

## Boy Scout with Byrd: Final Project

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
<b>Attention Grabber</b>	The introduction has a strong hook or attention grabber that is appropriate for the reader/audience. This could be a strong statement, powerful visual, a relevant quotation, statistic, or question addressed to the reader/audience.	The introduction has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The introduction is interesting but the connection to the topic is not clear.	The introduction is not interesting AND is not relevant to the topic.	
<b>Supporting Evidence</b>	Includes 5 or more pieces of evidence (facts, statistics, examples) that answer the guiding question.	Includes 4 pieces of evidence (facts, statistics, examples, real-life experiences) that answer the guiding question.	Includes 3 pieces of evidence (facts, statistics, examples, real-life experiences) that answer the guiding question.	Includes 2 or fewer pieces of evidence (facts, statistics, examples, real-life experiences) that answer the guiding question.	
<b>Relevance of Evidence</b>	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence answer the guiding question.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence answer the guiding question.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence answers the guiding question.	Evidence and examples are NOT relevant AND/OR are not explained.	
<b>Higher Level Thinking</b>	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. Student frequently uses comparison and analysis in addition to factual information.	Supporting details and information are relevant, but one key issue or position is unsupported. Student uses some comparison and analysis	Supporting details and information are relevant, but several key issues or position are unsupported. Student infrequently uses comparison and analysis.	Details are incoherent and often irrelevant. Product is primarily fact-based with little or no comparison or analysis.	
<b>Sequencing</b>	Information is provided in a logical order that makes it easy and interesting to follow the creator's train of thought.	Information is provided in a fairly logical order that makes it reasonably easy to follow the creator's train of thought.	Information is not in an expected or logical order, distracting the reader/audience, making the information seem a little confusing.	Much of the information is not in an expected or logical order, distracting the reader/audience and making the information seem very confusing.	

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<b>Transitions</b>	A variety of thoughtful transitions are used. They clearly show how ideas are connected	Transitions show how ideas are connected, but there is little variety	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.	
<b>Conclusion</b>	The conclusion is strong and leaves the reader/audience solidly understanding the answer to the guiding question.	The conclusion is recognizable, and leaves the audience/reader with a general understanding of the answer to the guiding question.	The conclusion is weak, leaving the reader/audience with little understanding of the answer to the guiding question.	There is no conclusion - the project just ends.	