

Unit 1: Helping Your Community	Write a paragraph about a community project.	4	3	2	1
<p>Student name: _____</p> <p>Date: _____</p> <p>Use this rubric to assess the unit task. You can add other aspects you'd like to assess at the bottom of the rubric, or use the space for more explanation.</p> <p>4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement</p>	<p>Content</p> <ul style="list-style-type: none"> Includes the name of the project. Explains the problem it addresses. Includes three things people do on the project. Explains how the project helps the problem. 				
	<p>Organization</p> <ul style="list-style-type: none"> Follows a logical organization. Has a clear concluding sentence. 				
	<p>Mechanics and Style</p> <ul style="list-style-type: none"> Uses a capital letter at the beginning of each sentence and ending punctuation at the end. Uses the simple present correctly. Varies sentence lengths and connects ideas smoothly. Uses a variety of words, including words taught in the unit. 				

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Unit 2: The Power of Friendship	Write a paragraph about a friend you admire.	4	3	2	1
<p>Student name: _____</p> <p>Date: _____</p> <p>Use this rubric to assess the unit task. You can add other aspects you'd like to assess at the bottom of the rubric, or use the space for more explanation.</p> <p>4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement</p>	<p>Content</p> <ul style="list-style-type: none"> Clearly states why the person is admired. Describes the friend's appearance, personality, and actions. 				
	<p>Organization</p> <ul style="list-style-type: none"> Has a topic sentence, supporting sentences, and a concluding sentence. Supports opinions with reasons. Has a concluding sentence which states the main idea in different words. 				
	<p>Mechanics and Style</p> <ul style="list-style-type: none"> Uses synonyms for common adjectives to make the writing more interesting. Varies sentence lengths and connects ideas smoothly. Uses a variety of words, including words taught in the unit. 				

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<p>Student name: _____</p> <p>Date: _____</p> <p>Use this rubric to assess the unit task. You can add other aspects you'd like to assess at the bottom of the rubric, or use the space for more explanation.</p> <p>4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement</p>	<p>Content</p> <ul style="list-style-type: none"> Clearly states why the person is admired. Describes the friend's appearance, personality, and actions. 				
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	<p>Mechanics and Style</p> <ul style="list-style-type: none"> Uses synonyms for common adjectives to make the writing more interesting. Varies sentence lengths and connects ideas smoothly. Uses a variety of words, including words taught in the unit. 				

Unit 3: Music to the Ears	Write a paragraph about a song.	4	3	2	1
<p>Student name: _____</p> <p>Date: _____</p> <p>Use this rubric to assess the unit task. You can add other aspects you'd like to assess at the bottom of the rubric, or use the space for more explanation.</p> <p>4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement</p>	<p>Content</p> <ul style="list-style-type: none"> • Describes the music and explains its impact on feelings. • Includes details about the music (instruments, feelings, events, etc.). 				
	<p>Organization</p> <ul style="list-style-type: none"> • Has a topic sentence, supporting sentences, and a concluding sentence. • Has supporting sentences that give more information about the topic and the main idea. 				
	<p>Mechanics and Style</p> <ul style="list-style-type: none"> • Has a good title. • Varies sentence lengths and connects ideas smoothly. • Uses a variety of words, including words taught in the unit. 				

Unit 3: Music to the Ears	Write a paragraph about a song.	4	3	2	1
<p>Student name: _____</p> <p>Date: _____</p> <p>Use this rubric to assess the unit task. You can add other aspects you'd like to assess at the bottom of the rubric, or use the space for more explanation.</p> <p>4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement</p>	<p>Content</p> <ul style="list-style-type: none"> • Describes the music and explains its impact on feelings. • Includes details about the music (instruments, feelings, events, etc.). 				
	<p>Organization</p> <ul style="list-style-type: none"> • Has a topic sentence, supporting sentences, and a concluding sentence. • Has supporting sentences that give more information about the topic and the main idea. 				
	<p>Mechanics and Style</p> <ul style="list-style-type: none"> • Has a good title. • Varies sentence lengths and connects ideas smoothly. • Uses a variety of words, including words taught in the unit. 				

Unit 4: Citizen Science	Write a paragraph about a citizen science project.	4	3	2	1
<p>Student name: _____</p> <p>Date: _____</p> <p>Use this rubric to assess the unit task. You can add other aspects you'd like to assess at the bottom of the rubric, or use the space for more explanation.</p> <p>4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement</p>	<p>Content</p> <ul style="list-style-type: none"> Clearly states the purpose of the project. Clearly states the steps in the process. 				
	<p>Organization</p> <ul style="list-style-type: none"> Has a topic sentence, supporting sentences, and a concluding sentence. Has a concluding sentence that clearly states what the student learned from the project. 				
	<p>Mechanics and Style</p> <ul style="list-style-type: none"> Is indented. Varies sentence lengths and connects ideas smoothly. Uses a variety of words, including words taught in the unit. 				

