## HQW 2016 5th grade rubric

### BILL OF RIGHTS MINI ROJECT RUBRIC

|  | 3D  | 3                                 | 2                             | 1                                 |
|--|---|-----------------------------------|-------------------------------|-----------------------------------|
| Paragraph 1  | Correctly   | Correctly                         | Correctly                     | Does not                          |
| Paragraph I  | summarizes the  | summarizes the                    | summarizes the                | correctly                         |
|  | grticle.  | article.                          | article.                      | summarize the                     |
| I like how   |   |                                   |                               | article.                          |
| you began by<br>Sharing bath<br>the pros and         | Correctly   | Correctly                         | Correctly                     |                                   |
| Signing both /                                       | identifies the  | identifies the                    | identifies the                | Amendment is                      |
| Shang  | amendment and   | amendment and                     | amendment and                 | not identified                    |
| the prosent  | provides a  | provides a                        | provides a loose              | correctly and it                  |
| Cons.  | connection to the article that  | connection to<br>the article that | connection to                 | is clear there is                 |
|  | demonstrates  | demonstrates                      | the article<br>and/or limited | no understanding<br>of the issues |
| Be sure to   | exceptional   | reasonable                        | understanding of              | involved.                         |
| name the   | understanding of  | understanding of                  | the issues                    | involved.                         |
| Sinticle, VOU  | the issues  | the issues                        | involved.                     |                                   |
| article you )<br>are referencing                     | involved.   | involved.                         |                               |                                   |
| a creft tricks                                       |   |                                   |                               |                                   |
| Paragraph 2  | Opinion is clear  | Opinion is clear                  | Opinion is                    | Opinion is                        |
|  | and provides a  | and provides                      | somewhat clear                | unclear and                       |
| Great job  | number of   | examples or                       | but may lack                  | lacks examples                    |
| Superior want  | examples or   | evidence related                  | enough examples               | or evidence to                    |
| Great job<br>Supporting your<br>opinion with         | pieces of<br>evidence outside   | to class<br>instruction on        | or evidence to                | support the                       |
| opinion with   | of the article or   | the amendment                     | support the opinion.          | opinion.                          |
| outside evidence                                     | class instruction   | to support the                    |                               |                                   |
|  | to support the  | opinion.                          |                               | ŝ                                 |
|  | opinion.  | - Prinoin                         | 2                             | 4                                 |
|  |   |                                   |                               |                                   |
| Writing  | Employs   | Employs grade                     | Employs use of                | Employs below<br>grade level      |
| 3  | exceptional use   | level use of                      | some grade level              | grade level                       |
| /  | of vocabulary, a  | vocabulary, a                     | vocabulary.                   | vocabulary.                       |
| Nice mork  | variety of  | variety of                        | Sentence                      | Depends mainly                    |
|  | sentence<br>structures,   | sentence                          | structures are                | on simple                         |
| using strong   | indented  | structures,<br>Indented           | somewhat<br>varied. Lacks     | sentences.<br>Major errors        |
| rocebulerys  | paragraphs,   | paragraphs,                       | consistent                    | with indented                     |
| various sentence-                                    | correct spelling,   | correct spelling,                 | application of                | paragraphs,                       |
| Structures.  | punctuation,  | punctuation,                      | indented                      | correct spelling,                 |
| Junciares:   | capitalization,   | capitalization,                   | paragraphs,                   | punctuation,                      |
|  | and grammar   | and grammar                       | correct spelling,             | capitalization                    |
|  | I COMPANY AND A CONTRACTOR OF A CONTRACT OF | 0                                 | punctuation,                  | grammar                           |
|  | commas in   | complex                           | capitalization, or            |                                   |
| Demand Deflection                                    | Sentences<br>Accurately and   | Accurately                        | grammar                       | - 0V                              |
| Personal Reflection                                  | comprehensively   | Accurately<br>reflects and        | Somewhat<br>accurately        | NY                                |
| Excellent examples 1                                 | reflects and  | supports with                     | reflects;                     | 73.                               |
| to support your                                      | supports with   | examples                          | lack sufficie                 | *                                 |
| Excellent examples<br>to support your (<br>thoughts! | examples  |                                   | examples                      | grammar<br>KEMPLA                 |
|  |   |                                   |                               |                                   |
| Name <u>Claire Riggs</u> # 21 Date 9-25-15           |   |                                   |                               |                                   |
| Name <u>Craner</u>                                   | <u> 1995</u>  | _ <u>#_2\</u> _                   | Date                          |                                   |
|  | 00  |                                   |                               | $\cap$                            |

EXEMPLAR!

DITA DEPARTANTO BE ADDED

35

#### HQW 2016 5th grade informational writing 1/2

# Claire Riggs #21 (1 - 25)

The article I read was about The Safe Carry Protection Act. This law allows individuals to carry guns around in bars, schools, churches, and some government buildings. When Governor Deal signed this controversial law, it went into effect July 1, 2014. This bill, however, has its pros and it has its cons. The positive part of this is that you can protect your self in case of an assault. Because of this, many people are supporting this whereas some are not. The reason they aren't is because someone may get accidentally or purposely shot. The amendment at hand is, without a doubt, the 2<sup>nd</sup> one. The 2<sup>nd</sup> amendment guarantees the right to bear arms. The debate is mainly about how far you can go with this law.

I think that the law is a meaningful one. The main reason I think this is because citizens strongly need a way to protect themselves from harm when authority isn't present. If a mad gunman came to our school, the teachers would be able to protect us with their guns. For example, when the Sandy Hook Elementary School got attacked, the teachers didn't have a gun to protect themselves or their students. Finally, our second amendment gives us the right to bear arms, so it should allow people to bring their fire arms wherever they please.

#### HQW 2016 5th grade informational writing 2/2

I think I should get a 3D in all of the categories. In paragraph 1, I completely summarized what the article was about and explained the issues around the Safe Carry Protection Act. In addition, I explained what amendment was at hand. I also discussed the pros and the cons of the situation.

In paragraph 2 I also think I earned a 3D because I stated my opinion and and I used evidence from tragedies that were not mentioned in the article. For example, I discussed the incident that happened in Sandy Hook Elementary to support my opinion.

I believe that my writing should earn a 3D as well. I used correct punctuation, spelling, and grammar. An example is when I used the sentence "When Governor Deal signed this controversial law, it went into effect July 1, 2014." I also used words that were above the 5<sup>th</sup> grade vocabulary. An example of this is when I used the words "controversial", "assault", and "whereas." I also used various sentence types. I used a compound/complex sentence when I said "For example, when the Sandy Hook Elementary School got attacked, the teachers didn't have a gun to protect themselves or their students." An example of a compound sentence is "Finally, our second amendment gives us the right to bear arms, so it should allow people to bring their fire arms wherever they please."

In conclusion, I worked very hard on this and I should receive a good score.