

**PROJECT** – Students will have two days in the Computer Lab to do research and produce a final product.

1. Write a compare-and-contrast essay of the French Revolution and the American Revolution.
2. Create or find three visuals for your essays.
3. Create a chart listing the similarities and differences.
4. **BONUS POINTS OPTIONAL** – Create a chart of advantages and disadvantages of European Unity (you will need to find this information on your own – don't attempt to do this unless you are confident that you have an "A" for items 1,2 & 3)

<http://www.neok12.com/French-Revolution.htm>

<http://www.neok12.com/American-Revolution.htm>

[http://encyclopedia.kids.net.au/page/fr/French\\_Revolution](http://encyclopedia.kids.net.au/page/fr/French_Revolution)

[http://encyclopedia.kids.net.au/page/am/American\\_Revolutionary\\_War](http://encyclopedia.kids.net.au/page/am/American_Revolutionary_War)

How to write a compare and contrast essay:

<http://www.bookrags.com/articles/5.html>

<http://www.enotes.com/topics/how-write-compare-contrast-essay>

## Compare and Contrast Essay Rubric

CATEGORY	4	3	2	1
<b>Purpose &amp; Supporting Details</b>	The essay compares and contrasts items clearly. The essay points to specific examples to illustrate the comparison. The essay includes only the information relevant to the comparison.	The essay compares and contrasts items clearly, but the supporting information is general. The essay includes only the information relevant to the comparison.	The essay compares and contrasts items clearly, but the supporting information is incomplete. The essay may include information that is not relevant to the comparison.	The essay compares or contrasts, but does not include both. There is no supporting information or support is incomplete.
<b>Organization &amp; Structure</b>	The essay uses the information into whole-to-whole, similarities -to-differences, or point-by-point structure. It follows a consistent order when discussing the comparison. The essay contains three visuals.	The essay breaks the information into whole-to-whole, similarities -to-differences, or point-by-point structure but does not follow a consistent order when discussing the comparison. The essay contains two visuals.	The essay breaks the information into whole-to-whole, similarities -to-differences, or point-by-point structure, but some information is in the wrong section. Some details are not in a logical or expected order, and this distracts the reader. The essay contains one visual.	Many details are not in a logical or expected order. There is little sense that the writing is organized. The essay contains no visuals.
<b>Transitions</b>	The essay moves smoothly from one idea to the next. The essay uses comparison and contrast transition words to show relationships between ideas. The essay uses a variety of sentence structures and transitions.	The essay moves from one idea to the next, but there is little variety. The essay uses comparison and contrast transition words to show relationships between ideas.	Some transitions work well, but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
<b>Grammar &amp; Spelling (Conventions)</b>	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.

# Rubric For Comparing And Contrasting Essay

**Deborah Blaz**



## **Rubric For Comparing And Contrasting Essay:**

**Standards-based Activities with Scoring Rubrics: Performance-based projects** ,2002      **Teacher Guide for This Place: 150 Years Retold** Christine M'Lot,2021-10-20 The graphic novel This Place 150 Years Retold includes a variety of historical and contemporary stories that highlight important moments in Indigenous and Canadian history Written by Anishinaabe educator Christine M Lot the Teacher Guide for This Place 150 Years Retold offers 12 comprehensive lessons that support teachers in introducing students to the unique demographic historical and cultural legacy of Indigenous communities and exploring acts of sovereignty and resiliency using circle pedagogy to show the interconnectedness of ideas and topics primarily in the form of the medicine wheel infusing Indigenous pedagogical practices such as working with others seeking holism in understanding and learning through storytelling engaging students understanding and encouraging them to embrace differing worldviews NEW Incorporating the This Place CBC podcast when studying the graphic novel Lessons in this teacher guide are appropriate to Grades 9 12 English Grade 11 Global Issues and Grade 12 Current Topics in First Nations Métis and Inuit Studies classes They are also adaptable to relevant university or college courses      Compare & Contrast Harvey F. Silver,2010 Resource added for the Foundations of Teacher Education 105222 and Paraeducator Instructional Assistant 315222 programs      **Teaching Literature-Based Instructional Units** Angela L. Hansen,Anete Vásquez,2022-04-21 Teaching Literature Based Instructional Units From Planning to Assessment provides an accessible roadmap to planning designing and implementing literature based instructional units for the English Language arts ELA classroom Understanding that unit plans are the building blocks of the ELA curriculum Hansen and V squez outline the theoretical foundations and approaches behind teaching ELA and offer a framework to help readers make sound decisions about their content pedagogy In so doing this text offers research based and straightforward guidance on planning instruction around key literary texts Placing literature at the center of the ELA curriculum the approaches in this book not only support students reading writing listening speaking and digital media skills but will also motivate and inspire them Part 1 addresses how to choose unit themes and texts discusses the importance of having a rationale for choices made and examines the practical philosophical and historical approaches to teaching literature Part 2 provides step by step instructions for designing literature based units of instruction by using backwards design The text focuses on assessment before moving into how to scaffold and sequence lessons to meet learning objectives and concludes with consideration given to teaching ELA in virtual environments The wealth of activities strategies exercises examples and templates in this book make this text essential reading for instructors and pre service teachers in ELA pedagogical methods courses and for practicing teachers of literature instruction      **Teacher-Made Assessments** Christopher Gareis,Leslie W. Grant,2013-10-11 Assessment is not only a measure of student learning but a means to student learning Teacher Made Assessments guides you in constructing and using your own classroom tests and rubrics to improve student achievement A practical and accessible resource for

