

Standards-Aligned Lesson Plan

High School
English/Language Arts:
Edmondson Park
(Nashville, TN)

*Developed in partnership with the
Metropolitan Nashville Arts Commission.*

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Planning and Presenting an ELA Lesson Based on CCSS

9th/10th grade

Section I: Planning

Overview: This section focuses on the elements to consider when planning for a CCSS lesson, such as ELA Anchor Standards, content standards, clear learning targets, task objectives, new learning for students, anticipated learning challenges, scaffolding, opportunities for differentiation, ways to prompt student thinking through assessing and advancing questions, instructional strategies to be used in the lesson, and materials and resources.

Lesson Topic: Live Your Epitaph	Time Frame/Lesson Length: Two 50-minute class periods
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ELA Content Standards	Anchor Standards	Assessments ✓ Formative ➤ Summative	
<p>CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</p> <p>CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>	<p><u>Formative:</u> Students will be formatively assessed through discussion in whole group, small group, and Socratic Seminar</p> <p>Students will be formatively assessed through pre-writing, peer feedback, and revision</p>	<p><u>Summative:</u> Students will be summatively assessed through Socratic Seminar reflection handout</p> <p>Students will be summatively assessed through a rubric for their final draft</p>

<p>CCSS.ELA-Literacy.SL.9-10.1.c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</p>	<p>Students will be formatively assessed through discussion in small groups, whole groups, and Socratic Seminar</p>	<p>Students will be summatively assessed through Socratic Seminar reflection handout and self-assessment rubric</p>
<p>Planning Element</p>	<p>Description</p>		
<p>Clear Learning Targets</p>	<p><u>Day One:</u></p> <ul style="list-style-type: none"> • I can identify William Edmondson and his contribution to the art world. • I can closely read examples of epitaphs and identify tone and common themes. • I can participate in a Socratic Seminar and discuss questions related to the close reading. <p><u>Day Two:</u></p> <ul style="list-style-type: none"> • I can develop my own epitaph through pre-writing, discussion, and revision • I can critique and offer helpful feedback to peers to guide their writing process 		
<p>Task Objectives (steps to reach mastery of clear learning targets)</p>	<p><u>Day One:</u></p> <ul style="list-style-type: none"> • Discuss William Edmondson and identify his contributions to the art world • Read examples of epitaphs and identify tone and common themes • Discuss, analyze, and respond to questions related to epitaphs during a Socratic seminar <p><u>Day Two:</u></p> <ul style="list-style-type: none"> • Pre-write, discuss, and revise a personal epitaph 		
<p>New Learning</p>	<ul style="list-style-type: none"> • Vocabulary-epitaph, irony, anecdote • Concepts-epitaph, irony, Socratic Seminar, quicklist • People-William Edmondson • Skills-preparation and participation in seminar, pre-writing, providing feedback for peers' writing 		
<p>Anticipated Learning Challenges</p>	<ul style="list-style-type: none"> • Close reading this type of text • Preparing for a Socratic Seminar • Participating in this type of discussion • Developing ideas for an epitaph • Providing helpful feedback to peers 		
<p>Scaffolding (to address learning difficulties)</p>	<ul style="list-style-type: none"> • Model reading an epitaph while searching and identifying answers to the guiding questions: what words are important? What's the tone? • Model how to participate in a Socratic Seminar. Do a "run-through" with the teacher taking on the role of a student. • Model the quicklist on the board or overhead along with the students. 		

