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| --- | --- | --- | --- | --- |
| CATEGORY | 4 Points | 3 Points | 2 Points | 1 Point |
| Sentences & Paragraphs | Sentences and paragraphs are complete, well-constructed and of varied structure. | All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well. | Most sentences are complete and well-constructed. Paragraphing needs some work. | Many sentence fragments or run-on sentences OR paragraphing needs lots of work. |
| Length | The letter is 5 or more paragraphs. | The letter 4 pararaphs. | the letter is 3 paragraphs. | The letter is 2 or less paragraphs.. |
| Empathy x2 | The letter contains many creative details and/or descriptions that contribute to the reader's understanding. The author has really shown empathy. | The letter contains a few creative details and/or descriptions that contribute to the reader's understanding. The author has shown empathy. | The letter contains a few creative details and/or descriptions, but they distract from the events. The author has tried to use empathy | There is little evidence of creativity in the letter. The author does not seem to have used much empathy. |
| Setting x2 | Many vivid, descriptive words are used to tell the reader about the events that took place. | Some vivid, descriptive words are used to tell the audience when and where the events took place. | The reader can gain a reasonale understanding of the events that took place, but the author didn't supply much detail. | The reader has trouble figuring out what happened during the events described. |
| Grammar & spelling (conventions) | Writer makes no errors in grammar or spelling. | Writer makes 1-2 errors in grammar and/or spelling. | Writer makes 3-4 errors in grammar and/or spelling | Writer makes more than 4 errors in grammar and/or spelling. |

Letter Writing

An Interview with a WW1 Veteran

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| CATEGORY | 4 Points | 3 Points | 2 Points | 1 Point |
| Historical Accuracy | All historical information appeared to be accurate. | Almost all historical information appeared to be accurate | Most historical information appeared to be accurate | Very historical information appeared to be accurate |
| Empathy x2 | The letter contains many creative details and/or descriptions that contribute to the reader's understanding. The author has really shown empathy. | The letter contains a few creative details and/or descriptions that contribute to the reader's understanding. The author has shown empathy. | The letter contains a few creative details and/or descriptions, but they distract from the events. The author has tried to use empathy | There is little evidence of creativity in the letter. The author does not seem to have used much empathy. |
| Setting x2 | Many vivid, descriptive words are used to tell the reader about the events that took place. | Some vivid, descriptive words are used to tell the audience when and where the events took place. | The reader can gain a reasonable understanding of the events that took place, but the author didn't supply much detail. | The reader has trouble figuring out what happened during the events described. |
| Required Elements | Student included more information than was required. | Student included all information that was required. | Student included most information that was required | Student included less information than was required. |
| Knowledge Gained | Student can accurately answer several questions about the experiences of soldiers in WW1 and can tell how this interview relates to the material being studied in class. | Student can accurately answer a few questions about the experiences of soldiers in WW1 and can tell how this interview relates to the material being studied in class. | Student can accurately answer a few about the experiences of soldiers in WW1 w questions. | Student cannot accurately answer questions about the experiences of soldiers in WW1 |

Telling a story

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| --- | --- | --- | --- | --- |
| CATEGORY | 4 Points | 3 Points | 2 Points | 1 Point |
| Historical Accuracy | All historical information appeared to be accurate. | Almost all historical information appeared to be accurate | Most historical information appeared to be accurate | Very historical information appeared to be accurate |
| Empathy x2 | The letter contains many creative details and/or descriptions that contribute to the reader's understanding. The author has really shown empathy. | The letter contains a few creative details and/or descriptions that contribute to the reader's understanding. The author has shown empathy. | The letter contains a few creative details and/or descriptions, but they distract from the events. The author has tried to use empathy | There is little evidence of creativity in the letter. The author does not seem to have used much empathy. |
| Setting x2 | Many vivid, descriptive words / images are used to tell the reader about the events that took place. | Some vivid, descriptive words / images are used to tell the audience when and where the events took place. | The reader can gain a reasonable understanding of the events that took place, but the author didn't supply much detail. | The reader has trouble figuring out what happened during the events described. |
| Required Elements | Student included more information than was required. | Student included all information that was required. | Student included most information that was required | Student included less information than was required. |
| Characters | The main characters are named and clearly described (through words and/or actions). The audience knows and can describe what the characters look like and how they typically behave. | The main characters are named and described (through words and/or actions). The audience has a fairly good idea of what the characters look like. | The main characters are named. The audience knows very little about the main characters. | It is hard to tell who the main characters are |