

Unit 1: Photo Stories	Write an essay in response to a photograph.	4	3	2	1
<p><b>Student name:</b> _____</p> <p><b>Date:</b> _____</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><b>Content</b></p> <ul style="list-style-type: none"> <li>• Describes the photo completely, including what the image shows and how it tells a story.</li> <li>• Provides reasons why the photo is interesting.</li> <li>• Explains how it made the writer react and change.</li> </ul>				
	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Has a good hook, a clear thesis statement, and background information in an introductory paragraph.</li> <li>• Body paragraphs have topic sentences that support the thesis.</li> <li>• Each body paragraph includes supporting ideas and details.</li> <li>• Offers a final thought in the conclusion.</li> </ul>				
	<p><b>Mechanics and Style</b></p> <ul style="list-style-type: none"> <li>• Uses past perfect and past perfect continuous correctly.</li> <li>• Varies sentence lengths and connects ideas smoothly.</li> <li>• Uses a variety of words, including words taught in this unit.</li> </ul>				

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Unit 2: The Circular Economy	Write an opinion essay about an economic model	4	3	2	1
<p><b>Student name:</b> _____</p> <p><b>Date:</b> _____</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><b>Content</b></p> <ul style="list-style-type: none"> <li>• Gives a clear opinion about whether a linear or a circular economy is more beneficial for individuals.</li> <li>• Offers several practical reasons for the opinion.</li> </ul>				
	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Has a good hook, a clear thesis statement, and background information in an introductory paragraph.</li> <li>• Each body paragraph has a topic sentence that supports the thesis.</li> <li>• Each body paragraph includes supporting ideas and details.</li> <li>• Offers a final thought in the conclusion.</li> </ul>				
	<p><b>Mechanics and Style</b></p> <ul style="list-style-type: none"> <li>• Uses the passive voice correctly.</li> <li>• Varies sentence lengths and connects ideas smoothly.</li> <li>• Uses a variety of words, including words taught in this unit.</li> </ul>				

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	<p><b>Mechanics and Style</b></p> <ul style="list-style-type: none"> <li>• Uses the passive voice correctly.</li> <li>• Varies sentence lengths and connects ideas smoothly.</li> <li>• Uses a variety of words, including words taught in this unit.</li> </ul>				

Unit 3: Changing History	Write a problem-solution essay about an invention.	4	3	2	1
<b>Student name:</b> _____  <b>Date:</b> _____  Use this rubric to assess the unit task.  4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement	<b>Content</b> <ul style="list-style-type: none"> <li>• Describes a problem people used to have.</li> <li>• Explains how an invention solved the problem.</li> <li>• Evaluates the success of the invention.</li> </ul>				
	<b>Organization</b> <ul style="list-style-type: none"> <li>• Has a good hook, a clear thesis statement, and background information in an introductory paragraph.</li> <li>• Each body paragraph has a topic sentence that supports the thesis.</li> <li>• Each body paragraph includes supporting ideas and details.</li> <li>• Offers a final thought in the conclusion.</li> </ul>				
	<b>Mechanics and Style</b> <ul style="list-style-type: none"> <li>• Hedges claims to avoid overgeneralizing or making claims too strong.</li> <li>• Uses past with <i>used to</i> and <i>would</i> correctly.</li> <li>• Varies sentence lengths and connects ideas smoothly.</li> <li>• Uses a variety of words, including words taught in this unit.</li> </ul>				

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Unit 4: Leading Business	Write an analysis about what makes entrepreneurs successful.	4	3	2	1
<p><b>Student name:</b> _____</p> <p><b>Date:</b> _____</p> <p>Use this rubric to assess the unit task.</p> <p>4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>Identifies several factors that make entrepreneurs successful.</li> <li>Provides evidence and examples of how those factors help entrepreneurs.</li> </ul>				
	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>Has a good hook, a clear thesis statement, and background information in an introductory paragraph.</li> <li>Each body paragraph has a topic sentence that supports the thesis.</li> <li>Each body paragraph includes supporting ideas and details.</li> <li>Offers a final thought in the conclusion.</li> </ul>				
	<p><b>Mechanics and Style</b></p> <ul style="list-style-type: none"> <li>Paraphrases original sources accurately.</li> <li>Uses reduced non-essential adjective clauses correctly.</li> <li>Varies sentence lengths and connects ideas smoothly.</li> <li>Uses a variety of words, including words taught in this unit.</li> </ul>				