<p>Opportunities to Differentiate Learning (explain how you address particular student needs by differentiating process, content, or product)</p>	<ul style="list-style-type: none"> • Model how to provide feedback during revision by providing, “I like...”, “I wonder...” examples. • Vary the range of questioning to provide guidance or advancement depending on the students’ needs • Vary the depth of modeling depending on student need • Socratic Seminar could be changed to small group or whole group discussion • Pre-writing activity could be done as a small group or whole group activity • Pre-writing could be extended or eliminated to provide more or less guidance • One-on-one writing and revision guidance could be provided by the teacher depending on student needs • Writing of an epitaph for William Edmondson or other person could be added to provide depth of opportunities for advanced students • A visual image or symbol for their tombstone to represent their impact on their world could be an opportunity for extension
<p>Questioning: Planning to Illuminate Student Thinking</p>	<p><i>Assessing questions:</i></p> <ul style="list-style-type: none"> • Who was William Edmondson? What was his contribution to the art world? Give examples of how his work contributed to the art world. • What is an epitaph? • How can an epitaph be a life statement? Cite the Epitaph Examples in your answer. • What might William Edmondson’s life statement be? <p><i>Advancing questions:</i></p> <ul style="list-style-type: none"> • How, and for what, do you want to be remembered? • What impact do you want to have on the world? • How can you live your epitaph?
<p>Instructional Strategies</p>	<p><u>Day One:</u></p> <ul style="list-style-type: none"> • The teacher will facilitate discussion of William Edmondson’s life and work and the irony surrounding the fact that he doesn’t have a tombstone or epitaph • The students will closely read examples of epitaphs and prepare and participate in a Socratic seminar by considering the questions provided <p><u>Day Two:</u></p> <ul style="list-style-type: none"> • Students will participate in a pre-writing activity to help develop ideas for their own epitaph • Students will write a rough draft of their own epitaph • Students will provide feedback for peers’ rough drafts
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • Pictures of William Edmondson and his artwork (image search on google) • Excerpt from “Carousel of Time” on YouTube https://www.youtube.com/watch?v=23nvsOudLs0 • Examples of epitaphs (see appendix 1)

- Socratic Seminar handout (see appendix 2)
- Rubric for epitaph (see appendix 3)
- William Edmondson PPT (appendix 6)


Section II: Presentation

Overview: This section focuses on the steps involved in presenting the lesson. The lesson presentation is divided into segments, such as “Framing the Lesson,” “Exploring the Texts,” “Sharing, Discussing and Analyzing Text Evidence,” “Closing the Lesson,” and “Extending the Learning.” For each of these lesson elements, there is an explanation of the procedure, teacher actions, and student outcomes.




Day One

🔔 Framing the Lesson (15 minutes)		
<p>Detailed Procedure</p> <ul style="list-style-type: none"> • The students will be introduced to William Edmondson and his art by viewing a PowerPoint and the excerpt from “Carousel of Time” on YouTube that describes the life and art of William Edmondson • Students will engage in a discussion of the artist, his life, and the irony that Edmondson does not have a tombstone. 	<p>Teacher Action</p> <ul style="list-style-type: none"> • The teacher will provide pictures of William Edmondson and his artwork (PowerPoint appendix 6) • The teacher will show the film excerpt from “Carousel of Time” on YouTube https://www.youtube.com/watch?v=23nvsOudLs0 • The teacher will facilitate discussion and use prompting questions: <ol style="list-style-type: none"> 1. How is it ironic that Edmondson does not have a tombstone? 2. What is an epitaph? 3. If he had one, what might Edmondson’s epitaph have said? • Use the examples of his own words, “I am just doing the Lord’s work, I ain’t got much style, God don’t want much style, but He gives wisdom and sends you along.” “I looked up in the sky and right there in the noon daylight, he hung a tombstone out for me to make.” 	<p>Student Outcomes</p> <ul style="list-style-type: none"> • The students will participate in the discussion about William Edmondson’s life and contribution to the art world. • Students will understand the idea of an epitaph and discuss examples of what Edmondson’s epitaph could have been.
🌀 Exploring the Text(s) (10 minutes)		
<p>Detailed Procedure</p> <ul style="list-style-type: none"> • Students will utilize close reading strategies to analyze the epitaph texts. 	<p>Teacher Actions</p> <ul style="list-style-type: none"> • The teacher will provide examples of epitaphs to students by using Epitaph Examples (appendix 1). 	<p>Student Outcomes</p> <ul style="list-style-type: none"> • The students will closely read examples of epitaphs and identify tone and common themes.

