

Crete-Monee High School – Grading Rubric

Deadline Story Assessment

Next deadline: December 21

Directions: In order to secure an A for your deadline stories, you must use at least three different sources. The sources cannot be within the journalism class. The story needs to be emailed to me (kenealyk@cm201u.org) by the end of the day for full credit, has to be at least 400-450 words and should be typed in 11 Calibri single space. You can use outside resources, but you must cite them to avoid plagiarism and you need to use them sparingly. The bulk of your information should come from the people you interview. You can email, call or do in person interviews. If you have questions, do not hesitate to ask me, or your editors. That's what we are here for.

Crete-Monee High School – Grading Rubric

Journalism Writing Rubric							
Hailey – Second Deadline 14.5/20 73%	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> ● At least three sources used ● Research used to back up article ● Use of details ● Awareness of purpose ● Sense of completeness ● Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> ● 30 word lead ● Broken into short paragraphs ● Answers Five W's and H ● Effective transitions ● Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. The response is incomplete or too brief.		
STYLE <ul style="list-style-type: none"> ● Sentence variety ● Avoid using First Person unless an Opinion article ● Word choice ● Audience awareness ● Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
CONVENTIONS <ul style="list-style-type: none"> ● Sentence formation ● Subject-verb agreement ● Standard word forms ● Punctuation, spelling, and capitalization 	The writer demonstrates full command of the conventions of written English language. No errors are evident.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer lacks understanding of the conventions of written English. Errors are pervasive. The response is incomplete or too brief.		

***Need to interview sources**

18 - 20 = A 12 - 13 = D
 16 - 17 = B 0 - 11 = F
 14 - 15 = C

TOTAL POINTS = _____

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Hailey –First Deadline ****0/20 – Missing Story****	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> ● At least three sources used ● Research used to back up article ● Use of details ● Awareness of purpose ● Sense of completeness ● Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
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Isac – Second Deadline 15/20 75% C	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> ● At least three sources used ● Research used to back up article ● Use of details ● Awareness of purpose ● Sense of completeness ● Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
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Jameir – Second Deadline 10/20 50% F	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> ● At least three sources used ● Research used to back up article ● Use of details ● Awareness of purpose ● Sense of completeness ● Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
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Jameir –First Deadline 10/20 50%	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
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Isac –First Deadline 13/20 65%	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> ● At least three sources used ● Research used to back up article ● Use of details ● Awareness of purpose ● Sense of completeness ● Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
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Jalen– Second Deadline 17/20 85%	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
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ORGANIZATION <ul style="list-style-type: none"> ● 30 word lead ● Broken into short paragraphs ● Answers Five W's and H ● Effective transitions ● Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. <u>The response is incomplete or too brief.</u>		
STYLE <ul style="list-style-type: none"> ● Sentence variety ● Avoid using First Person unless an Opinion article ● Word choice ● Audience awareness ● Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
CONVENTIONS <ul style="list-style-type: none"> ● Sentence formation ● Subject-verb agreement ● Standard word forms ● Punctuation, spelling, and capitalization 	The writer demonstrates full command of the conventions of written English language. No errors are evident.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer lacks understanding of the conventions of written English. Errors are pervasive. <u>The response is incomplete or too brief.</u>		

18 - 20 = A 12 - 13 = D
 16 - 17 = B 0 - 11 = F
 14 - 15 = C

TOTAL POINTS = _____

Crete-Monee High School – Grading Rubric

First Deadline and Second Deadline: December 21

Directions: In order to secure an A for your deadline stories, you must use at least three different sources. The sources cannot be within the journalism class. The story needs to be emailed to me (kenealyk@cm201u.org) by the end of the day for full credit, has to be at least 400-450 words and should be typed in 11 Calibri single space. You can use outside resources, but you must cite them to avoid plagiarism and you need to use them sparingly. The bulk of your information should come from the people you interview. You can email, call or do in person interviews. If you have questions, do not hesitate to ask me, or your editors. That's what we are here for.

