

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

Class Period: \_\_\_\_\_

## Medieval Coat of Arms/Shield Project Rubric

<b>Paper Components:</b>	<b>0-59%</b>	<b>60-69%</b>	<b>70-79%</b>	<b>80-89%</b>	<b>90-100%</b>	<b>Points Earned</b>
<b>Questions</b>	Student created only one supporting questions OR created questions that did not require CER to answer.	<b>X</b>	Students created two question but the questions were not high level & were not answered with CER	<b>X</b>	Student created <b>two supporting questions</b> that are high level and would required CER in order to answer thoroughly.	
<b>Claims</b>	Student claims are unfocused or not stated. The claims do not address the compelling questions.	Student <b>provided 2</b> claims that lacked focus when addressing the compelling questions.	Student <b>provided 2 claims</b> that loosely answers the compelling questions. The claims are somewhat supported with evidence & reasons	Student <b>provided 2 claims</b> that answer the compelling questions. The claims are supported with reasons and adequate evidence.	Student <b>provided 2 claims</b> that are clearly stated. The claims are supported with clear reasons and relevant evidence that directly answers the compelling questions.	
<b>Evidence</b>	Student <b>provided a VERY SMALL AMOUNT</b> of evidence that loosely supporting their claims or the evidence provided is off topic and not focused.	Student <b>provided 1 piece</b> of evidence (of only 1 question) that loosely supports their claim or the evidence is inaccurate.	Student <b>provided 2 pieces</b> of evidence (for each question) from sources loosely supporting their claim.	Student <b>provided 3 pieces</b> of evidence (for each question) from sources to support their claims	Student <b>provided 4 pieces of accurate</b> evidence (for each question) from sources that directly supports their claim.	
<b>Reasoning</b>	No reasoning is given that states why the evidence supports your claim/answer to the essential question	Reasoning had little to no support of how the evidence answers their claim to the essential question	Reasons are supported with relevant evidence from credible sources. Some evidence not backed by reasoning.	Almost all evidence is supported by relevant reasoning that relates to the claim/answer to the essential question, from credible sources.	All evidence is strongly supported with compelling, relevant reasoning that relates to the claim/answer to the essential question from credible sources.	
<b>Conventions</b>	Student writing was very difficult to read.  There were <b>more than 16 spelling, punctuation, and/or grammar errors.</b>	Student writing was difficult to read.  There were <b>11-15 spelling, punctuation, and/or grammar errors.</b>	Student writing was legible.  There were <b>11-15 spelling, punctuation, and/or grammar errors.</b>	Student writing was neat.  There are <b>6-10 spelling, punctuation, and/or grammar errors.</b>	Student writing was very neat and easy to read.  There were <b>0-5 spelling, punctuation, and/or grammar errors.</b>	
<b>Cited Sources</b>	Student <b>did not cite</b> any text evidence using <b>MLA format</b> or did not reference where information was found.	<b>X</b>	Student <b>referenced 2</b> pieces of text evidence.	<b>X</b>	Students properly cited a minimum of <b>2 different text evidence</b> using <b>MLA format.</b>	

<b>Shield Components:</b>	<b>0-59%</b>	<b>60-69%</b>	<b>70-79%</b>	<b>80-89%</b>	<b>90-100%</b>	<b>Points Earned</b>
Mark of Cadency and Heraldic Symbols	Student has no Mark of Cadency and has only one Heraldic Symbols.	Student chose a Mark of Cadency and has one Heraldic Symbol.	Student chose a Mark of Cadency and has two Heraldic Symbols. But drawing are inaccurate	Student chose a Mark of Cadency and has two Heraldic Symbols.	Student accurately chose a Mark of Cadency and has three different detailed Heraldic Symbols.	
Shield Color and Neatness	Student used no color and there was no effort toward neatness.	Student used only one color or more than 4 colors for coloring and few expectations were met and little effort toward neatness.	Student used only one color or more than 4 colors and met expectation for coloring and was somewhat neat.	Student used at least one but no more than 4 colors and met all expectations for coloring and neatness.	Student used at least one but no more than 4 colors and went above expectations for coloring and neatness.	
Paragraph Explanation of Shield: explain the colors used, explain the cadency, explain each heraldic symbol	Student created a few sentences that do not explain the colors used, the cadency, or each heraldic symbol.	Student composed less than a paragraph to explain the colors used, the cadency, and each heraldic symbol or is missing two of the elements.	Student composed a paragraph to explain the colors used, the cadency, and each heraldic symbol but is missing one of the elements.	Student composed a paragraph to explain the colors used, the cadency, and each heraldic symbol.	Student composed a well written and detailed paragraph to explain the <u>colors</u> used, the <u>cadency</u> , and <u>each heraldic</u> symbol.	

**Teacher Comments:**

**10% grade reduction if late.**

**5% grade reduction if this rubric is not turned in with assignment.**

**Total Points Earned:** \_\_\_\_\_ /900

\_\_\_\_\_ **Grade**