<ul style="list-style-type: none"> • Students will prepare for the Socratic Seminar by taking notes regarding the questions posed by the teacher. 	<ul style="list-style-type: none"> • The teacher will instruct students in how to use close reading strategies to analyze the epitaphs. • The teacher will prompt students' preparation for a Socratic Seminar by providing thought-provoking questions and directing them to use the Socratic Seminar Reflection (appendix 2) to record their answers: <ol style="list-style-type: none"> 1. How and for what does the author want to be remembered? 2. What words stand out? 3. How do you think they intended to impact the world? 4. What words best describe the tone? 5. What things did they obviously value? 6. Which lines support your answer? 	<ul style="list-style-type: none"> • Students will prepare for a Socratic Seminar and use evidence in their reflection.
<p>☺ Sharing, Discussing, and Analyzing Text Evidence (20 minutes)</p>		
<p>Detailed Procedure</p> <ul style="list-style-type: none"> • Students will participate in a Socratic Seminar to discuss the questions related to the epitaphs. • Students will complete the reflection handout during the Seminar. 	<p>Teacher Actions</p> <ul style="list-style-type: none"> • The teacher will facilitate the Socratic Seminar by using prompting questions and modeling. Examples of questions may be: <ol style="list-style-type: none"> 1. How and for what does the author want to be remembered? 2. What words stand out? Annotate them in the text. 3. How do you think they intended to impact the world? 4. What words make you think that? 5. What words best describe the tone? 6. What things did they obviously value? What makes you think that? 	<p>Student Outcomes</p> <ul style="list-style-type: none"> • The students will demonstrate that they can effectively participate in the Socratic Seminar by providing thoughtful answers to the questions (formative assessment). • The students will provide a reflection of their experience on the Socratic Seminar reflection handout (summative assessment).
<p>☐ Closing the Lesson (5 minutes)</p>		
<p>Detailed Procedure</p> <ul style="list-style-type: none"> • Students will engage in a review the 	<p>Teacher Actions</p> <ul style="list-style-type: none"> • The teacher will review the “I can” statements 	<p>Student Outcomes</p> <ul style="list-style-type: none"> • The students will demonstrate

<p>“I can” statements for today.</p> <ul style="list-style-type: none"> • Students will engage in a review of epitaphs and how they can be a life statement. 	<p>for the day.</p> <ul style="list-style-type: none"> • The teacher will facilitate closing discussion. Questions may include: What is an epitaph? How can an epitaph be a life statement? How have some people in the past used an epitaph to accomplish this? 	<p>progression toward mastery through discussion.</p>
<p> Extending the Learning Teachers may choose to assign a written epitaph for William Edmondson or another person for homework.</p>		

Day Two

<p> Framing the Lesson (10 minutes)</p>																	
<p>Detailed Procedure</p> <ul style="list-style-type: none"> • Students will engage in a review of Day One. 	<p>Teacher Action</p> <ul style="list-style-type: none"> • The teacher will facilitate a discussion and review of yesterday’s lesson. • The teacher will prompt today’s lesson by asking thought-provoking questions about students’ life statements <ol style="list-style-type: none"> 1. How, and for what, would you like to be remembered? 2. How is an epitaph a life statement? 	<p>Student Outcomes</p> <ul style="list-style-type: none"> • The students will access learning from the prior day’s lesson. • The students will begin considering and discussing their ideas for their own life statements. 															
<p> Pre-Writing (15 minutes)</p>																	
<p>Detailed Procedure</p> <ul style="list-style-type: none"> • Students will engage in the pre-writing technique, “quicklist” • Students will create 3 columns on their papers. They are to come up with nouns, adjectives, and anecdotes for that describe themselves. 	<p>Teacher Actions</p> <ul style="list-style-type: none"> • The teacher will lead students through the pre-writing activity, using the technique, “quicklist.” <p>The teacher may use the example below to model:</p> <table border="1" data-bbox="772 1187 1325 1377"> <tr> <td>Nouns</td> <td>Adjectives</td> <td>Anecdotes</td> </tr> <tr> <td>mother</td> <td>strict</td> <td>Share a</td> </tr> <tr> <td>sister</td> <td>dependable</td> <td>brief story</td> </tr> <tr> <td>teacher</td> <td>dedicated</td> <td>or</td> </tr> <tr> <td></td> <td></td> <td>experience</td> </tr> </table>	Nouns	Adjectives	Anecdotes	mother	strict	Share a	sister	dependable	brief story	teacher	dedicated	or			experience	<p>Student Outcomes</p> <ul style="list-style-type: none"> • The students will utilize pre-writing techniques while progressing toward lesson goals.
Nouns	Adjectives	Anecdotes															
mother	strict	Share a															
sister	dependable	brief story															
teacher	dedicated	or															
		experience															
<p> Developing, Sharing, Discussing, and Analyzing Writing (20 minutes)</p>																	
<p>Detailed Procedure</p> <ul style="list-style-type: none"> • Students will begin writing their life 	<p>Teacher Actions</p> <ul style="list-style-type: none"> • The teacher will instruct students in 	<p>Student Outcomes</p> <ul style="list-style-type: none"> • The students will write rough drafts of 															