Crete-Monee High School – Grading Rubric

Shemar– Second Deadline 13/20 65%	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> ● At least three sources used ● Research used to back up article ● Use of details ● Awareness of purpose ● Sense of completeness ● Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> ● 30 word lead ● Broken into short paragraphs ● Answers Five W’s and H ● Effective transitions ● Awareness of purpose 	The organization of ideas supports the writer’s focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. <u>The response is incomplete or too brief.</u>		
STYLE <ul style="list-style-type: none"> ● Sentence variety ● Avoid using First Person unless an Opinion article ● Word choice ● Audience awareness ● Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
CONVENTIONS <ul style="list-style-type: none"> ● Sentence formation ● Subject-verb agreement ● Standard word forms ● Punctuation, spelling, and capitalization 	The writer demonstrates full command of the conventions of written English language. No errors are evident.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer lacks understanding of the conventions of written English. Errors are pervasive. The response is incomplete or too brief.		

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18 - 20 = A 12 - 13 = D
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First Deadline and Second Deadline: December 21

Crete-Monee High School – Grading Rubric

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First Deadline and Second Deadline: December 21

Crete-Monee High School – Grading Rubric

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Crete-Monee High School – Grading Rubric

Morgan– Second Deadline 18.5/20 93%	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> ● At least three sources used ● Research used to back up article ● Use of details ● Awareness of purpose ● Sense of completeness ● Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> ● 30 word lead ● Broken into short paragraphs ● Answers Five W’s and H ● Effective transitions ● Awareness of purpose 	The organization of ideas supports the writer’s focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. <u>The response is incomplete or too brief.</u>		
STYLE <ul style="list-style-type: none"> ● Sentence variety ● Avoid using First Person unless an Opinion article ● Word choice ● Audience awareness ● Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
CONVENTIONS <ul style="list-style-type: none"> ● Sentence formation ● Subject-verb agreement ● Standard word forms ● Punctuation, spelling, and capitalization 	The writer demonstrates full command of the conventions of written English language. No errors are evident.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer lacks understanding of the conventions of written English. Errors are pervasive. <u>The response is incomplete or too brief.</u>		

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Crete-Monee High School – Grading Rubric

Kam– Second Deadline 5/20 20%	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> 30 word lead Broken into short paragraphs Answers Five W's and H Effective transitions Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. The response is incomplete or too brief.		
STYLE <ul style="list-style-type: none"> Sentence variety Avoid using First Person unless an Opinion article Word choice Audience awareness Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
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*Can't interview someone in Journalism class

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First Deadline and Second Deadline: December 21

Crete-Monee High School – Grading Rubric

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Crete-Monee High School – Grading Rubric

Kam– First Deadline 17/20 85% B	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> ● At least three sources used ● Research used to back up article ● Use of details ● Awareness of purpose ● Sense of completeness ● Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> ● 30 word lead ● Broken into short paragraphs ● Answers Five W’s and H ● Effective transitions ● Awareness of purpose 	The organization of ideas supports the writer’s focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. <u>The response is incomplete or too brief.</u>		
STYLE <ul style="list-style-type: none"> ● Sentence variety ● Avoid using First Person unless an Opinion article ● Word choice ● Audience awareness ● Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
CONVENTIONS <ul style="list-style-type: none"> ● Sentence formation ● Subject-verb agreement ● Standard word forms ● Punctuation, spelling, and capitalization 	The writer demonstrates full command of the conventions of written English language. No errors are evident.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer lacks understanding of the conventions of written English. Errors are pervasive. <u>The response is incomplete or too brief.</u>		

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Crete-Monee High School – Grading Rubric

First Deadline and Second Deadline: December 21

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Crete-Monee High School – Grading Rubric

Versye– Second Deadline 10/20 50% F	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> 30 word lead Broken into short paragraphs Answers Five W's and H Effective transitions Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. The response is incomplete or too brief.		
STYLE <ul style="list-style-type: none"> Sentence variety Avoid using First Person unless an Opinion article Word choice Audience awareness Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
CONVENTIONS <ul style="list-style-type: none"> Sentence formation Subject-verb agreement Standard word forms Punctuation, spelling, and capitalization 	The writer demonstrates full command of the conventions of written English language. No errors are evident.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer lacks understanding of the conventions of written English. Errors are pervasive. The response is incomplete or too brief.		

