

Unit 1: Money Isn't Everything	Write a descriptive essay about a social enterprise.	4	3	2	1
<p><b>Student name:</b></p> <p>_____</p> <p><b>Date:</b> _____</p> <p>Use this rubric to assess the unit task. You can add other aspects you'd like to assess at the bottom of the rubric or use the space for more explanation.</p> <p>4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>Includes background information about the business.</li> <li>Explains why it is a socially responsible business.</li> </ul>				
	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>Includes a thesis statement in the introductory paragraph.</li> <li>Each body paragraph supports the thesis.</li> <li>Each body paragraph has a topic sentence with its own main idea.</li> <li>Each body paragraph includes supporting ideas and details.</li> <li>Offers a final thought in the conclusion.</li> </ul>				
	<p><b>Mechanics and Style</b></p> <ul style="list-style-type: none"> <li>Includes relevant information.</li> <li>Uses the correct verb forms for describing the past.</li> <li>Varies sentence lengths and connects ideas smoothly.</li> <li>Uses a variety of words, including words taught in the unit.</li> </ul>				

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Unit 2: Burning the Midnight Oil	Write a summary of an academic text.	4	3	2	1
<p><b>Student name:</b></p> <p>_____</p> <p><b>Date:</b> _____</p> <p>Use this rubric to assess the unit task. You can add other aspects you'd like to assess at the bottom of the rubric or use the space for more explanation.</p> <p>4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>Includes key information (the problem, what research has shown, one conclusion, and a different conclusion).</li> <li>Would make sense to someone who had not read the original.</li> </ul>				
	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>Contains an opening sentence that expresses the main idea.</li> <li>Contains a concluding sentence that says what we can learn from research into technology and sleep.</li> </ul>				
	<p><b>Mechanics and Style</b></p> <ul style="list-style-type: none"> <li>Accurately summarizes the academic text.</li> <li>Correctly uses direct and indirect quotes and reporting verbs.</li> <li>Varies sentence lengths and connects ideas smoothly.</li> <li>Uses a variety of words, including words taught in the unit.</li> </ul>				

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<b>Unit 3: Working Together</b>	<b>Write an expository essay on teamwork.</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<p><b>Student name:</b></p> <p>_____</p> <p><b>Date:</b> _____</p> <p>Use this rubric to assess the unit task. You can add other aspects you'd like to assess at the bottom of the rubric or use the space for more explanation.</p> <p>4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Presents one aspect of teamwork.</li> <li>• Explains why this aspect can cause difficulties.</li> <li>• Provides ways to be successful at this aspect.</li> </ul>				
	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Has a clear thesis statement.</li> <li>• Each body paragraph has a topic sentence with supporting ideas and details.</li> <li>• Offers a final thought in the conclusion.</li> </ul>				
	<p><b>Mechanics and Style</b></p> <ul style="list-style-type: none"> <li>• Uses modals and expressions for advice correctly.</li> <li>• Paraphrases research material accurately.</li> <li>• Varies sentence lengths and connects ideas smoothly.</li> <li>• Uses a variety of words, including words taught in the unit.</li> </ul>				

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Unit 4: New Frontiers in Engineering	Write a process essay describing an achievement in engineering.	4	3	2	1
<b>Student name:</b> _____  <b>Date:</b> _____  Use this rubric to assess the unit task.  4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement	<b>Content</b> <ul style="list-style-type: none"> <li>• Contains research on the structure including details such as location, size, length, age, etc.</li> <li>• Contains time expressions to connect events.</li> <li>• Explains what makes the structure notable.</li> <li>• Includes only relevant information.</li> </ul>				
	<b>Organization</b> <ul style="list-style-type: none"> <li>• Includes a thesis statement in the introductory paragraph.</li> <li>• Body paragraphs have a main point, supporting ideas, and details.</li> <li>• Follows a logical, chronological order.</li> <li>• Offers a final thought in the conclusion.</li> </ul>				
	<b>Mechanics and Style</b> <ul style="list-style-type: none"> <li>• Correctly uses the passive voice to emphasize what's important.</li> <li>• Accurately describes how something was done.</li> <li>• Varies sentence lengths and connects ideas smoothly.</li> <li>• Uses a variety of words, including words taught in the unit.</li> </ul>				

