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

**Medieval Coat of Arms/Shield Project Rubric**

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| **Paper Components:** | **0-59%** | **60-69%** | **70-79%** | **80-89%** | **90-100%** | **Points Earned** |
| **Questions** | Student created a question but it was not compelling or high level, therefore did not require CER to answer. | **X** | **X** | **X** | Student created **one compelling questions** that was high level and required CER in order to answer thoroughly. |  |
| **Claims** | Student claim is unfocused or not stated. The claim does not address the student created compelling question. | Student **provided a claim** that lacked focus when addressing the compelling question. | Student **provided 1 claim**  that loosely answers the compelling question. The claim is somewhat supported with evidence & reasons | Student **provided 1 claim** that answers the compelling question. The claim is supported with reasons and adequate evidence. | Student **provided** **1 claim** that is clearly stated. The claim is supported with clear reasons and relevant evidence that directly answers the compelling question. |  |
| **Evidence** | Student **provided a VERY SMALL AMOUNT of** evidence that loosely supporting their claim or the evidence provided is off topic and not focused. | Student **provided 1 piece** of evidence that loosely supports their claim or the evidence is inaccurate. | Student **provided 2 pieces** of evidence from sources loosely supporting their claim. | Student **provided 2 pieces** of evidence from sources to support their claim. | Student **provided 2-3 pieces of accurate** evidence from sources that directly supports their claim. |  |
| **Reasoning** | 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. |  |
| **Cited Sources** | Student **did not cite** any text evidence using **MLA format** or did not reference where information was found. | **x** | Student **referenced** 2 pieces of text evidence. | **x** | Students properly cited a minimum of **2 different text evidence** using **MLA format.** |  |
| **Shield Paragraph** | Student created a few sentences that does not explain the colors used, the mark cadency, or each heraldic symbol. | Student composed less than a paragraph to explain the colors used, the cadency, and each heraldic symbol. | Student composed a paragraph to explain the colors used, the mark of cadency, and each heraldic symbol. Explains how these colors and symbols represent them. | Student composed a well written paragraph explaining the colors used, the mark of cadency, & each heraldic symbol. Explains how these colors and symbols represent them. | Student composed a well written and detailed  paragraph to explain the **colors** used, the **mark of cadency**, and each **heraldic symbol.** Student explained how these colors and symbols represent them using **specific examples** from their life. |  |
| **Convections** | Student writing was very difficult to read.  There were **more than 16 spelling, punctuation, and/or grammar errors.** | Student writing was difficult to read.  There were **11-15 spelling, punctuation, and/or grammar errors.** | Student writing was legible.    There were **11-15 spelling, punctuation, and/or grammar errors.** | Student writing was neat.  There are **6-10 spelling, punctuation, and/or grammar errors.** | Student writing was very neat and easy to read.  There were **0-5 spelling, punctuation, and/or grammar errors.** |  |

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| **Shield Components:** | **0-59%** | **60-69%** | **70-79%** | **80-89%** | **90-100%** | **Points Earned** |
| **Shield Symbols** | Student has **NO Mark of Cadency** and only **ONE Heraldic Symbols** or students symbols are not real Heraldic symbols | Student chose a **Mark of Cadency** and has **one Heraldic Symbol.** | Student chose a **Mark of Cadency** and has **two Heraldic Symbols.** Symbols may be 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** | Student used **no color** | Student used **only one color** or **more than 4 background colors**. | Student used **only one color** or **more than 4 background colors.** | Student used **at least one but no more than 4 background colors** | Student used **2 background colors & no more than 4 background colors.** |  |
| **Shield Size, Material, & Neatness** | Student used **no effort** toward neatness.    (Pictures falling off, pictures not cut out, very sloppy drawings, shield too small, made of just paper) | Both **size & material** expectations were met but **little effort toward neatness.** | Student met **size & material** expectations and was **somewhat neat.** | Student met all **size, shape, and material** expectations. Shield is **neat & presentable** | Student met all **size, shape, and material** expectations. Shield is **neat & presentable** |  |

**Teacher Comments: 10% grade reduction if late.**

**Total Points Earned: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /1000**