***No sources used (need full names), just copied and pasted USDA standards, need to rework**

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First Deadline and Second Deadline: December 21

Crete-Monee High School – Grading Rubric

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Crete-Monee High School – Grading Rubric

Versye–First Deadline 17/20 85% B	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> 30 word lead Broken into short paragraphs Answers Five W's and H Effective transitions Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. <u>The response is incomplete or too brief.</u>		
STYLE <ul style="list-style-type: none"> Sentence variety Avoid using First Person unless an Opinion article Word choice Audience awareness Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
CONVENTIONS <ul style="list-style-type: none"> Sentence formation Subject-verb agreement Standard word forms Punctuation, spelling, and capitalization 	The writer demonstrates full command of the conventions of written English language. No errors are evident.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer lacks understanding of the conventions of written English. Errors are pervasive. <u>The response is incomplete or too brief.</u>		

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Crete-Monee High School – Grading Rubric

Ariel– Second Deadline 13/20 65% D	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> ● At least three sources used ● Research used to back up article ● Use of details ● Awareness of purpose ● Sense of completeness ● Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> ● 30 word lead ● Broken into short paragraphs ● Answers Five W's and H ● Effective transitions ● Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. The response is incomplete or too brief.		
STYLE <ul style="list-style-type: none"> ● Sentence variety ● Avoid using First Person unless an Opinion article ● Word choice ● Audience awareness ● Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
CONVENTIONS <ul style="list-style-type: none"> ● Sentence formation ● Subject-verb agreement ● Standard word forms ● Punctuation, spelling, and capitalization 	The writer demonstrates full command of the conventions of written English language. No errors are evident.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer lacks understanding of the conventions of written English. Errors are pervasive. The response is incomplete or too brief.		

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Crete-Monee High School – Grading Rubric

Ariel – First Deadline 15/20 75% C	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> 30 word lead Broken into short paragraphs Answers Five W's and H Effective transitions Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. <u>The response is incomplete or too brief.</u>		
STYLE <ul style="list-style-type: none"> Sentence variety Avoid using First Person unless an Opinion article Word choice Audience awareness Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
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Crete-Monee High School – Grading Rubric

Chris – Second Deadline 13/20 65% D	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> 30 word lead Broken into short paragraphs Answers Five W's and H Effective transitions Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. The response is incomplete or too brief.		
STYLE <ul style="list-style-type: none"> Sentence variety Avoid using First Person unless an Opinion article Word choice Audience awareness Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
CONVENTIONS <ul style="list-style-type: none"> Sentence formation Subject-verb agreement Standard word forms Punctuation, spelling, and capitalization 	The writer demonstrates full command of the conventions of written English language. No errors are evident.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer lacks understanding of the conventions of written English. Errors are pervasive. The response is incomplete or too brief.		

18 - 20 = A 12 - 13 = D

16 - 17 = B 0 - 11 = F

14 - 15 = C

First Deadline and Second Deadline: December 21

Crete-Monee High School – Grading Rubric

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Crete-Monee High School – Grading Rubric

Chris – First Deadline 11/20 55% F	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> 30 word lead Broken into short paragraphs Answers Five W's and H Effective transitions Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. The response is incomplete or too brief.		
STYLE <ul style="list-style-type: none"> Sentence variety Avoid using First Person unless an Opinion article Word choice Audience awareness Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
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First Deadline and Second Deadline: December 21

