 3) neatly drawn (or cut and pasted) creative illustration that 4) captures the attention of the reader and 5) encapsulates the main idea of the novel and the 6) name and 7) period of the student.	<b>7 points</b> 1) Generally the text is written neatly (or typed and cut and pasted neatly). It includes most of the following (it is missing 1-2 of the required elements) i.e. 2) the title of the novel, 3) creative illustration, 4) captures the attention of the reader 5) illustrations encapsulate the main idea of the novel,6) name and 7) period of the student.	<b>5 points</b> 1) The text is sloppy (or typed and cut and pasted sloppily). It is missing many of the required elements, i.e. 2) the title of the novel, 3) creative illustration, 4) captures the attention of the reader 5) illustrations encapsulate the main idea of the novel,6) name and 7) period of the student.
Author Page	<b>9 points</b> Including at least four of the following in the author’s biography: 1) a list of their other novels (works), 2) where from, 3) college attended, 4) family 5) academic and professional background, 6) their rationale for writing the book. Correctly used all writing conventions: spelling, punctuation, penmanship, grammar.	<b>7 points</b> Including at least three of the following in the author’s biography: 1) a list of their other novels (works), 2) where from, 3) college attended, 4) family 5) academic and professional background, 6) their rationale for writing the book. Correctly used <i>most</i> writing conventions: spelling, punctuation, penmanship, grammar.	<b>5 points</b> Including at least two of the following in the author’s biography: 1) a list of their other novels (works), 2) where from, 3) college attended, 4) family 5) academic and professional background, 6) their rationale for writing the book. There were numerous conventional errors, i.e. spelling, punctuation, penmanship, grammar.
When & Where Page	<b>9 Points</b> Booklet included 1) a neat, detailed map (hand drawn and/or clip art) identifying the primary location(s) where the novel occurred. 2) map included numerous markers (arrows, stars, textboxes etc. . . ) marking the location of the primary events in the novel, 3) the date(s) during which the novel occurred.	<b>8 Points</b> Booklet included 1) a map (hand drawn and/or clip art) identifying the primary location(s) where the novel occurred. 2) map included some indicators marking the location of the primary events in the novel, 3) the date(s) during which the novel occurred.	<b>6 Points</b> Booklet included 1) a map identifying the primary location(s) where the novel occurred, 2) the date(s) during which the novel occurred.
Novel Summary Page	<b>10 points</b> Summaries included a brief retelling of the story, including 1) what happened in the novel, 2) why it happened, 3) where it happened and the 4) consequences of the events. Summaries were approx 350-400 words in length. It was evident the student had thought carefully about the text prior to writing the final draft. Correctly used all writing conventions: spelling, punctuation, penmanship, grammar.	<b>8 points</b> Summaries included a brief retelling of the story, including at least three of the following: 1) what happened in the novel, 2) why it happened, 3) where it happened and the 4) consequences of the events. Summaries were approx 250-349 words in length. It was somewhat evident the student had thought about the text prior to writing the final draft. Correctly used most writing conventions: spelling, punctuation, penmanship, grammar.	<b>6 points</b> Summaries included a brief retelling of the story, including at least two of the following 1) what happened in the novel. 2) why it happened, 3) where it happened and the 4) consequences of the events. Summaries were approx 200 words in length. There is little evidence the student thought about the text prior to writing the final draft. There were many conventional errors, i.e. spelling, punctuation, penmanship, grammar.
Protagonist Page	<b>9 Points</b> Identified the primary protagonist and two secondary protagonists and include the following information for each: a) A brief biographical sketch i.e. name, age, relationship to other characters, where they live, what it is he/she must overcome and how do they overcome their challenges, b) an analysis of how the era defined the protagonist. c) A sketch or clip art illustrating the character that was consistent with the descriptions provided by the author. Correctly used all writing conventions: spelling, punctuation, penmanship, grammar.	<b>7 Points</b> Identified the primary protagonist and two secondary protagonists and included MOST of the following information for each: a) A brief biographical sketch i.e. name, age, relationship to other characters, where they live, what it is he/she must overcome and how do they overcome their challenges, b) an analysis of how the era defined the protagonist. c) A sketch or clip art illustrating the character. Correctly used most writing conventions: spelling, punctuation, penmanship, grammar.	<b>5 Points</b> Identified AT LEAST one protagonists and include VERY LITTLE of the following information for each: a) A brief biographical sketch i.e. name, age, relationship to other characters, where they live, what it is he/she must overcome and how do they overcome their challenges, b) an analysis of how the era defined the protagonist. c) A sketch or clip art illustrating the character. There were many conventional errors, i.e. spelling, punctuation, penmanship, grammar.

