|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4- Superb http://t3.gstatic.com/images?q=tbn:ANd9GcRF9WHqPcdbmKngtMy2igtb-oPZnLxJHK0IGQqcdWm1GevXJYJeYA** | **3- Good**  **http://t2.gstatic.com/images?q=tbn:ANd9GcRG8DXHM6TcxQ08WDAO_PtQBgwv8dkEcaX1eF8_mmCQD2VvRg0Z** | **2- Almost http://t0.gstatic.com/images?q=tbn:ANd9GcR4gn2abjElRkeY-jV-WcIFTV3aUCRtIZ4LXYnzAeAr6wCQOoG9** | **1- Not Yet**  **http://t3.gstatic.com/images?q=tbn:ANd9GcTQXYX8oWLxWf1yqOjcXdpT7FgGmv6io5_KTm4fMPRO6I12l_6k** |
| **Memoir** | Memoir is well written and is sequenced chronologically. Author uses lots of sensory language like metaphor, simile, etc. Writer makes **no errors in grammar or spelling** that distract the reader. | Memoir is well written with 1-2 errors in sequence. Student writing contains some usage of creative and sensory language. **1-2 errors in grammar or spelling** that distract the reader. | Memoir contains some sequence errors making it slightly difficult to understand.  Student writing has little creative and/or sensory language. **3-4 errors in grammar or spelling** that distract the reader. | Memoir is difficult to understand because events are out of order. Student does not include creative and/or sensory language. Writer makes more than **4 errors in grammar or spelling** that distract the reader. |
| **You + World Thing** | Clear and unique visual “thing” that shows the connection between you and the world. Includes a brief, but clear explanation of the connection. Includes a map of two comparison points. | The visual “thing” clearly shows the connection, but may not be 100% unique. Includes an explanation that may be short or unclear. Includes a map of two comparison points. | The visual “thing” shows the connection, but is a unclear or messy. May be missing an explanation or explanation may be unclear. May be missing the map. | The visual “thing” is very unclear, messy, or missing. |
| **Cultural Artifacts** | Includes **three** cultural artifacts that represent student’s identity, community, **and** culture with a brief explanation of each item. | Includes **two** cultural artifacts that represent student’s identity, community, **and** culture with a brief explanation of each item. | Includes **one** cultural artifacts that represent student’s identity, community, **and** culture with a brief explanation of the item. | Does not include cultural artifacts or artifacts are missing one or more explanations. |
| **Photograph and Name Tag** | Student includes an 8 ½ X 11 photograph and an eye-catching name tag for exhibit | | Student does not include either an 8 ½ X 11 photograph or an eye-catching name tag for exhibit | |
|  | | | | |
| **Oral History Essay** | * Essay is **100% focused** on family’s history and culture. * The **introduction** is inviting and states the main topic. * The **conclusion** shows the author understands where his culture comes from. * Author uses lots of **transitions** to move from one idea to another. Essay has **rich details** that explain. * Writer makes **no errors in grammar or spelling** that distract the reader. | * Essay is **mostly focused** on family’s history and culture. . * The **introduction** clearly states the main topic, but isn’t very inviting. * The **conclusion** ties up almost all the loose ends. * **Transitions** show how ideas are connected, but there is **little variety**. * Essay has **details** that mostly explain family’s history and culture. * Writer makes **1-2 errors in grammar or spelling** that distract the reader. | * Essay is **somewhat focused** on family’s history and culture. * The **introduction** states the main topic, but isn’t very clear or inviting. * The **conclusion** is there, but doesn’t tie up all loose ends. * Some **transitions** work well; but some connections are **fuzzy**. * Essay has some **details** but they don’t explain much for the reader. * Writer makes **3-4 errors in grammar or spelling** that distract the reader. | * Essay is **not focused** on family’s history and culture. * There is **no clear introduction** of the main topic paper. * There is **no clear conclusion**, the paper just ends. * The **transitions** between ideas are **unclear** or nonexistent. * Essay has few or no **details** that explain the information. * Writer makes more than **4 errors in grammar or spelling** that distract the reader. |

Your Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments: