

Archetypes, or: I've Heard that Story Before — Annotated Bibliography & Synthesis Scoring — 50 pts total

	Mastery 100%	Advanced 90%	Proficient 80%	Almost Proficient 70%	Basic 60%	Below Basic 0%
Choosing and Using Evidence <i>You should be able to demonstrate an accurate and interesting understanding of essential places, plot points, characters, etc., associated with your archetype, as well as how/why these fit together and matter.</i>	15 Draws compelling evidence from literary or informational texts to support analysis, reflection, and/or research.	13.5 Draws compelling evidence from literary or informational texts to support analysis, reflection, and/or research.	12 Draws evidence from literary or informational texts to support analysis, reflection, and/or research.	10 Draws somewhat appropriate evidence from literary or informational texts to support analysis, reflection, and/or research.	8 Draws minimal or irrelevant evidence from literary or informational texts to support analysis, reflection, and/or research.	Does not meet minimum standards
Citation <i>You should be able to use MLA Style to cite evidence throughout the presentation as it is used.</i>	15 Flawless MLA citations make it easy to understand what sources are used, where they come from, and other vital information.	13.5 Nearly flawless MLA citations.	12 Adequately accurate MLA Style citations.	10 Sometimes illogical or unclear use of MLA Style for citations.	8 Illogical or unclear use of MLA Style for citations; missing information and other errors make understanding which sources are used, etc., very unclear.	Does not meet minimum standards
Purpose & Audience <i>You should be able to format and draft an annotated bibliography: works cited entries followed by summary, evaluation, and reflection for each story/source, as well as a clear synthesis of what you've learned and how/why it matters.</i>	10 Produces clear and coherent writing in which the style demonstrates an accurate, complex, and in-depth understanding of the task, audience, and purpose.	9 Produces clear and coherent writing in which the style demonstrates an accurate and complete understanding of the task, audience, and purpose.	8 Produces clear and coherent writing in which the style is appropriate to task, purpose, and audience.	7 Produces somewhat clear and coherent writing in which the style is mostly appropriate to task, purpose, and/or audience.	6 Produces unclear or incoherent writing in which the style might not be appropriate to task, purpose, and/or audience.	Does not meet minimum standards

<p>Grammar</p> <p><i>You should be able to express your ideas clearly.</i></p>	<p>5 Student's work is easy to read and understand. The student uses a variety of sentence types, literary techniques, and other tools; the writing is playful and skillful.</p>	<p>4.5 Student's work is easy to read and understand. The student uses some variety in sentence types, literary techniques, and other tools.</p>	<p>4 Student's work is usually but not always easy to read and understand. There might be some minor but noticeable errors, and/or the student might not use a variety of sentence types, literary techniques, or other tools to make the writing engaging.</p>	<p>3.5 Student's work is difficult to understand at times. There are some distracting errors that affect the reading or message.</p>	<p>3 Student's work is confusing and difficult to understand. Many distracting errors affect the reading or message.</p>	<p>Does not meet minimum standards</p>
<p>Revision</p> <p><i>You should be able to use reflection and feedback from teacher and peers to improve work between the first and final draft.</i></p>	<p>5 Develops and strengthens writing by masterful and creative planning, revision, editing, rewriting, and/or trying a new, appropriate approach.</p>	<p>4.5 Develops and strengthens writing as needed by skillful planning, revision, editing, rewriting, and/or trying a new, appropriate approach.</p>	<p>4 Develops and strengthens writing as needed by planning, revising, editing, rewriting, and/or trying a new approach.</p>	<p>3.5 Attempts to develop writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>3 Little evidence of planning, revision, editing, rewriting, or trying a new approach.</p>	<p>Does not meet minimum standards</p>