<p><b>Antagonist Page</b></p>	<p><b>9 Points</b> Identified the primary antagonist and two secondary antagonists and include the following information for each: a) A brief biographical sketch i.e. name, age, relationship to other characters, where they live, what causes them to behave in the way they do, b) an analysis of how the era defined the antagonist. c) A sketch or clip art illustrating the character that was consistent with the descriptions provided by the author. Correctly used all writing conventions: spelling, punctuation, penmanship, grammar.</p>	<p><b>7 Points</b> Identified the primary antagonist and two secondary antagonists and included MOST of the following information for each: a) A brief biographical sketch i.e. name, age, relationship to other characters, where they live, what causes them to behave the way they do, b) an analysis of how the era defined the antagonist. c) A sketch or clip art illustrating the character. Correctly used most writing conventions: spelling, punctuation, penmanship, grammar.</p>	<p><b>5 Points</b> Identified AT LEAST one antagonist and includes VERY LITTLE of the following information for each a) A brief biographical sketch i.e. name, age, relationship to other characters, where they live, what causes them to behave the way they do, b) an analysis of how the era defined the antagonist. There were may conventional errors, i.e. spelling, punctuation, penmanship, grammar penmanship, grammar.</p>
<p><b>Fact vs Fiction Page</b></p>	<p><b>9 Points</b> Identified four key events, persons, settings that occur within the novel and a) described the account as presented in the novel b) described what occurred in reality, c) identified the similarities and differences between what occurred in the novel and what was found in the research. Correctly used all writing conventions: spelling, punctuation, penmanship, grammar.</p>	<p><b>8 Points</b> Identified 3-4 key events, persons, settings that occur within the novel and did MOST of the following a) described the account as presented in the novel b) described what occurred in reality, c) identified the similarities and differences between both. Correctly used most writing conventions: spelling, punctuation, penmanship, grammar.</p>	<p><b>6 Points</b> Identified 1-2 key events, persons, settings that occur within the novel and did VERY LITTLE of the following a) described the account as presented in the novel b) described what occurred in reality, c) identified the similarities and differences between both. There were may conventional errors, i.e. spelling, punctuation, penmanship, grammar penmanship, grammar.</p>
<p><b>Lessons Learned Page</b></p>	<p><b>9 Points</b> Identify 3 lessons that can be learned from the novel, Including all of the following for each: a) What is the lesson that can be learned from the novel. b) How can this lesson be applied individually in the present, c) How can this lesson be applied to us collectively as a nation. Provided explanations for each lesson. Correctly used all writing conventions: spelling, punctuation, penmanship, grammar.</p>	<p><b>7 Points</b> Identify 2-3 lessons that can be learned from the novel, Including MOST of the following for each: a) What is the lesson that can be learned from the novel. b) How can this lesson be applied individually in the present, c) How can this lesson be applied to us as a nation. Correctly used most writing conventions: spelling, punctuation, penmanship, grammar.</p>	<p><b>5 Points</b> Identify 1-2 lessons that can be learned from the novel, Including VERY LITTLE of the following for each: a) What is the lesson that can be learned from the novel. b) How can this lesson be applied individually in the present, c) How can this lesson be applied to us as a nation. There were may conventional errors, i.e. spelling, punctuation, penmanship, grammar penmanship, grammar.</p>
<p><b>Quotes Page</b></p>	<p><b>9 Points</b> Included 3-5 quotes (depending on the length of the quote) from the novel. For each quote they included the following information: a) the entire selected quotation, b) provided the context for the quote, c) explained why you liked the quote. Correctly used all writing conventions: spelling, punctuation, penmanship, grammar.</p>	<p><b>7 Points</b> Included 2-3 quotes (depending on the length of the quote) from the novel. For each quote they included at least some of the following information: a) the entire selected quotation, b) provided the context for the quote, c) explained why you liked the quote. Correctly used most writing conventions: spelling, punctuation, penmanship, grammar.</p>	<p><b>5 Points</b> Included 1-2 quotes (depending on the length of the quote) from the novel. Included VERY LITTLE of the following information: a) the entire selected quotation, b) the context for the quote, c) an explanation of why you liked the quote. There were may conventional errors, i.e. spelling, punctuation, penmanship, grammar penmanship, grammar.</p>
<p><b>Likes, Dislikes &amp; Recommendation Page</b></p>	<p><b>9 Points</b> a) Explained whether you liked or disliked the novel, provided examples to explain your answer. b) Gave examples to show how the novel helped (or did not help) you better understand the era. c) Provided at least three additional sources others might reference to better understand the era. Recommended sources include, the author and title (or webpage) of each source. Correctly used all writing conventions: spelling, punctuation, penmanship, grammar.</p>	<p><b>7 Points</b> a) Explained whether you liked or disliked the novel, b) Sometimes gave examples to show how the novel helped (or did not help) you better understand the era. c) Provided at least 2 additional sources to better understand the era. Correctly used most writing conventions: spelling, punctuation, penmanship, grammar.</p>	<p><b>7 Points</b> a) There was little explanation of whether you liked or disliked the novel, b) Rarely gave examples to show how the novel helped (or did not help) you better understand the era. c) Provided no additional sources to better understand the era. There were may conventional errors, i.e. spelling, punctuation, penmanship, grammar penmanship, grammar.</p>

Points Possible on Pamphlet \_\_\_\_\_/100 possible



Explanation (Compete only if you feel it is necessary to explain your grade to the instructor:

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