classroom teachers it will help you make assessment integral to both teaching and learning

*Challenging Common Core Language Arts Lessons* Clg Of William And Mary/Ctr Gift Ed,2021-09-03 This book from the Center for Gifted Education at William Mary provides gifted and advanced learners challenging activities to master and engage with the Common Core State Standards for English Language Arts through four mini units Each mini unit is packed with activities that enrich and extend grade level ELA content for grade 7 Included texts have messages and characters that are developmentally suitable for students Through higher order reasoning questions resulting discussions and student created products associated with these texts gifted and advanced students needs are met while still maintaining messages and characters to which students can relate Students will be exposed to themes such as conflict tragic flaws civil rights and tolerance Each theme was chosen with advanced seventh grade students in mind and their emerging need to learn more about themselves their world and how to work through adversity to accomplish their goals Grade 7

**Literacy Instruction with Disciplinary Texts** William E. Lewis,John Z. Strong,2020-11-24 To develop strong disciplinary literacy skills middle and high school students need to engage with diverse types of challenging texts in every content area This book provides a blueprint for constructing literacy rich instructional units in English language arts science and social studies The authors describe how to design interconnected text sets and plan lessons that support learning and engagement before during and after reading Presented are ways to build academic vocabulary and background knowledge teach research based comprehension strategies and guide effective discussions and text based writing activities Chapters also cover how to teach students to write argumentative informative and narrative essays and to conduct discipline specific inquiry Special features include sample text sets and 24 reproducible planning templates and other teaching tools purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1 2 x 11 size

Handbook of College and University Teaching James E. Groccia,Mohammed A. T. Alsudairi,William Buskist,2012-01-17 Enhance your teaching style with James E Groccia s systemic and insightful seven variable model using a truly international perspective The need to understand learning and teaching from multiple cultural perspectives has become critically important in educating the next generation of college students Using a unique global view this comprehensive volume presents international perspectives on critical issues impacting teaching and learning in diverse higher education environments Education experts from around the world share their perspectives on college and university teaching identifying international differences and similarities The chapters are organized around a model developed by James E Groccia which focuses on seven interrelated variables that must be explored to develop a full perspective of college and university teaching and learning These interrelated variables include teacher learner learning process learning context course content instructional processes and learning outcomes Using this logical model the contributors provide readers with a guide for systemic thinking about how to improve teaching and learning curriculum development and assessment

**Handbook of Research on Assessment Literacy and Teacher-Made**

**Testing in the Language Classroom** White, Eddy, Delaney, Thomas, 2018-11-23 The evaluation of student performance and knowledge is a critical element of an educator's job as well as an essential step in the learning process for students. The quality and effectiveness of the evaluations given by educators are impacted by their ability to create and use reliable and valuable evaluations to facilitate and communicate student learning. The Handbook of Research on Assessment Literacy and Teacher-Made Testing in the Language Classroom is an essential reference source that discusses effective language assessment and educator roles in evaluation design. Featuring research on topics such as course learning outcomes, learning analytics, and teacher collaboration, this book is ideally designed for educators, administrative officials, linguists, academicians, researchers, and education students seeking coverage on an educator's role in evaluation design and analyses of evaluation methods and outcomes.

*The Focus Factor* James A. Bellanca, 2015-04-25 Featuring practical how-to classroom examples, this teacher-friendly introduction examines the importance of an essential set of thinking skills that supports the Common Core State Standards and future success for students in 21st-century life, school, and work. Starting with cognitive psychologist Reuven Feuerstein's pioneering Theory of Mediated Learning, the author provides a rationale for teaching skills that focuses on deeper learning and connects to CCSSs. These include distinguishing what is important from what is not, thinking critically and creatively, sorting and searching information, connecting ideas, and problem solving. Each chapter introduces the what, the why, and the how to do it for explicit intentional incorporation of specific content-crossing competencies. The text is designed to make it easy for teachers to integrate the development of important cognitive functions into their daily lessons.

