**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ #\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Holidays around the World Rubric**

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| --- | --- | --- | --- | --- |
|  | **4**  **Exceeding** | **3**  **Proficient** | **2**  **Partially Proficient** | **1**  **Emergent** |
| **Introduction/Hook** | Introduction includes a hook that grabs the reader’s attention, and explicitly relates it to the topic of the essay/project. | Introduction includes a hook, but does not connect it to the topic of the essay/project. | Introduction includes a hook that does not relate to the essay’s topic. | No hook is included in the introduction. |
| **Basic Holiday Facts** | Project tells you where the holiday is celebrated (or type of people) and when the holiday is observed with clear details. | Project tells you most of where the holiday is celebrated (or type of people) and when the holiday is observed with somewhat clear details. | Project states one of the following: where the holiday is celebrated (or type of people) and when the holiday is observed with minor details. | Does not state where the holiday is celebrated (or type of people) and when the holiday is observed |
| **History of the Holiday** | Student states why the holiday is important or celebrated and what event is being remembered or honored. They are able to provide the answer in their own words with great word choice. | Student states why the holiday is important or celebrated and what event is being remembered or honored. However the student does not put the research in their own words and has basic word choice. | Student only states one of the following: why the holiday is important or celebrated and what event is being remembered or honored. Research is not in their own words. | Student does not state  why the holiday is important or celebrated and what event is being remembered or honored. |
| **Special Holiday Traditions** | Project can tell you three special traditions or an activity that is done to celebrate that holiday, discusses the colors/decorations, and shares some examples of food or meals. Students give explicit details about the traditions. | Project is missing one of the following: three special traditions or an activity that is done to celebrate that holiday, discusses the colors/decorations, and shares some examples of food or meals. Students give basic details about the traditions. | Project is missing two-three of the following: three special traditions or an activity that is done to celebrate that holiday, discusses the colors/decorations, and shares some examples of food or meals. | Project is missing four or more of the following: three special traditions or an activity that is done to celebrate that holiday, discusses the colors/decorations, and shares some examples of food or meals. Students give basic details about the traditions. |
| **Comparing Celebrations** | There is a comparison between the researched holiday and their holiday tradition that they celebrate. The student has filled out the research chart regarding their compare/contrast. They have even used their own voice and details within the chart. | There is a comparison between the researched holiday and their holiday tradition that they celebrate. The student has filled out the research chart regarding their compare/contrast, but is missing one-two parts. They have even used basic facts within the chart. | There is a comparison between the researched holiday and their holiday tradition that they celebrate. The student has filled out the research chart regarding their compare/contrast, but is missing three-four parts. | Student has not compared the comparison chart for their researched holiday and their holiday tradition. |
| **Conventions** | **Checking Spelling:**   * spells sight words, high frequency words, and less familiar words correctly * when incorrect, spells less familiar words phonetically * overall controls spelling   **Punctuating Effectively and Paragraphing Accurately:**   * handles basic punctuation skillfully * uses punctuation to enhance clarity and meaning * indents paragraphs in the right places   **Capitalizing Correctly:**   * uses capital letters consistently and accurately * understands how to capitalize abbreviations, proper nouns, and titles   **Applying Basic Grammar:**   * forms grammatically correct phrases and sentences * shows care in applying the rules of standard English | **Checking Spelling:**   * incorrectly spells a few high frequency words and many unfamiliar words   **Punctuating Effectively and Paragraphing Accurately:**   * handles basic punctuation well * use of complex punctuation marks (quotation marks, parenthesis, dashes) is spotty * attempts to indent paragraphs   **Capitalizing Correctly:**   * capitalizes the first words in a sentence and most proper nouns * capitalization of abbreviations, proper nouns, and titles is spotty   **Applying Basic Grammar:**   * mistakes in grammar and usage are throughout the piece, but can be easily corrected | **Checking Spelling:**   * misspells many words which distracts the reader   **Punctuating Effectively and Paragraphing Accurately:**   * neglects punctuation or uses punctuation incorrectly * forgets to indent paragraphs   **Capitalizing Correctly:**   * uses capitals inconsistently, even in common places * no control over capitals   **Applying Basic Grammar:**   * frequent mistakes in grammar and usage make the piece difficult to read | **Checking Spelling:**   * misspells many words which distracts the reader   **Punctuating Effectively and Paragraphing Accurately:**   * neglects punctuation or uses punctuation incorrectly * forgets to indent paragraphs   **Capitalizing Correctly:**   * uses capitals inconsistently, even in common places * no control over capitals   **Applying Basic Grammar:**   * frequent mistakes in grammar and usage make the piece difficult to read |
| **Presentation** | The student has presented either a poster, slideshow, brochure, or paper about their topic. The project is exceptionally attractive in terms of design, layout, and neatness. Writing is neat and legible. | The student has presented either a poster, slideshow, brochure, or paper about their topic. The project is attractive in terms of design, layout and neatness. Writing is legible. | The student has presented either a poster, slideshow, brochure, or paper about their topic. The project is acceptably attractive though it may be a bit messy. Writing is illegible at times. | The student has presented either a poster, slideshow, brochure, or paper about their topic. The project is distractingly messy or very poorly designed. It is not attractive. Writing cannot be read. |

**Total Points: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Comments:**