Crete-Monee High School – Grading Rubric

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Crete-Monee High School – Grading Rubric

Dwayne – First Deadline 18/20 90% A	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> 30 word lead Broken into short paragraphs Answers Five W's and H Effective transitions Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. <u>The response is incomplete or too brief.</u>		
STYLE <ul style="list-style-type: none"> Sentence variety Avoid using First Person unless an Opinion article Word choice Audience awareness Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
CONVENTIONS <ul style="list-style-type: none"> Sentence formation Subject-verb agreement Standard word forms Punctuation, spelling, and capitalization 	The writer demonstrates full command of the conventions of written English language. No errors are evident.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer lacks understanding of the conventions of written English. Errors are pervasive. The response is incomplete or too brief.		

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First Deadline and Second Deadline: December 21

Crete-Monee High School – Grading Rubric

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Crete-Monee High School – Grading Rubric

Dwayne – Second Deadline – ****No Story Written**** 0/20	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> 30 word lead Broken into short paragraphs Answers Five W's and H Effective transitions Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. The response is incomplete or too brief.		
STYLE <ul style="list-style-type: none"> Sentence variety Avoid using First Person unless an Opinion article Word choice Audience awareness Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
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First Deadline and Second Deadline: December 21

Crete-Monee High School – Grading Rubric

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Crete-Monee High School – Grading Rubric

Racquel – First Deadline 15/20 75% C	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> 30 word lead Broken into short paragraphs Answers Five W's and H Effective transitions Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. <u>The response is incomplete or too brief.</u>		
STYLE <ul style="list-style-type: none"> Sentence variety Avoid using First Person unless an Opinion article Word choice Audience awareness Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
CONVENTIONS <ul style="list-style-type: none"> Sentence formation Subject-verb agreement Standard word forms Punctuation, spelling, and capitalization 	The writer demonstrates full command of the conventions of written English language. No errors are evident.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer lacks understanding of the conventions of written English. Errors are pervasive. The response is incomplete or too brief.		

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First Deadline and Second Deadline: December 21

Crete-Monee High School – Grading Rubric

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Crete-Monee High School – Grading Rubric

Racquel – Second Deadline 14/20 70% C	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> 30 word lead Broken into short paragraphs Answers Five W's and H Effective transitions Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	<u>The organization is formulaic or inappropriate.</u> The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. The response is incomplete or too brief.		
STYLE <ul style="list-style-type: none"> Sentence variety Avoid using First Person unless an Opinion article Word choice Audience awareness Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
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First Deadline and Second Deadline: December 21

Crete-Monee High School – Grading Rubric

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Crete-Monee High School – Grading Rubric

Sam – First Deadline –TV Shows 18/20 90% A	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> 30 word lead Broken into short paragraphs Answers Five W's and H Effective transitions Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. <u>The response is incomplete or too brief.</u>		
STYLE <ul style="list-style-type: none"> Sentence variety Avoid using First Person unless an Opinion article Word choice Audience awareness Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
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Crete-Monee High School – Grading Rubric

Sam – Second Deadline-Albums 16/20 80% B	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> 30 word lead Broken into short paragraphs Answers Five W's and H Effective transitions Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. <u>The response is incomplete or too brief.</u>		
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***Can't interview anyone in Journalism class**

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First Deadline and Second Deadline: December 21

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Diamond – Second Deadline 15/20 75% C	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
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*Lots of grammatical/spelling errors, and missing the last name for Autumn

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First Deadline and Second Deadline: December 21

Crete-Monee High School – Grading Rubric

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Crete-Monee High School – Grading Rubric

Diamond – First Deadline 16/20 80% B	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> 30 word lead Broken into short paragraphs Answers Five W's and H Effective transitions Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. <u>The response is incomplete or too brief.</u>		
STYLE <ul style="list-style-type: none"> Sentence variety Avoid using First Person unless an Opinion article Word choice Audience awareness Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
CONVENTIONS <ul style="list-style-type: none"> Sentence formation Subject-verb agreement Standard word forms Punctuation, spelling, and capitalization 	The writer demonstrates full command of the conventions of written English language. No errors are evident.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer lacks understanding of the conventions of written English. Errors are pervasive. The response is incomplete or too brief.		

