

# "Daring to Be Great" Scoring Guide

|                             | 4 Highly Proficient                                                                                                                                                                                                                                                           | 3 Proficient                                                                                                                                                           | 2 Nearly Proficient                                                                                                                                                                                                              | 1 Developing                                                                                                                                                                                                            |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Chapter Summaries</b>    | A chapter summary is written for each chapter of the novel. Summaries contain all major events of the novel. Summaries may show inferential comprehension, connections between the theme of the novel and real life.                                                          | A chapter summary is written for each chapter of the novel. Summaries contain the major events of the novel with supporting, not excessive, details.                   | A chapter summary is written for each chapter of the novel. Summaries may not include all main events or may have excessive/unimportant details.                                                                                 | A chapter summary is not written for each chapter of the novel. Summaries do not contain the main events of the novel.                                                                                                  |
| <b>Compare and Contrast</b> | A venn diagram comparing the main character at the beginning of the novel to the end of the novel is complete. Each section of the venn contains five or more points. Points show thoughtful connections and an understanding of the character's growth throughout the novel. | A venn diagram comparing the main character at the beginning of the novel to the end of the novel is complete. Each section of the venn contains at least five points. | A venn diagram comparing the main character at the beginning of the novel to the end of the novel is complete. Each section of the venn contains five or less points. Points may include misunderstanding or misinterpretations. | A venn diagram comparing the main character at the beginning of the novel to the end of the novel is not complete. Each section contains less than five points. Points included do not show comprehension of the novel. |
| <b>Cause and Effect</b>     | Five or more cause and effect connections from the novel are correctly and thoughtfully documented. Cause and effect relationships may be shown as a ripple effect or chain reaction.                                                                                         | At least five cause and effect connections from the novel are correctly documented. Connections are shown with a traditional organizer.                                | Five or less cause and effect connections from the novel are documented. Cause and effect relationships may show misunderstanding or misinterpretation.                                                                          | Less than five cause and effect connections from the novel are documented. Cause and effect relationships are incorrect or misinterpreted.                                                                              |
| <b>Punctuation</b>          | More than 8 different types of punctuation are correctly identified. Explanation of why the author used the punctuation mark is given.                                                                                                                                        | 8 different types of punctuation are correctly identified. Explanation of why the author used the punctuation mark is given.                                           | 8 different types of punctuation are identified. Explanation of why the author used the punctuation mark is given may be incorrect.                                                                                              | Less than 8 different types of punctuation are identified. Explanation of why the author used the punctuation mark is missing or incorrect.                                                                             |
| <b>Vocabulary</b>           | 10 or more adjectives                                                                                                                                                                                                                                                         | 10 or more adjectives                                                                                                                                                  | 10 adjectives are                                                                                                                                                                                                                | Less than 10                                                                                                                                                                                                            |

|                         |                                                                                                                                                                                                               |                                                                                                                                       |                                                                                                                                                                                     |                                                                                                                                       |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
|                         | are defined. Evidence is given to describe how each adjective describes the main character of the novel. Examples may include a quote using the word and/or sketches representing the word.                   | are defined. Evidence is given to describe how each adjective describes the main character of the novel.                              | defined. Evidence may be given incorrectly to describe how each adjective describes the main character of the novel.                                                                | adjectives are defined. Evidence is not given to describe how each adjective describes the main character of the novel.               |
| <b>Theme</b>            | One or more themes for the novel are provided. Character qualities, motives, and actions are thoughtfully used as evidence for the theme. May include connections to other media, insight, or advanced ideas. | A theme for the novel is provided. Character qualities, motives, and actions are used as evidence for the theme.                      | A theme for the novel is provided. Character qualities, motives, and actions are used as evidence for the theme. Connection between evidence and theme may be confusing or unclear. | A theme for the novel may or may not be correctly provided. Character qualities, motives, and actions are not connected to the theme. |
| <b>Dare to Be Great</b> | Please see attached "Opinion Writing" rubric                                                                                                                                                                  | Please see attached "Opinion Writing" rubric                                                                                          | Please see attached "Opinion Writing" rubric                                                                                                                                        | Please see attached "Opinion Writing" rubric                                                                                          |
| <b>Presentation</b>     | Final product is well put together. Cover is visually appealing. Titles and headings shown in appropriate fonts. Visual components enhance the content. Thought and care is shown.                            | Final product is well put together. Cover is visually appealing. Heading and titles are neat and readable. Thought and care is shown. | Some parts of the project are visually appealing. Cover is complete but may not show best effort. Titles or headings may be missing                                                 | Project is not visually appealing. Components are completed in pencil. Titles and headings are missing.                               |

# Opinion Writing Scoring Guide

|                          | 4                                                                                                                                                | 3                                                                                                                                                                                          | 2                                                                                                                                                      | 1                                                                                                                                                         |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Purpose and Organization | <u>EXCELLENT</u><br><br>Clear and effective introduction, transitions, conclusion, with a logical order of ideas                                 | <u>ADEQUATE</u><br><br>Organized, but minor flaws or ideas that are not well connected. Opinion is understandable, and there are some transitions, an intro and conclusion                 | <u>INCONSISTENT AND UNCLEAR</u><br><br>Opinion is unclear; there is a weak or non-existent intro and conclusion, and unclear connections between ideas | <u>CONFUSING, WITH PARTS MISSING</u><br><br>Disorganized, confusing, too brief, few or no transitions, intro or conclusion missing, random order of ideas |
| Evidence and Details     | <u>CONVINCING</u><br><br>Varied support, references are specific, vocabulary is clear, language is precise. Uses direct quotes and page numbers. | <u>ADEQUATE</u><br><br>Support is offered for the opinion, includes use of some sources, facts and details from the text to back up the opinion, but it mixes precise and general language | <u>UNEVEN SUPPORT</u><br><br>Partial use of sources, facts and details. Repetitive, or vague references.                                               | <u>MINIMAL SUPPORT</u><br><br>Not enough evidence for the opinion                                                                                         |
| Conventions              | <u>EXCELLENT</u><br><br>No more than a couple grammar/spelling errors of any kind.                                                               | <u>ADEQUATE</u><br><br>Correct paragraphing, capitalization, spelling, grammar.                                                                                                            | <u>CLOSE, BUT NOT QUITE</u><br><br>Errors on simple grammar and spelling tasks.                                                                        | <u>DEVELOPING</u><br><br>Errors make it hard to read and understand the essay.                                                                            |