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<p>Student name: _____</p> <p>Date: _____</p> <p>Use this rubric to assess the unit task. You can add other aspects you'd like to assess at the bottom of the rubric, or use the space for more explanation.</p> <p>4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement</p>	<p>Content</p> <ul style="list-style-type: none"> Clearly states the purpose of the project. Clearly states the steps in the process. 				
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	<p>Mechanics and Style</p> <ul style="list-style-type: none"> Is indented. Varies sentence lengths and connects ideas smoothly. Uses a variety of words, including words taught in the unit. 				

Unit 5: Food Advertising	Write a paragraph about food.	4	3	2	1
Student name: _____ Date: _____ Use this rubric to assess the unit task. You can add other aspects you'd like to assess at the bottom of the rubric, or use the space for more explanation. 4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement	Content <ul style="list-style-type: none"> Includes a strong opinion. Uses good reasons to support this opinion. 				
	Organization <ul style="list-style-type: none"> Has a topic sentence which includes a topic and an opinion. Has two supporting ideas and details for each. Supports opinions with reasons. Has a concluding sentence which states the main idea in different words, gives the writer's opinion, or makes a suggestion. 				
	Mechanics and Style <ul style="list-style-type: none"> Includes the writer's own words, or uses quotations if the ideas come from another text. Varies sentence lengths and connects ideas smoothly. Uses a variety of words, including words taught in the unit. 				

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Student name: _____ Date: _____ Use this rubric to assess the unit task. You can add other aspects you'd like to assess at the bottom of the rubric, or use the space for more explanation. 4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement	Content <ul style="list-style-type: none"> Includes a strong opinion. Uses good reasons to support this opinion. 				
	Organization <ul style="list-style-type: none"> Has a topic sentence which includes a topic and an opinion. Has two supporting ideas and details for each. Supports opinions with reasons. Has a concluding sentence which states the main idea in different words, gives the writer's opinion, or makes a suggestion. 				
	Mechanics and Style <ul style="list-style-type: none"> Includes the writer's own words, or uses quotations if the ideas come from another text. Varies sentence lengths and connects ideas smoothly. Uses a variety of words, including words taught in the unit. 				

Unit 6: The Wonders of Nature	Describe a graph or chart about nature.	4	3	2	1
<p>Student name: _____</p> <p>Date: _____</p> <p>Use this rubric to assess the unit task. You can add other aspects you'd like to assess at the bottom of the rubric, or use the space for more explanation.</p> <p>4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement</p>	<p>Content</p> <ul style="list-style-type: none"> Clearly describes the most important point of the graphic. Includes interesting details. 				
	<p>Organization</p> <ul style="list-style-type: none"> Describes data clearly (introduces the subject, describes the most important point or overall trend, and gives a few interesting details with numbers). Follows a logical organization. 				
	<p>Mechanics and Style</p> <ul style="list-style-type: none"> Uses different ways to describe numbers or percentages. Varies sentence lengths and connects ideas smoothly. Uses a variety of words, including words taught in the unit. 				

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<p>Student name: _____</p> <p>Date: _____</p> <p>Use this rubric to assess the unit task. You can add other aspects you'd like to assess at the bottom of the rubric, or use the space for more explanation.</p> <p>4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement</p>	<p>Content</p> <ul style="list-style-type: none"> Clearly describes the most important point of the graphic. Includes interesting details. 				
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Unit 7: Learning from Failure	Write a paragraph about learning from failure.	4	3	2	1
<p>Student name: _____</p> <p>Date: _____</p> <p>Use this rubric to assess the unit task. You can add other aspects you'd like to assess at the bottom of the rubric, or use the space for more explanation.</p> <p>4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement</p>	<p>Content</p> <ul style="list-style-type: none"> • Describes a well-chosen failure. • Clearly describes the lesson learned. 				
	<p>Organization</p> <ul style="list-style-type: none"> • Is written coherently. • Follows a logical organization (title, topic sentence, background information, story, lessons learned, and concluding sentence). 				
	<p>Mechanics and Style</p> <ul style="list-style-type: none"> • Uses transition words and phrases to make ideas easier to understand. • Varies sentence lengths and connects ideas smoothly. • Uses a variety of words, including words taught in the unit. 				

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Unit 8: Sending the Right Message	Write a formal email.	4	3	2	1
<p>Student name: _____</p> <p>Date: _____</p> <p>Use this rubric to assess the unit task. You can add other aspects you'd like to assess at the bottom of the rubric, or use the space for more explanation.</p> <p>4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement</p>	<p>Content</p> <ul style="list-style-type: none"> Represents a good reason to write to the teacher. Is brief and relevant. 				
	<p>Organization</p> <ul style="list-style-type: none"> Asks a question, schedules a meeting, or is written to submit an assignment. Follows a logical organization (subject, greeting, body, concluding sentence, and closing). 				
	<p>Mechanics and Style</p> <ul style="list-style-type: none"> Has a formal tone and formal language. Varies sentence lengths and connects ideas smoothly. Uses a variety of words, including words taught in the unit. 				

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<p>Student name: _____</p> <p>Date: _____</p> <p>Use this rubric to assess the unit task. You can add other aspects you'd like to assess at the bottom of the rubric, or use the space for more explanation.</p> <p>4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement</p>	<p>Content</p> <ul style="list-style-type: none"> Represents a good reason to write to the teacher. Is brief and relevant. 				
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