18 - 20 = A 12 - 13 = D
 16 - 17 = B 0 - 11 = F
 14 - 15 = C

First Deadline and Second Deadline: December 21

Crete-Monee High School – Grading Rubric

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Crete-Monee High School – Grading Rubric

Charlie – Second Deadline 14.5/20 73% C	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> 30 word lead Broken into short paragraphs Answers Five W's and H Effective transitions Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. <u>The response is incomplete or too brief.</u>		
STYLE <ul style="list-style-type: none"> Sentence variety Avoid using First Person unless an Opinion article Word choice Audience awareness Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
CONVENTIONS <ul style="list-style-type: none"> Sentence formation Subject-verb agreement Standard word forms Punctuation, spelling, and capitalization 	The writer demonstrates full command of the conventions of written English language. No errors are evident.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer lacks understanding of the conventions of written English. Errors are pervasive. <u>The response is incomplete or too brief.</u>		

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First Deadline and Second Deadline: December 21

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Crete-Monee High School – Grading Rubric

Charlie – First Deadline 14/20 70% C	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
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***You need to write this more professionally – avoid words like ‘sucks’ in the article. Also,**

remember this is read by administration too. You need to get both sides of the topic so I can print this.

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First Deadline and Second Deadline: December 21

Crete-Monee High School – Grading Rubric

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Crete-Monee High School – Grading Rubric

Kerron – Second Deadline 16/20 80% B	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
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SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
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Crete-Monee High School – Grading Rubric

Kerron – First Deadline 14/20 70% C	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
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Kerron – Second Deadline 16/20 80% B	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
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Crete-Monee High School – Grading Rubric

Rachel – Second Deadline 18.5/20 93% A	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
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Rachel – First Deadline 17/20 85% B	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
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***This has the potential to be a great story, but you need to put a positive spin on it to see what can be done to help the situation.**

Talk to students or staff on what we can do to clean up our school.

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Mariah – Second Deadline 18.5/20 93% A	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> ● At least three sources used ● Research used to back up article ● Use of details ● Awareness of purpose ● Sense of completeness ● Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> ● 30 word lead ● Broken into short paragraphs ● Answers Five W's and H ● Effective transitions ● Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. <u>The response is incomplete or too brief.</u>		
STYLE <ul style="list-style-type: none"> ● Sentence variety ● Avoid using First Person unless an Opinion article ● Word choice ● Audience awareness ● Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
CONVENTIONS <ul style="list-style-type: none"> ● Sentence formation ● Subject-verb agreement ● Standard word forms ● Punctuation, spelling, and capitalization 	The writer demonstrates full command of the conventions of written English language. No errors are evident.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer lacks understanding of the conventions of written English. Errors are pervasive. The response is incomplete or too brief.		

18 - 20 = A 12 - 13 = D
 16 - 17 = B 0 - 11 = F
 14 - 15 = C

First Deadline and Second Deadline: December 21

Crete-Monee High School – Grading Rubric

Directions: In order to secure an A for your deadline stories, you must use at least three different sources. The sources cannot be within the journalism class. The story needs to be emailed to me (kenealyk@cm201u.org) by the end of the day for full credit, has to be at least 400-450 words and should be typed in 11 Calibri single space. You can use outside resources, but you must cite them to avoid plagiarism and you need to use them sparingly. The bulk of your information should come from the people you interview. You can email, call or do in person interviews. If you have questions, do not hesitate to ask me, or your editors. That's what we are here for.

