Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Personal Connection Writing Piece

 Evaluation

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| --- | --- | --- | --- | --- | --- |
| Criteria | Advanced5 | Thorough4 | Acceptable3 | Partial2 | Minimal1 |
| Overall Understanding of “Canada’s Eco-Report Card” Article | Student demonstrates an excellent understanding of the main ideas in the article and has effectively explained 3 new ideas that he/she has learned using well-developed examples. | Student demonstrates a good understanding of the main ideas in the article and has clearly explained 3 new ideas that he/she has learned using good examples. | Student demonstrates a basic understanding of the main ideas in the article and has somewhat explained 3 new ideas that he/she has learned using appropriate examples. | Student demonstrates a partial understanding of the main ideas in the article. He/she has not clearly identified 3 new ideas that he/she has learned. Examples are vague. | Student has not understood the main ideas of the article and he/she has not identified 3 new things that he/she has learned. |
| Development of Ideas and Personal Connections | Student makes an excellent connection to the article, “Canada’s Eco-Report Card” using at least 2 effective examples from the story, “The Lorax”. His/her personal experience is strongly developed to connect/relate to one of the texts. | Student makes a good connection to the article, “Canada’s Eco-Report Card” using at least 2 good examples from the story, “The Lorax”. His/her personal experience is well developed to connect/relate to one of the texts. | Student makes an appropriate connection to the article, “Canada’s Eco-Report Card” using at least 2 appropriate examples from the story, “The Lorax”. His/her personal experience is vaguely developed to connect/relate to one of the texts.  | Student makes a partial connection to the article, “Canada’s Eco-Report Card” using vague examples from the story, “The Lorax. His/her personal experience is partially developed to connect/relate to one of the texts. | Student has not made a connection to the article, “Canada’s Eco-Report Card” and has not used examples from the story, “The Lorax. He/she is lacking a personal experience to connect/relate to one of the texts. |
| Opinion | Student has effectively and clearly supported his/her feelings to his/her new discoveries on the environment. | Student has clearly supported his/her feelings to his/her new discoveries on the environment. | Student has appropriately supported his/her feelings to his/her new discoveries on the environment. | Student has vaguely supported his/her feelings to his/her new discoveries on the environment. | Student has not supported his/her feelings to his/her new discoveries on the environment. |
| Organization | Student’s ideas are clear, concise, and follow a logical order. | Student’s ideas are clear and follow a good order. | Student is able to convey ideas, but lacks conciseness. | Student’s ideas are developed, but lack clarity. | Student’s ideas are not easily understood. |
| Conventions | Student has a good control of spelling, grammar, punctuation, and sentence structure. | Student has appropriate control of spelling, grammar, punctuation, and sentence structure, with few errors. | Student has some control of spelling, grammar, punctuation, and sentence structure, with many errors. | Student has a partial control of spelling, grammar, punctuation, and sentence structure, with frequent errors. | Student has frequent spelling, grammar, punctuation, or sentence structure errors that interfere with clarity. |