

Name _____ Date: _____ HR: _____

Worlds Meet: Historical Analysis & Writing Rubric

[CCSS.ELA-Literacy.W.7.2](#) , [CCSS.ELA-Literacy.W.7.4](#) , [CCSS.ELA-Literacy.L.7.1-2](#)

Students will research one (1) Native American Nation and present the history of that Nation and analyze the impact of the introduction of early Europeans (explorers and/or colonists) on its culture (including language, spiritual beliefs, food, where they live now [if not extinct] etc). In your analysis you must state your claim, provide evidence to support your claim and interpret the evidence you provide. Your writing should reflect grade appropriate word choice as well as be free of grammatical and spelling errors. Your analysis must be typed (12pt, double spaced) and submitted via Google Doc by 11/1/17, and should consist of 5-7 paragraphs (2-2.5 pages) in length. Proofread before submitting your work.

CCSS Criteria	4 points	3 points	2 points	1 point
<p>Main Idea/Thesis is clearly stated in the first paragraph (W.7.1a)</p>	<p>Student's main idea/thesis is a clear, well developed, and definitive statement of position. Text analysis question is restated.</p> <p>Student presents clearly how they are IB exemplifying many of the 10 learner traits.</p>	<p>Student's main idea/thesis is a clear, well developed, and definitive statement of position.</p>	<p>Student's opinion is stated.</p>	<p>Student's opinion is not present or unclear.</p> <p>Incomplete attempt with only Nation selected.</p>
<p>Evidence from the text is used to support the student's opinion. (W.7.4)</p>	<p>Student's writing presents 5-6 relevant pieces of evidence from the text to support the development of his or her opinion.</p>	<p>Student's writing presents 3-4 pieces of evidence from the text to support the development of his or her opinion.</p> <p>Student shows they understand their Native American nation and did a lot of research through examples of a lot of work/effort that is presented clearly.</p>	<p>Student's writing presents 1-2 pieces of evidence from the text to support the development of his or her opinion.</p>	<p>Student's writing does not present relevant evidence from the text to support the development of his or her opinion.</p>
<p>INTERPRETATION Evidence:</p>	<p>Student interprets (synthesizes) ALL textual evidence and points back to opinion statement.</p>	<p>Student interprets (synthesizes) some of the textual evidence and points</p>	<p>Student interprets one example of text evidence.</p>	<p>Student does not interpret text evidence.</p>

Analysis Synthesis (W.7.1b)		back to opinion statement.	Student presents partial paragraphs, there is some data, but more is needed.	
Word Choice & Conventions (W.7.1-2)	Student uses precise language and grade-level appropriate vocabulary to inform about or explain topic. Very few spelling, capitalization and/or punctuation errors.	Student uses clear language and vocabulary to inform about or explain topic. Some spelling, capitalization and/or punctuation errors.	Student language is difficult to understand. Many sentence fragments, run-on sentences, and spelling errors. Several capitalization and/or punctuation errors.	Use of unclear language and poor vocabulary. Spelling and grammar errors prevent understanding of student writing.

Total points:

/16

Score _____

Comments: