Name: Performance Task:

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| **Rubric for Performance Task** | | | | | |
| **Ideas** | **5**  **Exemplary** | **4**  **Strong** | **3**  **Proficient** | **2**  **Developing** | **1**  **Beginning** |
| Causes | Exceptionally clear, focused, engaging with relevant, strong supporting detail | Clear, focused evidence of causes with appropriate supporting detail | Evident main causes with some support which may be general or limited | Main causes may be cloudy because supporting detail is too general or even off-topic | Lacks causes;  Development is minimal or non-existent |
| Effects | Exceptionally clear, focused, engaging with relevant, strong supporting detail | Clear, focused evidence of effects with appropriate detail | Evident main effects with some support which may be general or limited | Main effects may be cloudy because supporting detail is too general or even off-topic | Lacks effects;  Development is minimal or non-existent |
| Impact | Exceptionally clear, focused, engaging with relevant, strong supporting detail | Clear, focused impact on other revolutions with appropriate detail | Evident impact on other revolutions with some support which may be general or limited | Impact may be cloudy because supporting detail is too general or even off-topic | Lacks impact;  Development is minimal or non-existent |
| Perspective | Expressive, engaging, sincere evidence of multiple perspective on the conflict | Appropriately shows at least two sides of the conflict | Evident attempt to include at least two perspectives  Inconsistent or dull view into one perspective | Multiple perspectives may be inappropriate or non-existent | No hint of perspective |
| Context/Setting | Exceptionally clear, focused, engaging with relevant, strong supporting detail | Clear, focused context provided with appropriate detail | Evident context with some support which may be general or limited | Context may be cloudy because supporting detail is too general or even off-topic | Lacks context  Development is minimal or non-existent |
| **Conventions** | Exceptionally strong control of standard conventions of writing | Strong control of conventions; errors are few and minor | Control of most writing conventions; occasional errors with high risks | Limited control of conventions; frequent errors do not interfere with understanding | Numerous errors distract the reader and make the text difficult to read |

Rubric based on the 6 + 1 Traits of Writing rubric found here: www.rubrics4teachers.com/pdf/6TRAITSWRITING.pdf