**Think It, Show It Social Studies: Strategies for Communicating Understanding** Gregory A. Delman, 2017-04-03 Think It Show It Social Studies by Gregory A. Delman is a practical and informative resource that supports the teaching of writing in the social studies classroom to meet the demands of today's standards and the C3 Framework. The creative instructional strategies and resources guide students in communicating their historical thinking through writing and speaking. Specific step-by-step strategies are provided to help students develop clear, concise writing and discussion skills about historical documents, events, and other primary sources using text structures such as description, narrative, comparison, and cause and effect. The included student resources, rubrics, graphic organizers, and exemplar writing samples also support instruction and provide students a clear understanding of the expectations for success.

**The Church and the world, on questions of the day, essays by various writers, ed. by O. Shipley** Church, 1866 *The Church and the World: Essays on Questions of the Day. By Various Writers. Edited by the Rev. O. Shipley* Orby SHIPLEY, 1866

**Assessment Rubrics Decoded** Kelvin Heng Kiat Tan, 2020-03-27 Rubrics offer concrete artefacts of what schools evaluate to be of merit and what educators and schools value to be worth rewarding. Assessment Rubrics Decoded offers insights into a myriad of issues that affect and are affected by the construction of merit in students' learning and the articulation of underlying educational ideologies in the assessment of student achievement. Designed for both students and

teachers who should have parity of involvement in developing and using rubrics this book covers the problematic issues of assessment in schools while offering readers practical solutions to navigating the ensuing tensions and dilemmas The notion that rubrics may hinder assessment transparency is also discussed with examples to warn against uncritical use of rubrics that may discipline rather than help learners The perspective of a school leader in providing assessment leadership to rubrics usage across a school is included for extending awareness of rubrics beyond classroom contexts This provides an informed approach for teachers to understand the stakes and complexities involved in judging learning and learners whilst offering concrete options and suggestions to consider This book will be a valuable resource for classroom teachers school leaders teacher educators and researchers interested in the field of assessment rubrics

**Test Prep for CCSS Performance Tasks, Grade 8** Schyrlet Cameron, Carolyn Craig, 2015-01-05 Test Prep for CCSS Performance Tasks is a 64 page three book series for grades six through eight It focuses on performance tasks aligned with the Common Core State Standards CCSS for English Language Arts Literacy The series will help familiarize students with tasks and language they may encounter in Common Core assessments Each book include instruction resources rubrics instructional overview instructional strategies and resources for each performance task Mark Twain Media Publishing Company specializes in providing captivating supplemental books and decorative resources to complement middle and upper grade classrooms Designed by leading educators the product line covers a range of subjects including mathematics sciences language arts social studies history government fine arts and character

**Test Prep for CCSS Performance Tasks, Grade 7** Schyrlet Cameron, Carolyn Craig, 2015-01-05 Test Prep for CCSS Performance Tasks is a 64 page three book series for grades six through eight It focuses on performance tasks aligned with the Common Core State Standards CCSS for English Language Arts Literacy The series will help familiarize students with tasks and language they may encounter in Common Core assessments Each book include instruction resources rubrics instructional overview instructional strategies and resources for each performance task Mark Twain Media Publishing Company specializes in providing captivating supplemental books and decorative resources to complement middle and upper grade classrooms Designed by leading educators the product line covers a range of subjects including mathematics sciences language arts social studies history government fine arts and character

**Scoring Rubrics in the Classroom** Judith Arter, Jay McTighe, 2001 A practical guide to more effective assessment for improved student learning Learn how to be more consistent in judging student performance and help your students become more effective at assessing their own learning This book offers a practical approach to assessing challenging but necessary performance tasks like creative writing real world research projects and cooperative group activities Judith Arter and Jay McTighe experts in the field of assessment wrote Scoring Rubrics in the Classroom to help you achieve three main goals Clarify the targets of instruction especially for hard to define problem solving Provide valid and reliable assessment of student learning Improve student motivation and achievement by helping students understand the nature of quality for

performances and products Each chapter is framed by an essential question and includes illustrative stories practical examples tips and cautions and a summary of key points and recommended resources for further information The resources section contains a wealth of rubrics to adopt or adapt Teachers and administrators will find this an essential resource in increasing teacher effectiveness and student performance

### **Writing and Grammar: Communication in Action**

Pearson/Prentice Hall, Joyce Armstrong Carroll, 2004      *Comprehension Assessment* JoAnne Schudt Caldwell, 2008-04-09

How can busy teachers successfully manage the complex task of assessing their students reading comprehension This invaluable book the first stand alone guide on the topic presents reliable research supported guidelines and procedures for K 6 teachers to use in the classroom Through practical tips and realistic examples the book demonstrates time saving ways to implement and adapt a wide range of existing assessments rather than creating new ones Also covered are strategies for conducting multiliteracy assessments using classroom assessment to complement standardized testing accommodating response to intervention mandates and linking assessment to content area instruction

### **A Collection of Performance**

**Tasks and Rubrics** Deborah Blaz, 2001 First Published in 2001 Routledge is an imprint of Taylor Francis an informa company

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