|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Rubric for Assessment of the Narrative: What Was Canada Like in 1914  You are to write a descriptive essay about what Canada was like in 1914, when we entered World War I. Please include an introductory paragraph, a concluding paragraph and 3 main body paragraphs. Marking rubric is below: Due: Tue. Sept. 30th, 2014   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Marks | **5** | **4** | **3-2.5** | 2-0 | | **INTRODUCTION** Background/History  **CONCLUSION** | Well-developed introduction engages the reader and creates interest. Contains detailed background information.  Conclusion effectively wraps up and summarizes main points. | Introduction creates interest.  Conclusion effectively summarizes topics. | Introduction adequately explains the background, but may lack detail.   Conclusion is recognizable and ties up almost all loose ends. | Background details are a random collection of information, unclear, or not related to the topic.  Conclusion does not summarize main points. | | **MAIN POINTS** 3 Body Paragraphs | Well-developed main points. Supporting examples are concrete and detailed.   The narrative is developed with a consistent and effective point-of-view, showing the story in detail. | The narrative shows events from Canada’s history that clearly show what the country was like. | Three or more main points are present per paragraph. The narrative shows the events, but may lack details. | Less than three main points per paragraph and/or poor development of ideas.    The narrative is undeveloped, and tells rather than shows, the story. | | **ORGANIZATION** Structure Transitions | Logical progression of ideas with a clear structure. Transitions are mature and graceful. | Logical progression of ideas.  Transitions are present equally throughout essay. | Organization is clear. Transitions are present. | No organization.  Transitions are not present. | | **STYLE** Sentence flow, variety Diction | Writing is smooth, skillful, coherent.  Sentences are strong and expressive with varied structure. Words well chosen. | Writing is clear and sentences  have varied structure. | Writing is clear, but sentences may lack variety. | Writing is confusing, hard to follow.  Contains fragments and/or run-on sentences. | | **MECHANICS** Spelling, punctuation, capitalization | Punctuation, spelling, capitalization are correct.  No errors. | Punctuation, spelling, capitalization are generally correct, with few errors. (1-2) | A few errors in punctuation, spelling, capitalization. (3-4) | Distracting errors in punctuation, spelling, capitalization. |  |  |  | | --- | --- | | **Introduction/Conclusion \_\_\_\_\_\_\_                    Main Points \_\_\_\_\_\_\_                 Organization  \_\_\_\_\_\_\_                              Style \_\_\_\_\_\_\_                     Mechanics \_\_\_\_\_\_\_ Mark\_\_\_\_\_\_\_\_** /25 |  | |  |  | |  |  | |