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Unit 5: Wall Art	Write a review of a creative work.	4	3	2	1
<p><b>Student name:</b> _____</p> <p><b>Date:</b> _____</p> <p>Use this rubric to assess the unit task. You can add other aspects you'd like to assess at the bottom of the rubric or use the space for more explanation.</p> <p>4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>Clearly explains the work.</li> <li>Clearly critiques the work.</li> <li>Includes basic information about the work.</li> </ul>				
	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>States the point in the thesis statement.</li> <li>Body paragraph 1 summarizes the work.</li> <li>Body paragraphs 2 &amp; 3 analyze the work.</li> <li>Offers a clear opinion in the concluding sentence.</li> </ul>				
	<p><b>Mechanics and Style</b></p> <ul style="list-style-type: none"> <li>Uses the pronoun <i>this</i> to connect ideas where appropriate.</li> <li>Represents a solid review (summary of the work and opinion).</li> <li>Varies sentence lengths and connects ideas smoothly.</li> <li>Uses a variety of adjectives and phrases to describe the work.</li> </ul>				

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Unit 6: Lost in Time	Write a cause-effect essay about an event in history.	4	3	2	1
<p><b>Student name:</b></p> <p>_____</p> <p><b>Date:</b> _____</p> <p>Use this rubric to assess the unit task. You can add other aspects you'd like to assess at the bottom of the rubric or use the space for more explanation.</p> <p>4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Focuses on either the causes or the effects of the event.</li> <li>• Offers statistics or other evidence to support points made.</li> <li>• Says what was learned or what can be learned from the event.</li> </ul>				
	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Has a clear thesis statement that states the causes or effects.</li> <li>• Includes key details (<i>when, where, who</i>).</li> <li>• Has a clear topic sentence and supporting ideas in each body paragraph.</li> <li>• Makes an assumption or draws a final conclusion.</li> </ul>				
	<p><b>Mechanics and Style</b></p> <ul style="list-style-type: none"> <li>• Uses past modals effectively to speculate about events.</li> <li>• Uses language and verb phrases to indicate causes and effects.</li> <li>• Varies sentence lengths and connects ideas smoothly.</li> <li>• Uses a variety of words, including words taught in the unit.</li> </ul>				

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Unit 7: It's How We Say It	Write a compare-contrast essay about communication.	4	3	2	1
<p><b>Student name:</b></p> <p>_____</p> <p><b>Date:</b> _____</p> <p>Use this rubric to assess the unit task. You can add other aspects you'd like to assess at the bottom of the rubric or use the space for more explanation.</p> <p>4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Focuses on either the similarities or differences.</li> <li>• Offers effective ideas for solving the problem.</li> <li>• Chooses a solution and gives a reason for the choice.</li> </ul>				
	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Provides background information and a clear thesis statement.</li> <li>• Each body paragraph focuses on either one specific similarity or difference.</li> <li>• Points are supported with statistics or other evidence.</li> <li>• The conclusion explains what can be learned from the analysis.</li> </ul>				
	<p><b>Mechanics and Style</b></p> <ul style="list-style-type: none"> <li>• Effectively uses signal words and phrases.</li> <li>• Correctly uses the article <i>the</i> or no article when referring to groups.</li> <li>• Varies sentence lengths and connects ideas smoothly.</li> <li>• Uses a variety of words, including words taught in the unit.</li> </ul>				

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Unit 8: Making the Right Choice	Write persuasively on an ethical question.	4	3	2	1
<b>Student name:</b> _____  <b>Date:</b> _____	<b>Content</b> <ul style="list-style-type: none"> <li>• Responds to the question being asked.</li> <li>• Adds at least one comment and response to others' comments.</li> <li>• Writes clearly and persuasively and uses specific supporting information.</li> </ul>				
Use this rubric to assess the unit task.  4 = Excellent 3 = Good 2 = Satisfactory 1 = Needs improvement	<b>Organization</b> <ul style="list-style-type: none"> <li>• Engages with other students by responding directly to their ideas.</li> <li>• Breaks long responses into paragraphs.</li> <li>• Follows up appropriately to others' comments.</li> </ul>				
	<b>Mechanics and Style</b> <ul style="list-style-type: none"> <li>• Writes concisely.</li> <li>• Is polite and respectful, especially when disagreeing with a classmate.</li> <li>• Uses correct grammar, spelling, and punctuation.</li> <li>• Uses unreal conditionals effectively.</li> <li>• Uses a variety of words, including words taught in the unit.</li> </ul>				

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