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|  | Beginning 1 | Developing 2 | Qualified 3 |  Excellent 4 | Score |
| Purpose and clarity | Student’s article is unclear and disorganized. | Student’s article is somewhat clear and understandable. | Student’s writing communicates effectively to your audience. Your purpose is very clear. | Student’s article has an extraordinarily clear purpose, holds the readers attention, and is right to the point.  |  |
| Headline and hook, supporting details. | No evidence of a headline, hook, or details. | Something is missing, the headline, hook, or three supporting details. | The headline is clear and brief, the hook is well-written, and there are three supporting details in the article. | The headline is inventive and contains a play on words or a double entendre. The hook grabs the reader’s attention and there are more than three supporting details. |  |
| Feedback | Did not give or use peer feedback. | Gave very little feedback from peers. | Student completed all rough drafts and contributed as a copy editor with peers. | Very involved with giving constructive feedback to others. Very open and receptive about receiving feedback. Made changes as needed. |  |
| Spelling and Grammar | Writing contains many spelling and grammar errors. | There are some spelling and grammar errors. | One or two errors slipped through. | Article error free! |  |
| Creativity and originality | Student puts in minimal effort and thought into article. | Student’s article was not properly cited or not very creative. | Student’s article creative and unique. Credit is given to outside sources. | The student’s work is highly original and creative. One of a kind! |  |
| Teamwork and collaboration | Student did not work well with classmates. Students only focused on their own work. | Student’s efforts to work well with classmates were inconsistent. | Student considered the ideas of others, gave good feedback, and worked well as a part of the team. | Student was a real leader – giving suggestions without being asked, going “above and beyond”, and worked well with all classmates. | Student did not work well with classmates. Students only focused on their own work. |