<p>statements/epitaphs.</p> <ul style="list-style-type: none"> In small groups, students will share and discuss their rough drafts. They will use “I like...”, “I wonder...” to react to peers’ writing. 	<p>the process of writing their own epitaph. The teacher will engage students in the following thoughts and questions: “Your epitaph should be a life statement as brief and apt as possible. How do you hope to impact the world? How do you want to best live so that you may die honored? It should be short and memorable. It does not have to rhyme, but it should flow. Use the examples from yesterday as a guide.”</p> <ul style="list-style-type: none"> The teacher will model peer review by completing, “I like...” “I wonder...” statements of a writing sample. “I like how you used a simile to describe yourself”. “I wonder if more description would give the reader a better idea of who you are.” The teacher will circulate to provide guidance during the peer review time 	<p>their epitaphs (formative assessment).</p> <ul style="list-style-type: none"> The students will participate in a discussion with peers about their writing and receive and provide valuable feedback, leading to the revision process.
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□ Closing the Lesson (5 minutes)

Detailed Procedure	Teacher Actions	Student Outcomes
<ul style="list-style-type: none"> Students will engage in a review of the “I can” statements for the day. Students will complete final drafts of life statements/epitaphs for homework. 	<ul style="list-style-type: none"> The teacher will facilitate closing discussion, including a review of the “I can” statements and assigning completion of final drafts for homework. 	<ul style="list-style-type: none"> Write final drafts that incorporate the changes that were suggested during peer feedback. Students will develop their own epitaphs that incorporate the changes suggested during peer feedback.

📖 Extending the Learning Write final draft of epitaph for homework (summative assessment)

Appendices (attach resources used, such as handouts, etc...):

- Appendix 1: epitaph examples
- Appendix 2: teacher instructions for conducting a Socratic Seminar
- Appendix 3: Socratic Seminar reflection
- Appendix 4: Rubric for final draft of epitaph
- Appendix 5: “Carousel of Time” on YouTube <https://www.youtube.com/watch?v=23nvsOudLs0>
- Appendix 6: PowerPoint of Edmondson’s artwork

Epitaph Examples

"He who gives right to him who loves and gives wrong to him who hates"

-The earliest known epitaph which was carved in Egypt six thousand years ago

"Death is the starlit strip between the companionship of yesterday and the reunion of tomorrow"

-Mark Twain

"The Body of B. Franklin, Printer; like the Cover of an old Book, Its Contents torn out, And stript of its Lettering and Gilding, Lies here, Food for Worms.

But the Work shall not be wholly lost; For it will, as he believ'd, appear once more, In a new & more perfect Edition, Corrected and amended By the Author"

-(As a young man, Benjamin Franklin wrote this in his diary, stating that this is what he wanted on his tombstone, but it never actually happened):

"As the flowers are all made sweeter by the sunshine and the dew, so this old world is made brighter by the lives of folks like you. Outlaw, bank robber and partner of Clyde Barrow"

-Bonnie Parker, of Bonnie and Clyde

"3.14159265358979323846264338327950"

-Ludolph van Ceulen, the first person to calculate the value of pi to 35 digits.

"This Grave contains all that was Mortal of a Young English Poet

Who on his Death Bed in the Bitterness of his Heart at the Malicious Power of his Enemies Desired these words to be engraved on his Tomb Stone":

"Here lies One Whose Name was writ in Water."

-Poet John Keats

"Free at last. Free at last. Thank God Almighty I'm Free at Last."

-Dr. Martin Luther King, Jr.

"His true wealth was in his generous heart, and what endless wealth he did have."