Crete-Monee High School – Grading Rubric

Mariah – First Deadline 18.5/20 93% A	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> ● At least three sources used ● Research used to back up article ● Use of details ● Awareness of purpose ● Sense of completeness ● Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> ● 30 word lead ● Broken into short paragraphs ● Answers Five W's and H ● Effective transitions ● Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. <u>The response is incomplete or too brief.</u>		
STYLE <ul style="list-style-type: none"> ● Sentence variety ● Avoid using First Person unless an Opinion article ● Word choice ● Audience awareness ● Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
CONVENTIONS <ul style="list-style-type: none"> ● Sentence formation ● Subject-verb agreement ● Standard word forms ● Punctuation, spelling, and capitalization 	The writer demonstrates full command of the conventions of written English language. No errors are evident.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer lacks understanding of the conventions of written English. Errors are pervasive. The response is incomplete or too brief.		

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First Deadline and Second Deadline: December 21

Crete-Monee High School – Grading Rubric

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Crete-Monee High School – Grading Rubric

Xavier – Second Deadline 11/20 55% F	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> ● At least three sources used ● Research used to back up article ● Use of details ● Awareness of purpose ● Sense of completeness ● Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> ● 30 word lead ● Broken into short paragraphs ● Answers Five W's and H ● Effective transitions ● Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. <u>The response is incomplete or too brief.</u>		
STYLE <ul style="list-style-type: none"> ● Sentence variety ● Avoid using First Person unless an Opinion article ● Word choice ● Audience awareness ● Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
CONVENTIONS <ul style="list-style-type: none"> ● Sentence formation ● Subject-verb agreement ● Standard word forms ● Punctuation, spelling, and capitalization 	The writer demonstrates full command of the conventions of written English language. No errors are evident.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer lacks understanding of the conventions of written English. Errors are pervasive. The response is incomplete or too brief.		

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First Deadline and Second Deadline: December 21

Crete-Monee High School – Grading Rubric

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Crete-Monee High School – Grading Rubric

Xavier – First Deadline 10/20 50% F	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> ● At least three sources used ● Research used to back up article ● Use of details ● Awareness of purpose ● Sense of completeness ● Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> ● 30 word lead ● Broken into short paragraphs ● Answers Five W's and H ● Effective transitions ● Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. The response is incomplete or too brief.		
STYLE <ul style="list-style-type: none"> ● Sentence variety ● Avoid using First Person unless an Opinion article ● Word choice ● Audience awareness ● Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
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First Deadline and Second Deadline: December 21

Crete-Monee High School – Grading Rubric

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Crete-Monee High School – Grading Rubric

Aaron – Second Deadline 18/20 90% A	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> 30 word lead Broken into short paragraphs Answers Five W's and H Effective transitions Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. <u>The response is incomplete or too brief.</u>		
STYLE <ul style="list-style-type: none"> Sentence variety Avoid using First Person unless an Opinion article Word choice Audience awareness Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
CONVENTIONS <ul style="list-style-type: none"> Sentence formation Subject-verb agreement Standard word forms Punctuation, spelling, and capitalization 	The writer demonstrates full command of the conventions of written English language. No errors are evident.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer lacks understanding of the conventions of written English. Errors are pervasive. The response is incomplete or too brief.		

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First Deadline and Second Deadline: December 21

Crete-Monee High School – Grading Rubric

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Crete-Monee High School – Grading Rubric

Aaron – First Deadline ****Story Missing**** 0/20	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> 30 word lead Broken into short paragraphs Answers Five W's and H Effective transitions Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. The response is incomplete or too brief.		
STYLE <ul style="list-style-type: none"> Sentence variety Avoid using First Person unless an Opinion article Word choice Audience awareness Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
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First Deadline and Second Deadline: December 21

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Crete-Monee High School – Grading Rubric

Hannah – Second Deadline 18/20 90% A	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> 30 word lead Broken into short paragraphs Answers Five W's and H Effective transitions Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. <u>The response is incomplete or too brief.</u>		
STYLE <ul style="list-style-type: none"> Sentence variety Avoid using First Person unless an Opinion article Word choice Audience awareness Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
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First Deadline and Second Deadline: December 21

