

Unit 1: Worlds within Worlds	Write an opinion essay about online communities.	4	3	2	1
Student name: _____ Date: _____	Content <ul style="list-style-type: none"> • Gives a clear opinion about whether online communities are good for teenagers. • Gives two or three reasons to support opinion. • Provides a final thought about the topic. 				
Use this rubric to assess the unit task. 4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement	Organization <ul style="list-style-type: none"> • Has background information and a clear thesis statement that gives an opinion on the topic in the introductory paragraph. • Has a clear topic sentence and supporting ideas in each body paragraph. • Restates the thesis in a new way and gives a final thought on the topic in a concluding paragraph. 				
	Mechanics and Style <ul style="list-style-type: none"> • Varies sentence lengths and connects ideas smoothly. • Uses a variety of words, including words taught in the unit. • Uses adjective clauses correctly. 				

Unit 1: Worlds within Worlds	Write an opinion essay about online communities.	4	3	2	1
Student name: _____ Date: _____	Content <ul style="list-style-type: none"> • Gives a clear opinion about whether online communities are good for teenagers. • Gives two or three reasons to support opinion. • Provides a final thought about the topic. 				
Use this rubric to assess the unit task. 4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement	Organization <ul style="list-style-type: none"> • Has background information and a clear thesis statement that gives an opinion on the topic in the introductory paragraph. • Has a clear topic sentence and supporting ideas in each body paragraph. • Restates the thesis in a new way and gives a final thought on the topic in a concluding paragraph. 				
	Mechanics and Style <ul style="list-style-type: none"> • Varies sentence lengths and connects ideas smoothly. • Uses a variety of words, including words taught in the unit. • Uses adjective clauses correctly. 				

Unit 2: Crossing Cultures	Write a descriptive essay about cultural symbols.	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 two important symbols of culture. • Adds supporting information. 				
	<p>Organization</p> <ul style="list-style-type: none"> • Has background information and a clear thesis statement in the introductory paragraph. • Has two body paragraphs, each with a clear topic sentence and supporting information. • Restates the thesis in a new way and gives a final thought on the topic in a concluding paragraph. 				
	<p>Mechanics and Style</p> <ul style="list-style-type: none"> • Varies sentence lengths and connects ideas smoothly. • Uses a variety of words, including words taught in the unit. • Uses the passive voice correctly. 				

Unit 2: Crossing Cultures	Write a descriptive essay about cultural symbols.	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 two important symbols of culture. • Adds supporting information. 				
	<p>Organization</p> <ul style="list-style-type: none"> • Has background information and a clear thesis statement in the introductory paragraph. • Has two body paragraphs, each with a clear topic sentence and supporting information. • Restates the thesis in a new way and gives a final thought on the topic in a concluding paragraph. 				
	<p>Mechanics and Style</p> <ul style="list-style-type: none"> • Varies sentence lengths and connects ideas smoothly. • Uses a variety of words, including words taught in the unit. • Uses the passive voice correctly. 				

Unit 3: Playing with Design	Write a description of a diagram.	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"> Provides a general overview of the process. Describes each step in the order it happens. 				
	<p>Organization</p> <ul style="list-style-type: none"> Gives an overview of the process in the introduction. Explains each step in a separate body paragraph. 				
	<p>Mechanics and Style</p> <ul style="list-style-type: none"> Varies sentence lengths and connects ideas smoothly. Uses a variety of words, including words taught in the unit. Uses noun modifiers correctly. Uses the passive voice correctly. Uses connecting words and adverb clauses effectively so the order of steps is clear. 				

Unit 3: Playing with Design	Write a description of a diagram.	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"> Provides a general overview of the process. Describes each step in the order it happens. 				
	<p>Organization</p> <ul style="list-style-type: none"> Gives an overview of the process in the introduction. Explains each step in a separate body paragraph. 				
	<p>Mechanics and Style</p> <ul style="list-style-type: none"> Varies sentence lengths and connects ideas smoothly. Uses a variety of words, including words taught in the unit. Uses noun modifiers correctly. Uses the passive voice correctly. Uses connecting words and adverb clauses effectively so the order of steps is clear. 				