-unknown

Epitaph Examples

“Death is not a foe, but an inevitable adventure.”

-unknown

“Life’s a voyage that’s homeward bound.”

-unknown

“She was a lady, proud and willful- yet kind and giving. Always faithful, with a joy of living. Her health was frail. But her spirit was strong. She gave her all and now she is gone. She was one of a kind.”

-unknown

“A mother kind, a wife so dear constant friend lies buried here. We mourn her loss while here we stay. And hope to meet in bless someday.”

-unknown

“Lived for his fellow man and died happy.”

-unknown

Socratic Seminar Reflection

Name _____

Text or Topic _____

Preparation for the discussion:

Number the lines or paragraphs of your text. Consider the questions posed by your teacher and jot down ideas you would like to share during the discussion that relate to the questions.

During the discussion:

React to someone's comments during the seminar. What did they say? What's your reaction to that?

After the discussion:

Explain how the discussion influenced your thinking about the topic or text.

Self-Assessment:

Taking a position on a question	5	4	3	2	1
Using evidence to support a position or presenting factual information	5	4	3	2	1
Drawing another person into the discussion	5	4	3	2	1
Asking a clarifying question or moving the discussion along	5	4	3	2	1
Highlighting and marking the text with questions/commentary	5	4	3	2	1



Socratic Seminar

Teacher and Student
Guide

Socratic Seminar

What is Socratic seminar?

It is a method of discussion inspired by Socrates. Socrates believed in order to teach people you would not give them answers. Rather you would ask questions and help them arrive at answers on their own.

Guidelines for Socratic Seminar:

1. Come prepared having read the required reading and with some questions or topics to discuss.
2. Be an active listener and speaker. Contribute to the discussion.
3. One Voice - only one person can speak at one time.
4. Be respectful (even if you do not agree).
5. Use evidence or examples from your reading.
6. Explain your answers - a simple yes or no is not acceptable you must explain.

Socratic Seminar Preparation

Required Reading: _____ Date of Socratic Seminar: _____

Instructions: When preparing for a Socratic Seminar, write questions using these sentence frames to stimulate your thinking about the article(s) you read. Choose and complete 5 of the following:

What puzzles me is...

I'd like to talk with people about...

I'm confused about...

Don't you think this is similar to...

Do you agree that the big ideas seem to be...

I have questions about...

Another point of view is...

I think it means...

Do you think...

What does it mean when the author says...

Do you agree that...

Socratic Seminar

Levels of Participation



Level A

- Participant offers enough solid analysis, without prompting, to move the conversation forward
 - Participant, through her comments, demonstrates a deep knowledge of the text and the question
 - Participant has come to the seminar prepared, with notes and a marked/annotated text
 - Participant, through her comments, shows that she is actively listening to other participants
 - Participant offers clarification and/or follow-up that extends the conversation
- Participant's remarks often refer back to specific parts of the text.


Level B

- Participant offers solid analysis without prompting
 - Through comments, participant demonstrates a good knowledge of the text and the question
 - Participant has come to the seminar prepared, with notes or a marked/annotated text
- Participant shows that he/she is actively listening to others and offers clarification and/or follow-up

Level C

- Participant offers some analysis, but needs prompting from the seminar leader
 - Through comments, participant demonstrates a general knowledge of the text and question
 - Participant is less prepared, with few notes and no marked/annotated text
 - Participant is actively listening to others, but does not offer clarification and/or follow-up to others' comments
- Participant relies more upon his or her opinion, and less on the text to drive her comments

Level D/F

- Participant offers little commentary
 - Participant comes to the seminar ill-prepared with little understanding of the text and question
 - Participant does not listen to others, offers no commentary to further the discussion
- Participant distracts the group by interrupting other speakers or by offering off topic questions and comments.
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Teacher Information

What is a Socratic Seminar?

A Socratic Seminar is a form of teaching. Socrates believed that students learned best when they had to think for themselves. Socrates would respond to student questions not with answers, but rather with more questions. Rather than the teacher simply filling the students' heads with ideas students form their own thoughts and share them with the rest of the class. Students examine a similar piece of text or problem and then share a dialogue to come to a better understanding.

