Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Rubric for Happiness Project

(CCSS W 8.2- research/informative writing)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| Ideas  W 8.2 a | Introductory  paragraph meets the  requirements in level  3 and also hooks the  reader with an  interesting lead-in.  (anecdote, quote,  question, fact, etc.) | Introductory paragraph clearly informs the reader  of the claim and reasons included in the essay-letter. | Introductory paragraph includes a statement (claim), but fails to clearly outline the reasons. | While the intro paragraph is present, the student has not included a claim. |
| Organization  W 8.2 b & c | Information fulfills the requirements in level 3. It also includes good transitions that clearly identify changes in subjects. | Information is presented in organized body paragraphs. These contain a topic sentence, concrete evidence, and elaborations. | Information is presented in simple paragraphs. It contains a topic sentence and concrete evidence, but does not sufficiently elaborate on the evidence. | Information is presented in a poorly constructed paragraph that is missing multiple components. |
| Voice  W 8.7 | The voice has a balance between interesting, personal experiences and professional evidence taken from multiple articles. | The voice relies too heavily on just professional evidence taken from the articles. Little personal experience is included. | The voice relies too heavily on personal experiences and does not include supporting evidence from outside sources (articles). |  |
| Research  Elements  RI 8.2 | Student submits two annotated articles, both which apply to the given topic. The summary of the two articles also includes a section where the student explains how the two articles work together. (compare/contrast) | Student submits at least one research article that clearly applies to the given topic. The article is annotated and clearly summarized on a separate sheet of paper. | The student summarized their research. No annotated article(s) were included. | The student participated in researching but did not summarize any article(s). |
| Conventions  L 8.2 | The capitalization and/or punctuation are used correctly to add meaning and fluency to the letter.  (only 2 mistakes or less) | The capitalization and/or punctuation are mostly correct.  (up to 5 mistakes) | The letter contains many mistakes in capitalization and/or punctuation  (up to 9 mistakes) | The capitalization and/or punctuation interfere with the reading and make the letter confusing.  (10 or more mistakes) |