MCj04046430000[1]MCj03230910000[1]What should we do about Texas?

Letters Rubric

Letter One

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| **Quality of Writing** | **Historically Accurate** | **Persuasive** | **Follows Directions** | **Above and Beyond** |
| Letter is clear and can easily be understood. Letter is written neatly in complete sentences. There are no grammatical errors. | Arguments are logical from the perspective of your character. Letter shows clear knowledge of the causes of the TX Revolution | Letter is written to persuade the recipient to change the problem or conflict. Letter clearly outlines why the problem should be changed, how the problem will be changed, and what will happen for the better as a result of that change. | Letter includes all of the following: written in perspective of a character, contains problem or conflict, explanation of problem, plan for resolving the problem, | Letter goes above and beyond the given directions and expectations. Letter shows a great deal of creativity. |
| Letter is well written. Writing can be understood by the reader. Letter uses complete sentences. There are some grammatical errors. | Arguments may be somewhat illogical from the perspective of your character. Letter shows some knowledge of the causes of the TX Revolution. | Letter attempts to persuade the recipient to change the problem or conflict. Letter states that problem and how it should be changed, but may not explain the result of the change. | Letter includes most of the following: written in perspective of a character, contains problem or conflict, explanation of problem, plan for resolving the problem, | Letter follows the outlined directions and expectations. Letter show some creativity. |
| Letter is hard to understand. Some sentences are not complete. There are many grammatical errors. | Arguments are not logical from character’s perspective. Letter shows no knowledge of the causes of the TX Revolution. | Letter is not persuasive and will not convince the recipient to change the problem or conflict. Letter may only state the problem and not how it should be changed or the results of a change. | Letter includes little of the following: written in perspective of a character, contains problem or conflict, explanation of problem, plan for resolving the problem, | Letter does not meet outlined directions and expectations. Letter shows no creativity. |

Teacher comments:

Letter Two

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| **Quality of Writing** | **Historically Accurate** | **Address Letter One** | **Follows Directions** | **Above and Beyond** |
| Letter is clear and can easily be understood. Letter is written neatly in complete sentences. There are no grammatical errors. | Arguments are logical from the perspective of your character. Letter shows clear knowledge of the causes of the TX Revolution | Letter address problem from letter one. Letter explains why or why not letter one’s arguments were persuasive. Letter explains how problem will be addressed and why it will be handled in that way. | Letter includes all of the following: written in the perspective of the person letter one was addressing; address problem from letter one; explains why or why not letter one was persuasive; explains how the problem will be addressed | Letter goes above and beyond the given directions and expectations. Letter shows a great deal of creativity. |
| Letter is well written. Writing can be understood by the reader. Letter uses complete sentences. There are some grammatical errors. | Arguments may be somewhat illogical from the perspective of your character. Letter shows some knowledge of the causes of the TX Revolution. | Letter addresses the problem from letter one. Letter explains why or why not letter one’s arguments were persuasive. Letter explains how the problem will be addressed but does not explain why. | Letter includes most of the following:  written in the perspective of the person letter one was addressing; address problem from letter one; explains why or why not letter one was persuasive; explains how the problem will be addressed | Letter follows the outlined directions and expectations. Letter shows some creativity. |
| Letter is hard to understand. Some sentences are not complete. There are many grammatical errors. | Arguments are not logical from character’s perspective. Letter shows no knowledge of the causes of the TX Revolution. | Letter briefly address the problem from letter one. Letter does not explain why or why not letter one’s arguments were persuasive. Letter briefly address how problem will be addressed but does not explain why. | Letter includes little of the following:  written in the perspective of the person letter one was addressing; address problem from letter one; explains why or why not letter one was persuasive; explains how the problem will be addressed | Letter does not meet outlined directions and expectations. Letter shows no creativity. |

Teacher Comments:

Start your Own Revolution!

Brochure Rubric

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| Visuals | Writing | Persuasive | Follows Directions | Above and Beyond |
| Brochure contains many visuals that are eye-catching, neat, and contain color | Writing is neat, clear and easy to follow. There are no grammatical errors. | The problem is explained. Explains why the problem needs to be changed. Explains how things will be better if problem is changed. All explanations are clear and persuasive. | All directions are followed. | Brochure goes above and beyond stated directions and expectations. Brochure shows a great deal of creativity. |
| Brochure contains some visuals that are neat and have some color | Writing is somewhat neat and may be a little hard to follow. There are few grammatical errors. | The problem is explained. Explains why the problem should be changed. Explains how things would be better if the problem is changed. Explanations somewhat hard to follow. | Most directions are followed. | Brochure meets the stated directions and expectations. Brochure shows some creativity. |
| Brochure contains few visuals, is messy, and there is no color | Writing is not messy and unclear. There are many grammatical errors. | Problem is stated but lacks explanation on why the problem should be changed and the results of changing the situation. | Directions are not followed. | Brochure does not meet the stated directions and expectations. Brochure show little creativity. |

j0149424[1]

Teacher Comments:

Poster Rubric

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| Visuals | Writing | Persuasive | Follows Directions | Above and Beyond |
| Poster contains many visuals that are eye-catching, neat, and contain color | Writing is short and to the point. Only key information is on the poster. Wording is catchy. Writing is neat, clear and easy to follow. There are no grammatical errors. | Poster explains rule/ problem that should be changed and briefly describes why the rule/ problem should be changed. Poster makes you want to join the cause. | All directions are followed. | Poster goes above and beyond stated directions and expectations. Poster shows a great deal of creativity. |
| Poster contains some visuals that are neat and have some color | Some writing on the poster is not unimportant. Writing is somewhat neat and may be a little hard to follow. There are few grammatical errors. Wording is plain. | Poster explains rule that should be changed but does not describe why the rule/ problem that should be changed. Poster is not very catchy. | Most directions are followed. | Poster meets the stated directions and expectations. Poster shows some creativity. |
| Poster contains few visuals, is messy, and there is no color. | Writing on the poster does not address the problem clearly. Writing is not messy and unclear. There are many grammatical errors. Wording is boring. | Poster briefly states the rule/ problem to be changed. Poster gives no other explanations on why things should change. You would look twice at this poster. | Directions are not followed. | Poster does not meet the stated directions and expectations. Poster show little creativity. |

Teacher Comments: