

## Content Rubric: SEXI Paragraph

	<b>Just Beginning (0...)</b>	<b>Approaching (.5...)</b>	<b>Meets (...1...)</b>	<b>Exceeds (...2)</b>
<b>S</b>	There is no statement.	Statement is unclear and does not address the unit essential question.	Student has a statement that addresses the unit essential question but lacks clarity.	Statement is clear and compelling and addresses the unit essential question.
<b>E</b>	Paragraph lacks evidence.	Evidence is attempted but does not support statement.	Evidence is inaccurate or limited in support of statement.	Evidence proves statement and is accurate.
<b>X</b>	Paragraph lacks an explanation.	Explanation does not connect to evidence.	Explanation generally links to evidence.	Explanation links to evidence and makes argument more clear.
<b>I</b>	No attempt to give insight.	Student attempts to give insight, but does not.	Insight connects to the rest of the paragraph.	Insight provides the reader with new, provoking thoughts.

## Rubric: Plot Diagram

	<b>Just Beginning (0...1...)</b>	<b>Approaching (...2...3...)</b>	<b>Meets (...4...)</b>	<b>Exceeds (...5)</b>
<b>Content</b>	Plot is missing one or more major element.	Plot has all 5 major plot elements: exposition, rising action (3 events), climax, falling action (3 events), and resolution	Plot has all 5 major plot elements: exposition, rising action (3 events), climax, falling action (3 events), and resolution explained in complete sentences.	Plot has all 5 major plot elements: exposition, rising action (3 events), climax, falling action (3 events), and resolution. Each of the elements is identified accurately, and explained with detail in the form of sentences.
<b>Connection to Unit Essential Question</b>	None events on the plot diagram serve as evidence to answer the unit essential question: What are the catalysts for change, as it relates to ELA.	Some events on the plot diagram serve as evidence to answer the unit essential question: What are the catalysts for change, as it relates to ELA.	Most events on the plot diagram serve as evidence to answer the unit essential question: What are the catalysts for change, as it relates to ELA.	Every event on the plot diagram serves as evidence to answer the unit essential question: What are the catalysts for change, as it relates to ELA.
<b>Depth of Thought</b>	Student failed to explain events on the plot line.	Student's explanation lacks consideration to the unit essential question as it impacts the plot of our lives and the lives of characters in text.	Student considered the unit essential question as it impacts the plot of our lives and the lives of characters in text in his/her explanation.	Student clearly and concisely considered the unit essential question as it impacts the plot of our lives and the lives of characters in text in his/her explanation and used evidence where necessary.



## Rubric: Title Depiction

	<b>Just Beginning (0...1...)</b>	<b>Approaching (...2...3...)</b>	<b>Meets (...4...)</b>	<b>Exceeds (...5)</b>
<b>Organization</b>	Depiction is disorganized. Items are not balanced or arranged in an orderly fashion to appeal to viewers. The overall piece is a distraction to the title.	Depiction is disorganized. Items are not balanced or arranged in an orderly fashion to appeal to viewers.	Depiction is organized and clean. Items are balanced and arranged in an orderly fashion to appeal to viewers. The piece aides a viewer in understanding the title.	Depiction is well organized and clean. Items are balanced and arranged in an orderly fashion to appeal to viewers. Creativity is used with consideration and “accessories” add to the overall piece, rather than distract.
<b>Content</b>	Depiction is arbitrary and does not demonstrate understanding of the title by the artist.	Depiction attempt to address symbolism, but lacks clear purpose and is somewhat confusing to the viewer.	Depiction includes the title and obviously addresses the symbolism through images. Student includes a short paragraph to describe depiction.	Depiction includes the title and obviously addresses the symbolism through images. All shapes, colors, and images further understanding of title for the viewer. Student includes a short paragraph to describe depiction.

## Rubric: Comparison Essay

	<b>Just Beginning (0...1...)</b>	<b>Approaching (...2...3...)</b>	<b>Meets (...4...)</b>	<b>Exceeds (...5...6)</b>
<b>Organization</b>	The essay does not contain a title, organized thoughts or the proper use of punctuation to organize words and sentences.	The essay contains a title, attempts to organize thoughts into paragraphs and proper use of punctuation to organize words and sentences.	The essay contains a title, thoughts organized into paragraphs and proper use of punctuation to organize words and sentences.	The essay contains a title, thoughts organized into paragraphs and proper use of punctuation to organize words and sentences. Ideas are presented in a logical order.
<b>Content</b>	Essay does not include any similarities between the student and a character or the plot of the story and his/her own life plot.	Essay includes 1 similarity between the student and a character or the plot of the story and his/her own life plot, in complete sentences with a statement, evidence, explanation and insight (SEXI Paragraphs).	Essay includes at least 2 similarities between the student and a character or the plot of the story and his/her own life plot, in complete sentence with a statement, evidence, explanation and insight (SEXI Paragraphs).	Essay includes at least 3 similarities between the student and a character or the plot of the story and his/her own life plot, in complete sentences with a statement, evidence, explanation and insight (SEXI Paragraphs).



## Rubric: Reflection

	<b>Just Beginning (0...1...)</b>	<b>Approaching (...2...3...)</b>	<b>Meets (...4...)</b>	<b>Exceeds (...5...6)</b>
<b>Depth of Thought</b>	Student's reflection does not demonstrate consideration of the questions addressed.	Student's reflection demonstrates some consideration of the questions addressed, but lacks unique ideas.	Student's reflection demonstrates consideration of the questions addressed.	Student's reflection is thoughtful and demonstrates consideration of the questions addressed. New, fresh and personal disclosure is present in reflection and ideas for becoming better are obvious.
<b>Content</b>	Reflection does not include thoughts on the following questions: 1.How does watching a film based on a novel change my ideas of the text? 2.Which did I prefer in this case? Why? 3.Knowing that our next novel has several films made after it, I will _____ while I read the book, in preparation for that screening.	Reflection includes thoughts on 2 of the following questions: 1.How does watching a film based on a novel change my ideas of the text? 2.Which did I prefer in this case? Why? 3.Knowing that our next novel has several films made after it, I will _____ while I read the book, in preparation for that screening.	Reflection includes thoughts on the following questions: 1.How does watching a film based on a novel change my ideas of the text? 2.Which did I prefer in this case? Why? 3.Knowing that our next novel has several films made after it, I will _____ while I read the book, in preparation for that screening.	Reflection includes careful consideration and thought on the following questions: 1.How does watching a film based on a novel change my ideas of the text? 2.Which did I prefer in this case? Why? 3.Knowing that our next novel has several films made after it, I will _____ while I read the book, in preparation for that screening.

## Rubric: Visual Contrast

	<b>Just Beginning (0...1...)</b>	<b>Approaching (...2...3...)</b>	<b>Meets (...4...)</b>	<b>Exceeds (...5)</b>
<b>Depth of Thought</b>	No items or images on piece indicate thought and consideration.	Some items and images on piece indicate thought and consideration.	Most items and images on piece indicate thought and consideration.	All items and images on piece indicate thought and consideration.
<b>Content</b>	Information presented is inaccurate or lacking in substance.	Student attempts to show the differences between the film and novel, but lacks many significant items.	Information in the piece is accurate and student primarily uses images, colors and shapes to show differences.	Information presented in the visual is accurate and correctly claims differences between the novel and film. Student is able to show these differences using images, colors, and shapes instead of words.
<b>Aesthetics</b>	Student is not able to illustrate the differences in the novel and text. Final product is disorganized.	Student uses a medium to illustrate differences in the novel and text. Final product is fairly neat and organized	Student uses at least 2 different mediums to illustrate differences in the novel and text. Final product is neat and organized.	Student uses at least 3 different mediums to illustrate differences in the novel and text. Final product is neat, well balanced, and organized.



## Rubric: Significance Essay

	<b>Just Beginning (2...3...4...)</b>	<b>Approaching (...5...6...)</b>	<b>Meets (...7...8...)</b>	<b>Exceeds (...9...10)</b>
<b>Depth of Thought</b>	Essay does not address the title of the novel, nor does it explain its significance.	Essay attempts to explain the significance of the novel's title.	Essay explains the significance of the novel's title. Consideration is given to at least one differing opinion and that option is addressed by the writer.	Essay clearly and concisely explains the significance of the novel's title. Consideration is given to at least one differing opinion and that option is addressed by the writer with logic and without error.
<b>Content</b>	Student does not use the SEXI paragraph format in order to address the title of the novel and is unable to relate to the unit essential question: What are the catalysts for change.	Student uses the SEXI paragraph format in at least 1 paragraph in order to address the title of the novel and attempts to relate it to the unit essential question: What are the catalysts for change.	Student uses the SEXI paragraph format in at least 2 paragraphs in order to address the title of the novel and relates it to the unit essential question: What are the catalysts for change.	Student uses the SEXI paragraph format in at least 3 paragraphs in order to address the title of the novel and relates it to the unit essential question: What are the catalysts for change.

## Rubric: 5 Point Extension

	<b>Just Beginning (0)</b>	<b>Approaching (...1...2...)</b>	<b>Meets (...3...4)</b>	<b>Exceeds (...5)</b>
<b>Quality</b>	Extension does not attempt to demonstrate understanding of the novel and/or film and lacks objective focus.	Extension attempts to demonstrate understanding of the novel and/or film and an objective is utilized.	Extension demonstrates understanding of the novel and/or film and shows mastery of a particular objective.	Extension demonstrates full understanding of the novel and/or film and shows mastery of a particular objective. Project is done neatly, and with attention to detail.

## Rubric: 10 Point Extension

	<b>Just Beginning (0...1...2...)</b>	<b>Approaching (...3...4...5...)</b>	<b>Meets (...6...7...8)</b>	<b>Exceeds (...9...10)</b>
<b>Quality</b>	Extension does not attempt to demonstrate understanding of the novel and/or film and lacks objective focus.	Extension attempts to demonstrate understanding of the novel and/or film and an objective is utilized.	Extension demonstrates understanding of the novel and/or film and shows mastery of a particular objective.	Extension demonstrates full understanding of the novel and/or film and shows mastery of a particular objective. Project is done neatly, and with attention to detail.

