**College and Career Readiness Unit- Post Assessment Writing Activity- Graphic Organizer**

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| **Research Paper Trait** | **Information** | **Source** |
| **Introduction**  **Rationale** |  |  |
| **Body 1**  **Job**  **Description** |  |  |
| **Body 2**  **Job Skills** |  |  |
| **Body 3**  **Schooling** |  |  |
| **Body 4**  **Salary &**  **Finances** |  |  |
| **Conclusion** |  |  |

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| Trait | | **Highly Effective**  **4** | **Effective**  **3** | **Developing**  **2** | **Ineffective**  **1** |
| Organization  7.W 1a-e,2,4,5,7 | The research paper is organized according to the guidelines presented in the instructions. Information is placed in the correct paragraph and the paper follows a certain structure. The information presented in highly effective. | | The research paper is mostly organized according to the guidelines presented in the instructions. Information is placed in paragraphs and the paper follows a certain structure. The information presented in effective. | The research paper is partly organized according to the guidelines presented in the instructions. Some information is misplaced effecting overall clarity. | The research paper is disorganized and does not follow the format provided by the teacher. Information is misplaced and is hard to follow. |
| Focus on Topic b  7.W 1 | The paper focuses on one job or career and information appropriate for that career. The paper does not stray from the topic and provides a comprehensive explanation of information. Each section of the paper focuses on one topic and does not include irrelevant or misplaced information. | | The paper focuses on one job or career but strays from the topic at times. Each section focuses on one topic but is missing some information and/or includes irrelevant information. | The paper lacks focus in certain areas and frequently misplaces information. Many irrelevant details are included while other areas left unexplained. | The paper was ineffective in describing one job or career. Information is irrelevant and often misplaced. The goal of the paper is unclear. |
| Research and Source Information  7.RI 1,8,10 | Selection of sources is grade appropriate and in accordance with the instructions. The sources are credible and valid. Information was used from a variety of sources. | | Selection of sources is appropriate with minor issues of credibility and validity. One or more sources maybe missing. | Only one source was used to provide outside information about the job or career. That sources maybe lacking credibility and validity. | No outside information or sources were used to report on the job or career. |
| Citation of Evidence  7.W9,10 | All information taken from sources is correctly cited within the paper and on the attached reference page. Transitional words and phrases are used to introduce the sources and the information collected from that source. | | Information taken from sources is correctly cited for the most part in the paper or on the reference page. Some phrases were used to introduce sources and give credit. | Some errors with citations. Some evidence was not correctly introduced and was lacking introduction within the paper. Some sources are missing. | Evidence was not correctly cited.  Or  No evidence was presented to describe the job or career. |
| Word Choice, and Sentence Fluency  7.L 1,2 ,3 | The author maintains a consistent and grade appropriate use of vocabulary from the unit of study in addition to transitional words and phrases. Sentences are varied and create a unique flow to the paper. | | Grade appropriate vocabulary and transitional phrases are used. Most sentences are varied and there is a flow to the writing. | Vocabulary is limited and sometimes misused. There is some sentence variety, but the order is confusing at times. | Use of vocabulary is ineffective. Sentences are at times, short and choppy, or incomplete. There is no order. |
| Conventions, Spelling, Grammar  7W.2,3 | Overall, use of conventions is grade appropriate with no errors. | | Use of conventions is effective, with few errors that effect meaning. | Frequent convention errors effect meaning and understanding. | Errors in conventions make the paper illegible at parts. |

**College and Career Readiness Unit- Post Assessment Writing Activity- Assessment Rubric**