

# Rubric & Assessment Guidelines

|   | 1 point  | 2 points  | 3 points   | 4 points   | 5 points   |
|---|--|---|--|--|--|
| <b>Project Components</b>   | <p><b>Missing crucial components &amp;/or underdeveloped.</b></p> <p>-----</p> <p><b>Mechanics components mostly missing in use of capitalization, punctuation, proper spelling , and grammar.</b></p> | <p><b>Effort shown for some components, but most incomplete or underdeveloped .</b></p> <p>-----</p> <p><b>Mechanics and grammar components used a little, but very inconsistent.</b></p> | <p><b>Completed components with evident basic mastery.</b></p> <p>-----</p> <p><b>Showed basic mastery of grammar and mechanics.</b></p> | <p><b>Completed with all componants present with real detail, imagery &amp; design</b></p> <p>-----</p> <p><b>Mechanics and grammar components were adeptly and consistently used.</b></p> | <p><b>Exemplary</b></p> <p>-----</p> <p><b>Mechanics and grammar components were exemplary</b></p> |
| Clearly and logically organized   |  |   |  |  |  |
| Sensory description used in the setting and helped to reflect the appropriate environment for story events that occurred. |  |   |  |  |  |
| Transitional phrases used   |  |   |  |  |  |
| Main character(s) thoroughly developed  |  |   |  |  |  |
| Details in the myth or legend helped relate the story's main theme or lesson.   |  |   |  |  |  |
| Cause and effect apparent   |  |   |  |  |  |
| Native American style design & imagery in borders and illustrations.  |  |   |  |  |  |
| Teacher required amount of Ojibwe words were embedded in story ..   |  |   |  |  |  |

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|                           | Story's main outcome was unambiguous and helped to clarify the conclusion relating to the lesson learned.  |  |  |  |  |
|                           | Glossary was included at the back of the book according to teacher directions.   |  |  |  |  |
|                           | Mechanics & Grammar appropriately used in student's writing  |  |  |  |  |
|                           | Students presented their story to the class  |  |  |  |  |
|                           | Story was published in the blank book according to teacher's own directions<br><b>*See below</b>   |  |  |  |  |

 “Students will publish their tale in a blank book following required guidelines for content of specific pages/sections using teacher supplied rubric/student user-friendly checklist.” (Quote taken from the lesson corresponding to this rubric) We left this up to teacher discretion so that each teacher could tailor the lesson according to their own pacing, use of the student literature and English book and according to their classroom’s own needs. The reason for leaving it flexible also stemmed from a discussion about which part of the school year this lesson would be introduced. If done early in the year, students would have much less time to learn writing and literature elements taught in 6<sup>th</sup> grade, and in this case, their rubric would be much less intensive than teachers who choose to do the unit at the end of the year.