Crete-Monee High School – Grading Rubric

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Hannah – First Deadline 16/20 80% B	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> 30 word lead Broken into short paragraphs Answers Five W's and H Effective transitions Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. The response is incomplete or too brief.		
STYLE <ul style="list-style-type: none"> Sentence variety Avoid using First Person unless an Opinion article Word choice Audience awareness Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
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Crete-Monee High School – Grading Rubric

Alyssa – Second Deadline 18/20 90% A	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> 30 word lead Broken into short paragraphs Answers Five W's and H Effective transitions Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. The response is incomplete or too brief.		
STYLE <ul style="list-style-type: none"> Sentence variety Avoid using First Person unless an Opinion article Word choice Audience awareness Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
CONVENTIONS <ul style="list-style-type: none"> Sentence formation Subject-verb agreement Standard word forms Punctuation, spelling, and capitalization 	The writer demonstrates full command of the conventions of written English language. No errors are evident.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer lacks understanding of the conventions of written English. Errors are pervasive. The response is incomplete or too brief.		

***Need to say where you got the info in the second paragraph**

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Alyssa – First Deadline 18/20 90% A	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> ● At least three sources used ● Research used to back up article ● Use of details ● Awareness of purpose ● Sense of completeness ● Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> ● 30 word lead ● Broken into short paragraphs ● Answers Five W's and H ● Effective transitions ● Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. <u>The response is incomplete or too brief.</u>		
STYLE <ul style="list-style-type: none"> ● Sentence variety ● Avoid using First Person unless an Opinion article ● Word choice ● Audience awareness ● Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
CONVENTIONS <ul style="list-style-type: none"> ● Sentence formation ● Subject-verb agreement ● Standard word forms ● Punctuation, spelling, and capitalization 	The writer demonstrates full command of the conventions of written English language. No errors are evident.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer lacks understanding of the conventions of written English. Errors are pervasive. The response is incomplete or too brief.		

18 - 20 = A 12 - 13 = D
 16 - 17 = B 0 - 11 = F
 14 - 15 = C

First Deadline and Second Deadline: December 21

Crete-Monee High School – Grading Rubric

Directions: In order to secure an A for your deadline stories, you must use at least three different sources. The sources cannot be within the journalism class. The story needs to be emailed to me (kenealyk@cm201u.org) by the end of the day for full credit, has to be at least 400-450 words and should be typed in 11 Calibri single space. You can use outside resources, but you must cite them to avoid plagiarism and you need to use them sparingly. The bulk of your information should come from the people you interview. You can email, call or do in person interviews. If you have questions, do not hesitate to ask me, or your editors. That's what we are here for.

Crete-Monee High School – Grading Rubric

Justyn – Second Deadline 10/20 50% F	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> ● At least three sources used ● Research used to back up article ● Use of details ● Awareness of purpose ● Sense of completeness ● Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> ● 30 word lead ● Broken into short paragraphs ● Answers Five W's and H ● Effective transitions ● Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. The response is incomplete or too brief.		
STYLE <ul style="list-style-type: none"> ● Sentence variety ● Avoid using First Person unless an Opinion article ● Word choice ● Audience awareness ● Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
CONVENTIONS <ul style="list-style-type: none"> ● Sentence formation ● Subject-verb agreement ● Standard word forms ● Punctuation, spelling, and capitalization 	The writer demonstrates full command of the conventions of written English language. No errors are evident.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer lacks understanding of the conventions of written English. Errors are pervasive. The response is incomplete or too brief.		

