

Biography Rubric

Choice:	Expected:
CCSS.ELA-LITERACY.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	CCSS.ELA-LITERACY.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CCSS.ELA-LITERACY.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	CCSS.ELA-LITERACY.L.2.2.A Capitalize holidays, product names, and geographic names.
	CCSS.ELA-LITERACY.L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified.

By the end of this unit students will be able to create something to portray what they have learned about the person they chose and the features of a biography. They will have the choice in what they create, as long as it is about a person's life who impacted the world or a group of people in some way, the events are in sequential order, it tells a true story, and there is factual information.

Biography Rubric

	1	2	3	4
Person	---	---	I can choose a person that had an impact on the world past or present. (They have to chose a person that impacted our world or a group of people in some way)	---
Introduction	I can start my writing by stating the person's name.	I can start my writing with a fact or statement about the person, not pertaining to their early life.	I can start my writing with an introduction of their early life.	I can give background information on the time period the person lived in and state why I chose my person.
Sequence	I can write my biography with one event.	I can write my biography with the events out of order.	I can write my biography with the events I present in sequential order.	I can write my biography with the events I present in sequential order and the events all impact how the person changed the world.
Facts/Details	I can include facts that do not relate back to the research questions.	I can include at least 5 key facts about my person. I can make sure there is 1 fact for each research question.	I can include at least 10 key facts about my person. I can make sure there are at least 2 facts for each research question.	I can include multiple facts about my person that correlate with a theme.
Closure	I can end my writing that does not relate to what the person is doing now.	I can end my writing with what they are doing now <u>or</u> a timeline of the person's life.	I can end my writing with what they are doing now <u>and</u> a timeline of the person's life.	I can end my writing with what they are doing now, a timeline of the person's life, <u>and</u> how the world has changed because of them.
Mechanics	I can make sure my sentences make sense.	I can make sure my sentence makes sense using proper punctuation, capitalization of names, holidays, product names & geographic names <u>or</u> proper use of adjectives & adverbs.	I can make sure my sentence makes sense using punctuation, capitalization of names, holidays, product names & geographic names., proper use of adjectives & adverbs, finger spacing <u>and</u> neat handwriting.	I can make sure my sentence makes sense using punctuation, capitalization of names, holidays, product names & geographic names., proper use of adjectives & adverbs, finger spacing, neat handwriting, and identification of words they don't know how to spell.

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Student Checklist

3	Not yet	Sometimes	YES!
I can choose a person that had an impact on the world past or present.			
I can start my writing with an introduction of their early life.			
I can write my biography with the events I present in sequential order.			
I can include at least 10 key facts about my person. I can make sure there are at least 2 facts for each research question.			
I can end my writing with what they are doing now <u>and</u> a timeline of the person's life.			
I can make sure my sentence makes sense using punctuation, capitalization of names, holidays, product names & geographic names, proper use of adjectives & adverbs, finger spacing <u>and</u> neat handwriting.			

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4	Not yet	Sometimes	YES!
I can choose a person that had an impact on the world past or present.			
I can give background information on the time period the person lived in and state why I chose my person.			
I can write my biography with the events I present in sequential order and the events all impact how the person changed the world.			
I can include multiple facts about my person that correlate with a theme.			
I can end my writing with what they are doing now, a timeline of the person's life, and how the world has changed because of them.			
I can make sure my sentence makes sense using punctuation, capitalization of names, holidays, product names & geographic names, proper use of adjectives & adverbs, finger spacing, neat handwriting, and identification of words they don't know how to spell.			

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I can...	ONLY CHECK IF YOU HAVE THIS:
I can choose a person that had an impact on the world past or present.	
I can start my writing with an introduction of their early life.	
I can write my biography with the events I present in sequential order.	
I can include at least 10 key facts about my person.	
I can make sure there are at least 2 facts for each research question.	
I can end my writing with what they are doing now.	
I can end my writing with a timeline of the person's life.	
I can make sure my sentence makes sense using punctuation.	
I can make sure my sentence makes sense using capitalization of names, holidays, product names & geographic names.	
I can make sure my sentence makes sense using proper use of adjectives & adverbs.	

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I can make sure my sentence makes sense using finger spacing <u>and</u> neat handwriting.	