Unit 4: Our Robot Future	Write a summary.	4	3	2	1
<p>Student name:</p> <p>_____</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"> Explains the overall main idea of <i>A Robot Future? Not So Fast!</i> Summarizes the main points and supporting details of the text. Restates the overall main point of the text. 				
	<p>Organization</p> <ul style="list-style-type: none"> States the title of the text in the introductory sentence. States the overall main idea of the text in the thesis statement. Describes each main point in a new sentence. Includes the main supporting details. Restates the thesis in a new way in a concluding sentence. 				
	<p>Mechanics and Style</p> <ul style="list-style-type: none"> Varies sentence lengths and connects ideas smoothly. Uses a variety of words, including words taught in the unit. Uses different words from the original (paraphrases). Uses noun clauses correctly. 				

Unit 4: Our Robot Future	Write a summary.	4	3	2	1
<p>Student name:</p> <p>_____</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"> Explains the overall main idea of <i>A Robot Future? Not So Fast!</i> Summarizes the main points and supporting details of the text. Restates the overall main point of the text. 				
	<p>Organization</p> <ul style="list-style-type: none"> States the title of the text in the introductory sentence. States the overall main idea of the text in the thesis statement. Describes each main point in a new sentence. Includes the main supporting details. Restates the thesis in a new way in a concluding sentence. 				
	<p>Mechanics and Style</p> <ul style="list-style-type: none"> Varies sentence lengths and connects ideas smoothly. Uses a variety of words, including words taught in the unit. Uses different words from the original (paraphrases). Uses noun clauses correctly. 				

Unit 5: There Is No Planet B	Write a problem-solution essay about an environmental issue.	4	3	2	1
<p>Student name:</p> <p>_____</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 environmental problem. Suggests two or three solutions to the problem. Summarizes the main ideas and provides a final thought. 				
	<p>Organization</p> <ul style="list-style-type: none"> Provides background information, a description of the problem, and a clear thesis statement in the introductory paragraph. Provides a body paragraph for each solution, each with a clear topic sentence that relates to the thesis statement. Sums up the main ideas in a concluding paragraph and offers a final thought. 				
	<p>Mechanics and Style</p> <ul style="list-style-type: none"> Varies sentence lengths and connects ideas smoothly. Uses a variety of words, including words taught in the unit. Uses pronouns and related words effectively. 				

Unit 5: There Is No Planet B	Write a problem-solution essay about an environmental issue.	4	3	2	1
<p>Student name:</p> <p>_____</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 environmental problem. Suggests two or three solutions to the problem. Summarizes the main ideas and provides a final thought. 				
	<p>Organization</p> <ul style="list-style-type: none"> Provides background information, a description of the problem, and a clear thesis statement in the introductory paragraph. Provides a body paragraph for each solution, each with a clear topic sentence that relates to the thesis statement. Sums up the main ideas in a concluding paragraph and offers a final thought. 				
	<p>Mechanics and Style</p> <ul style="list-style-type: none"> Varies sentence lengths and connects ideas smoothly. Uses a variety of words, including words taught in the unit. Uses pronouns and related words effectively. 				

Unit 6: Savvy Shoppers	Write a review of a product or service.	4	3	2	1
<p>Student name: _____</p> <p>Date: _____</p> <p>Use this rubric to assess the unit task.</p> <p>4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement</p>	<p>Content</p> <ul style="list-style-type: none"> Clearly describes the product or service. States the strengths and weaknesses of the product or service. Provides an overall opinion about the product or service. 				
	<p>Organization</p> <ul style="list-style-type: none"> Provides background information and a description of the product or service in the introductory paragraph. Describes up to three strengths of the product or service in the first body paragraph and includes supporting ideas. Describes up to three weaknesses of the product or service in the second body paragraph and includes supporting ideas. Gives an overall opinion in the concluding paragraph. 				
	<p>Mechanics and Style</p> <ul style="list-style-type: none"> Varies sentence lengths and connects ideas smoothly. Uses a variety of words, including words taught in the unit. Uses comparatives, <i>as . . . as</i>, and superlatives effectively. 				