***Need to interview people, cite your sources and expand on what you're talking about**

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16 - 17 = B 0 - 11 = F

14 - 15 = C

First Deadline and Second Deadline: December 21

Crete-Monee High School – Grading Rubric

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Crete-Monee High School – Grading Rubric

Justyn – First Deadline 13/20 65% D	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> 30 word lead Broken into short paragraphs Answers Five W's and H Effective transitions Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. <u>The response is incomplete or too brief.</u>		
STYLE <ul style="list-style-type: none"> Sentence variety Avoid using First Person unless an Opinion article Word choice Audience awareness Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
CONVENTIONS <ul style="list-style-type: none"> Sentence formation Subject-verb agreement Standard word forms Punctuation, spelling, and capitalization 	The writer demonstrates full command of the conventions of written English language. No errors are evident.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer lacks understanding of the conventions of written English. Errors are pervasive. The response is incomplete or too brief.		

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First Deadline and Second Deadline: December 21

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Crete-Monee High School – Grading Rubric

BJ– First Deadline 5/20 20% F	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> 30 word lead Broken into short paragraphs Answers Five W’s and H Effective transitions Awareness of purpose 	The organization of ideas supports the writer’s focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. The response is incomplete or too brief.		
STYLE <ul style="list-style-type: none"> Sentence variety Avoid using First Person unless an Opinion article Word choice Audience awareness Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
CONVENTIONS <ul style="list-style-type: none"> Sentence formation Subject-verb agreement Standard word forms Punctuation, spelling, and capitalization 	The writer demonstrates full command of the conventions of written English language. No errors are evident.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer lacks understanding of the conventions of written English. Errors are pervasive. The response is incomplete or too brief.		

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First Deadline and Second Deadline: December 21

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Crete-Monee High School – Grading Rubric

Jaida – Second Deadline ***Missing Story*** 0/20	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> 30 word lead Broken into short paragraphs Answers Five W's and H Effective transitions Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. The response is incomplete or too brief.		
STYLE <ul style="list-style-type: none"> Sentence variety Avoid using First Person unless an Opinion article Word choice Audience awareness Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
CONVENTIONS <ul style="list-style-type: none"> Sentence formation Subject-verb agreement Standard word forms Punctuation, spelling, and capitalization 	The writer demonstrates full command of the conventions of written English language. No errors are evident.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer lacks understanding of the conventions of written English. Errors are pervasive. The response is incomplete or too brief.		

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First Deadline and Second Deadline: December 21

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Crete-Monee High School – Grading Rubric

Kembrya – First Deadline 2/20 10% A	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> 30 word lead Broken into short paragraphs Answers Five W's and H Effective transitions Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. The response is incomplete or too brief.		
STYLE <ul style="list-style-type: none"> Sentence variety Avoid using First Person unless an Opinion article Word choice Audience awareness Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
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Crete-Monee High School – Grading Rubric

Kembrya – Second Deadline ***Missing Story*** 0/20	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> 30 word lead Broken into short paragraphs Answers Five W's and H Effective transitions Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. The response is incomplete or too brief.		
STYLE <ul style="list-style-type: none"> Sentence variety Avoid using First Person unless an Opinion article Word choice Audience awareness Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
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Crete-Monee High School – Grading Rubric

Alyssa – First Deadline 18/20 90% A	5-4.5	4	3.5	3	2.5-0	Weighted Value	Points Earned
SOURCES/RESEARCH <ul style="list-style-type: none"> At least three sources used Research used to back up article Use of details Awareness of purpose Sense of completeness Is 400-450 words 	The article is fully focused and contains a wealth of sources and examples.	The article is consistently focused and contains ample sources and examples.	The article is sufficiently focused and contains some sources and examples.	The article is minimally focused. The provided sources are vague or general.	The article shows little or no focus.		
ORGANIZATION <ul style="list-style-type: none"> 30 word lead Broken into short paragraphs Answers Five W's and H Effective transitions Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. <u>The response is incomplete or too brief.</u>		
STYLE <ul style="list-style-type: none"> Sentence variety Avoid using First Person unless an Opinion article Word choice Audience awareness Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.		
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