

Experiences of a Refugee Child

Name: _____ Grade: _____/30

Rubric: Experiences of a Refugee Child

IDEAS & DEVELOPMENT

- 3 The paper is clear, focused, and insightful. Relevant examples and details effectively support the main idea.
- 2.5 The paper generally maintains focus on the topic. Details appropriately support the main idea.
- 2 The paper has a recognizable topic, although development and support for the main idea may be uneven or inconsistent.
- 1.5 The paper lacks a clear topic. Support for the main idea is inadequate.
- 1 The paper lacks ideas, details, and purpose.

ORGANIZATION

- 3 The organization enhances the main idea. The order, structure, and presentation of information effectively move the reader through the text.
- 2.5 The organizational structure supports the main idea and moves the reader through the text.
- 2 The paper has an organizational structure that helps move the reader through the text, although the structure may be uneven or inconsistent.
- 1.5 The paper lacks clear organizational structure. Ideas, details, or events are loosely strung together.
- 1 The paper has no discernible organization.

WORD CHOICE (Diction)

- 3 Words effectively convey the intended meaning in a specific and engaging way.
 - 2.5 Words convey the intended meaning in a clear and appropriate way.
 - 2 Words generally convey the intended meaning, but may lack energy and specificity.
 - 1.5 Word choice is limited and may not convey the intended meaning.
 - 1 Word choice does not convey the intended meaning.
- ## SENTENCE FLUENCY (Syntax)
- 3 The writing has an effective rhythm. Sentences are well developed, with structural variety, including parallel structure that supports the purpose.
 - 2.5 The writing has appropriate sentence variety and structural clarity.
 - 2 The writing is generally clear, but sentences may be mechanical or lack variety.



1.5 The writing demonstrates limited understanding of sentence structure.

1 The writing lacks appropriate sentence structure.

VOICE

3 The writer's voice is individual and engaging, demonstrating awareness of and respect for the audience and the purpose.

2.5 The writer's voice is appropriate to the purpose and engages the audience.

2 The writer's voice is generally clear but may not be fully engaged with the audience or purpose.

1.5 The writer's voice is indifferent and unengaged with the audience and purpose.

1 The writer's voice is not evident.

CONVENTIONS

3 The writer uses conventions effectively to support meaning.

2.5 The writer uses conventions with few or no errors that distract or interfere with meaning.

2 The writer generally uses conventions appropriately, although at times errors are distracting and may interfere with meaning.

1.5 The writer consistently makes errors in conventions that distract the reader and interfere with meaning.

1 The writer lacks control of conventions.

Social Studies Assessment Indicators:

- Geographic Indicators: Did the student choose a specific geographic location for the setting of the journal entry? Is the geographic location described with appropriate details, given the location?
- Economic Indicators: Did the student identify the specific economic issues that their "person" faces? Did the student choose economic issues that would make sense given their "person's" experiences?
- Issues About Refugees: Did the student describe specific issues that are unique to the experiences of refugees?

