Chapter 2 Grading Rubrics for Final Drafts

Lesson 1 (Extra Credit Riddle), Worth 2 Points for Section 1 Quiz

Riddle Answer: the letter "s"

Worth 2 points. Points earned: _____

Lesson 2 (Extra Credit Riddle and Paragraph), Worth 5 Points for Section 1 Quiz

Riddle Answer: up

Worth 2 points. Points earned: _____

Rubric for Student's Paragraph Explaining the Clues for the Riddle

CONTENT = 2 points

In his paragraph, the student points out the following clues:

1. The answer "up" is provided in the paragraph in the sentence *But once you see what I am up to, you will be elated.*
2. The answer "up" does have an even number of letters (2).
3. Only one vowel is in the word (the vowel *u*).
4. One of the letters (the letter *u*) identifies the person working on the puzzle (you).
5. The letter *p* could be a *b, d* or *q* if turned a different way.

Worth 2 points. Points earned: _____

MECHANICS = 1 point

The student used correct grammar, punctuation, spelling and capitalization.

Worth 1 point. Points earned: _____

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Lesson 4 (Extra Credit Multiple Choice Questions), Worth 5 Points for Section 1 Quiz

Answer to #1: (c) It is a holiday that is celebrated by wrapping and storing trees to be planted later.

Worth 1 point. Points earned: _____

Answer to #2: (c) It was selected as America's Independence Day because it was the day that Thomas Jefferson died in 1826.

Worth 1 point. Points earned: _____

Answer to #1: (a) It was originally celebrated by the American Legion with the sale of "forget-me-nots" as a fundraiser.

Worth 1 point. Points earned: _____

Lesson 5 (Extra Credit Anagram Riddle), Worth 2 Points for Section 1 Quiz

Step 1:
- Africa lion = California
- a hut = Utah
- hating snow = Washington
- nominates = Minnesota
- taxes = Texas

Step 2:

			C	a	l	i	f	o	r	n	i	a
	U	t	a	h								
W	a	s	h	i	n	g	t	o	n			
	M	i	n	n	e	s	o	t	a			
	T	e	x	a	s							

Acronym = China

Step 3: China = *chain*

Answer: A *chain* has links and holds lockets.

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Lesson 6 (Extra Credit Morse Code Questions), Worth 2 Points for Section 1 Quiz

Answer to #1: - - - ------
5 0

Answer to #2: · ·· ·· - - · · · · · -
R I G H T

Answer to #3: · ·· · - ··
R E D

Answer to #4: · - · · ·· ·- - · ·- - - - - ·· ·-
F R A N K L I N

· ·· · · · · ··· · ··· - · - - - - -
R O O S E V E L T

Lesson 8 Talking Textbook Jingle Analysis (for Question 46)

The student should analyze the radio advertisement and evaluate it based on the criteria in the text. The student should support his/her answer using details from the jingle.

(a) Memorability: the student should mention and explain how the jingle uses the tools of alliteration and rhyme. The student should provide a specific example from the jingle, such as the *T* sound in "Talking Textbook" and the rhyming words of *walking, talking, smiling, rising*.

(b) Key benefit: the student should mention that the key benefits mentioned are that students won't be "balking," teachers won't be "walking," students won't be "flunking," test grades will "soar," etc.

(c) Appropriate personality: the student should mention that the personality expressed in the jingle is appropriate in that it makes learning sound attractive, fun and easy, which is the goal of educators.

(d) Positive feelings: the student should mention that positive feelings were imparted by implying that both students and teachers will want this product because it will make the teacher's work less, and the students success rate more.

(e) Originality: the student may or may not think the ad is original, but he/she should logically support his/her answer.

(f) Simplicity: the student should mention that the ad is not simple because it is a bit long and involves several verses and concepts.

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(g) Believability: the student may or may not think the ad is believable, but he/she should logically support his/her answer.

(h) Blandness: the student may or may not think the ad is bland, but he/she should logically support his/her answer.

(i) Pretentiousness: the student may or may not think the ad is pretentious, but he/she should logically support his/her answer.

(j) Complexity: the student may or may not think the ad is complicated, but he/she should logically support his/her answer.

Lesson 8 Advertisement for a Mark Twain book (for Question 47)

The advertisement should:

- be memorable by including one or more of these tools: alliteration, coined word or phrase, pun, rhyme
- include a key benefit by implying that the consumer's needs will be met and that he/she is spending his/her money wisely
- reflect an appropriate personality for that product
- impart positive feelings to the consumer
- be original (not a copycat ad)
- be simple
- be believable and not exaggerated

The advertisement should not:

- be bland and use an "overused" statement
- prompt a negative response, such as being offensive or make the consumer think negatively of anyone else's product
- be pretentious, but should be accurate and believable
- be complicated, confusing or clumsy (Be sure the modifiers are in the correct places.)

Lesson 12 Writing Assignment

CONTENT = 20 points

1. The composition is a defense of the rhetorical quality of either the "Gettysburg Address," "I Have a Dream" or President Kennedy's Inaugural Address.
   Worth 10 points, ____ points earned
2. The student provided appropriate and relevant examples from the speech.
   Worth 10 points, ____ points earned

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STRUCTURE = 50 points

1. The main idea is clearly stated in an effective introduction.
   Worth 5 points, ___ points earned
2. The body supports the main idea described in the introduction.
   Worth 10 points, ___ points earned
3. Supporting details are accurate, relevant and helpful in clarifying the main idea.
   Worth 6 points, ___ points earned
4. Details fit where the student placed them (logical, sequential or chronological order) and they promote the reader's understanding of the topic.
   Worth 6 points, ___ points earned
5. When the student used details, he did not wander from the main idea.
   Worth 8 points, ___ points earned
6. The defense is effectively concluded.
   Worth 10 points, ___ points earned
7. The essay is at least 500 words.
   Worth 5 points, ___ points earned

MECHANICS = 20 points

1. The student used words that help the reader to understand the student's meaning.
   Worth 2 points, ___ points earned
2. The student used correct grammar, avoiding slang.
   Worth 4 points, ___ points earned
3. The sentence structures are correct. The student avoided or corrected sentence fragments, run-on sentences and rambling sentences.
   Worth 4 points, ___ points earned
4. Punctuation is correct.
   Worth 4 points, ___ points earned
5. Spelling is correct.
   Worth 2 points, ___ points earned
6. The subjects and verbs agree in number and gender.
   Worth 2 points, ___ points earned
7. The pronouns have clear antecedents.
   Worth 2 points, ___ points earned

OVERALL = 10 points

1. The student edited and proofed his composition, showing his work, to the best of his ability.
   Worth 8 points, ___ points earned
2. The composition could be published in a newspaper with little or no additional editing.
   Worth 2 points, ___ points earned

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Lesson 15 (Extra Credit Apostrophe), Worth 5 Points for Section 3 Quiz

CONTENT = 5 points

In his apostrophe, the student addresses either an idea or a deceased person. The ideas are one of the following: fear, joy, death, happiness, greed, love, desire, unhappiness, gratefulness, or any other appropriate topic (idea).

Worth 5 points. Points earned: _____

Lesson 15 (Extra Credit Question), Worth 2 Points for Section 1 Quiz

Question Answer: A ship (more specifically, a battleship or the ship of state)

Worth 2 points. Points earned: _____



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