Unit 6: Savvy Shoppers	Write a review of a product or service.	4	3	2	1
<p>Student name: _____</p> <p>Date: _____</p> <p>Use this rubric to assess the unit task.</p> <p>4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement</p>	<p>Content</p> <ul style="list-style-type: none"> Clearly describes the product or service. States the strengths and weaknesses of the product or service. Provides an overall opinion about the product or service. 				
	<p>Organization</p> <ul style="list-style-type: none"> Provides background information and a description of the product or service in the introductory paragraph. Describes up to three strengths of the product or service in the first body paragraph and includes supporting ideas. Describes up to three weaknesses of the product or service in the second body paragraph and includes supporting ideas. Gives an overall opinion in the concluding paragraph. 				
	<p>Mechanics and Style</p> <ul style="list-style-type: none"> Varies sentence lengths and connects ideas smoothly. Uses a variety of words, including words taught in the unit. Uses comparatives, <i>as . . . as</i>, and superlatives effectively. 				

Unit 7: Who We Are, How We Act	Write a compare-contrast essay about experiences.	4	3	2	1
<p>Student name: _____</p> <p>Date: _____</p> <p>Use this rubric to assess the unit task.</p> <p>4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement</p>	<p>Content</p> <ul style="list-style-type: none"> Clearly describes two situations or experiences. Describes what was similar and different about the situations or experiences. Summarizes the main ideas and provides a final thought or opinion. 				
	<p>Organization</p> <ul style="list-style-type: none"> Provides a general introduction to the topic, background information, and clear thesis statement in the introductory paragraph. Has a clear point-by-point or block structure. Summarizes the main ideas and gives a final thought or opinion on the topic in a concluding paragraph. 				
	<p>Mechanics and Style</p> <ul style="list-style-type: none"> Varies sentence lengths and connects ideas smoothly. Uses a variety of words, including words taught in the unit. Uses compare-and-contrast connectors effectively. 				

Unit 7: Who We Are, How We Act	Write a compare-contrast essay about experiences.	4	3	2	1
<p>Student name: _____</p> <p>Date: _____</p> <p>Use this rubric to assess the unit task.</p> <p>4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement</p>	<p>Content</p> <ul style="list-style-type: none"> Clearly describes two situations or experiences. Describes what was similar and different about the situations or experiences. Summarizes the main ideas and provides a final thought or opinion. 				
	<p>Organization</p> <ul style="list-style-type: none"> Provides a general introduction to the topic, background information, and clear thesis statement in the introductory paragraph. Has a clear point-by-point or block structure. Summarizes the main ideas and gives a final thought or opinion on the topic in a concluding paragraph. 				
	<p>Mechanics and Style</p> <ul style="list-style-type: none"> Varies sentence lengths and connects ideas smoothly. Uses a variety of words, including words taught in the unit. Uses compare-and-contrast connectors effectively. 				

Unit 8: Learn to Change	Write a description of visuals.	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 summarizes the information in two charts. Describes the key information in the charts and how the information between the two charts is related (i.e., differences and similarities, changes or trends). 				
	<p>Organization</p> <ul style="list-style-type: none"> Clearly summarizes what the two charts show and states the main trends in the introductory paragraph. Clearly organizes two body paragraphs using Method 1 or Method 2. Clearly describes how the information between the two charts is related (i.e., differences and similarities, changes or trends). 				
	<p>Mechanics and Style</p> <ul style="list-style-type: none"> Varies sentence lengths and connects ideas smoothly. Uses a variety of words, including words taught in the unit. Uses non-defining adjective clauses correctly. 				

Unit 8: Learn to Change	Write a description of visuals.	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 summarizes the information in two charts. Describes the key information in the charts and how the information between the two charts is related (i.e., differences and similarities, changes or trends). 				
	<p>Organization</p> <ul style="list-style-type: none"> Clearly summarizes what the two charts show and states the main trends in the introductory paragraph. Clearly organizes two body paragraphs using Method 1 or Method 2. Clearly describes how the information between the two charts is related (i.e., differences and similarities, changes or trends). 				
	<p>Mechanics and Style</p> <ul style="list-style-type: none"> Varies sentence lengths and connects ideas smoothly. Uses a variety of words, including words taught in the unit. Uses non-defining adjective clauses correctly. 				