How do you make sure students keep discussing?

Always, always, always have a pre-discussion activity. This will ensure students come prepared and ready to discuss. Also, it will be important for the teacher to have some open-ended questions ready.

Do students actually like this?

Yes! Students love having those "Ah-HA!" moments. The Socratic Seminar is the perfect place for them to take place. They love that they are running the class and answering (and asking) the questions that interest them.

There is no way that this works.

That's not a question, and yes it does. Since expectations are always made clear ahead of time students know what they are supposed to do, plus they like it! Management is rarely a problem when students are doing something they enjoy. While some students may be hesitant to offer opinions and add to the dialogue at first, with continued practice they will become pros! **It is also a great way to build a culture of collaboration in a class!!**

At the beginning of Socratic Seminar:

I go over and stress the guidelines of Socratic seminar. Then I tell the students how many times I want them to contribute.

During Socratic Seminar:

I use the check sheet and check each time a student participates. At the end I evaluate and decide whether the participation was at the A, B, C, D or F level.

Guidelines

It is not a debate, but rather a discussion.

Students must address each other by name and use “I” phrases.

I agree with _____ because _____

I disagree with _____ because _____

No raising hands (everyone’s favorite rule)

You must back up statements with textual evidence (with specific page numbers) or theories/methods discussed in class.

No side discussions.

No talking over each other.

Respect everyone’s opinions.

Anyone may ask questions of the group at any time.

Talk to the group, not to the teacher.

Because this is a dialogue and not a debate we must:

Suspend judgment

Explain reasoning and be able to see its limits

Communicate assumptions

Exploring many viewpoints

Set-Up

For classes of 20 or fewer:

Students should arrange desks in a circle facing inward.

For classes of more than 20

Students should split in half and arrange two sets of circles—an inner circle and an outer circle.

The inner circle will participate while the outer circle does a related activity.

Take notes

Keep “score” for a partner in the inner circle (see “Scoring and Rubrics” on page).

Fill out a graphic organizer related to the seminar

Circles will switch halfway through so all students get a chance to complete all activities.

Sample Questions

Sample questions to serve as the key question or interpret the text:

What is the main idea or underlying value in the text?

What is the author’s purpose or perspective?

What does (a particular phrase) mean?

What might be a good title for the text?

What is the most important word/sentence/paragraph?

Sample questions to move the discussion along:

Who has a different perspective?

Who has not yet had a chance to speak?

Where do you find evidence for that in the text?

Can you clarify what you mean by that?

How does that relate to what (someone else) said?

Is there something in the text that is unclear to you?

Has anyone changed their mind?

Sample questions to bring the discussion back to students in closing:

How do the ideas in the text relate to our lives?

What do they mean for us personally?

Why is this material important?

Is it right that....?

Do you agree with the author?

Sample debriefing questions:

Do you feel like you understand the text at a deeper level?

How was the process for us?

Did we adhere to our norms?

Did you achieve your goals to participate?

William Edmondson

























BRANDE
WILLIAMS
BORN FEBRUARY
DIED JANUARY
1831

Epitaph Rubric

Criteria	1	2	3	4	5
Epitaph displays personal characteristics and style	Exhibits no personal traits or characteristics and doesn't show an individual creative style	Exhibits personal traits or characteristics, but doesn't show an individual person style	Exhibits personal traits and characteristics, but individual personal style may be lacking	Exhibits personal traits and characteristics in a creative fashion and reflects the pre-writing ideas	Exhibits personal traits and characteristics in an exceptionally creative fashion and reflects the pre-writing ideas
Mechanics	Spelling and grammar are poor and final draft is sloppy	Spelling and grammar are poor, but final draft is fairly neat	A few spelling or grammar mistakes, but final draft is neat	No spelling or grammar mistakes, but final draft is not neat	No spelling or grammar mistakes, and final draft is very neat
Rough draft and revision	No rough draft is included	Rough draft is included but no changes have been made	Rough draft is included and minimal revisions were made	Rough draft is included and changes were made based on peer feedback	Rough draft is included, peer feedback is included, and positive changes were made based on peer feedback

	Personal characteristics and style	Mechanics	Rough draft and revision
Self-assessment score			
Teacher score			