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Unit 5: Sharing a Laugh	Write a research report about laughter.	4	3	2	1
<p><b>Student name:</b> _____</p> <p><b>Date:</b> _____</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><b>Content and Organization</b></p> <ul style="list-style-type: none"> <li>Effectively summarizes the previous research from <i>Why We Laugh</i>.</li> <li>Accurately states the purpose of the new research.</li> <li>Fully explains the procedures of the new study.</li> <li>Describes the results of the new study and compares them to previous research.</li> <li>Gives an accurate conclusion based on the research.</li> </ul>				
	<p><b>Mechanics and Style</b></p> <ul style="list-style-type: none"> <li>Summary of previous research is in the writer's own words and shorter than the original article.</li> <li>Uses noun modifiers correctly.</li> <li>Varies sentence lengths and connects ideas smoothly.</li> <li>Uses a variety of words, including words taught in this unit.</li> </ul>				

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Unit 6: Changing Cities	Write a cause-effect essay about a change in a community.	4	3	2	1
<p><b>Student name:</b> _____</p> <p><b>Date:</b> _____</p> <p>Use this rubric to assess the unit task.</p> <p>4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>Clearly describes a recent construction project or a new community policy.</li> <li>Makes a claim about the change.</li> <li>Gives the reasons for and/or describes the effects of the change.</li> </ul>				
	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>Has a good hook, a clear thesis statement, and background information in an introductory paragraph.</li> <li>Each body paragraph has a topic sentence that supports the thesis.</li> <li>Each body paragraph includes supporting ideas and details.</li> <li>Offers a final thought in the conclusion.</li> </ul>				
	<p><b>Mechanics and Style</b></p> <ul style="list-style-type: none"> <li>Uses cause and effect connectors effectively.</li> <li>Varies sentence lengths and connects ideas smoothly.</li> <li>Uses a variety of words, including words taught in this unit.</li> </ul>				

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Unit 7: Attracting Tourists	Write an argumentative essay about the impact of tourism.	4	3	2	1
<p><b>Student name:</b> _____</p> <p><b>Date:</b> _____</p> <p>Use this rubric to assess the unit task.</p> <p>4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Gives background information about a community, city, or area.</li> <li>• Gives a clear opinion about tourism’s impact on the area.</li> <li>• Offers reasons and evidence for the opinion.</li> </ul>				
	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Has a good hook, a clear thesis statement, and background information in an introductory paragraph.</li> <li>• Each body paragraph has a topic sentence that supports the thesis.</li> <li>• Each body paragraph includes supporting ideas and details.</li> <li>• Offers a final thought in the conclusion.</li> </ul>				
	<p><b>Mechanics and Style</b></p> <ul style="list-style-type: none"> <li>• Clearly describes and refutes any counterarguments.</li> <li>• Uses articles effectively.</li> <li>• Varies sentence lengths and connects ideas smoothly.</li> <li>• Uses a variety of words, including words taught in this unit.</li> </ul>				

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Unit 8: Breaking Records	Write an opinion essay for a standardized test.	4	3	2	1
<p><b>Student name:</b> _____</p> <p><b>Date:</b> _____</p> <p>Use this rubric to assess the unit task.</p> <p>4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>Offers a clear opinion about whether hard work and training is enough to make anyone a successful musician, artist, or athlete.</li> <li>Offers effective reasons or facts to support the opinion.</li> </ul>				
	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>Has a clear thesis statement and background information in an introductory paragraph.</li> <li>Has at least two body paragraphs with topic sentences that support the thesis and supporting ideas and details.</li> <li>Offers a final thought in the conclusion.</li> </ul>				
	<p><b>Mechanics and Style</b></p> <ul style="list-style-type: none"> <li>Paraphrases the test question in the thesis.</li> <li>Clearly describes and refutes any counterarguments.</li> <li>Combines modals correctly as needed.</li> <li>Varies sentence lengths and connects ideas smoothly.</li> <li>Uses a variety of words, including words taught in this unit.</li> </ul>				

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