

Student Guide

Achieving Classroom Excellence Act (ACE)
End of Course Project Category B
English II

Choice of Topics

Project Overview

Through a multi-modal research project, student will exhibit mastery of English II *Priority Academic Student Skills* (PASS).

The Conflict between Generations

Guidelines

1. The student meets with the Project Coordinator to review progress at the indicated check points in this guide and to decide if adjustments to the student's timeline are necessary. The student must verify that he/she completed all of ACE End of Course Project without assistance. The student is to submit a completed project with all necessary components and forms to the Project Coordinator who will forward it to the evaluation team.

Directions

1. Read all instructions carefully.
2. With your Project Coordinator, determine a timeline for completing the project and enter target dates for completing each of the CHECK POINTS in the space provided. You should have tangible components to exhibit progress at each check point conference.
3. Select a topic from the list provided by the Project Coordinator.
4. Complete all required project components.
5. Be sure to check in with your Project Coordinator at the CHECK POINTS listed in the project.
6. Submit the project for scoring by the due date. All forms, components, and necessary artifacts must be included before the project can be assessed.

Requirements for Submission of the ACE End of Course Project

For submission, a completed ACE End of Course Project must include:

1. Completed Student Planner and Agreement
2. Completed essay with citation page and all components of writing process
3. Digital copy of all artifacts of that second component
4. Completed Project Submission Form as required for authenticity of the work final project determination to the student.

English II: Choice of Topics

Project Task

Through a well-written, documented essay and product/presentation, student will exhibit mastery of English II *Priority Academic Student Skills* (PASS).

Task Specifications

The Conflict Between Generations

Project Component One

1. Select and read works to form a working thesis which must be a combination of fiction, nonfiction, drama, and poetry related to selected topic. (refer to recommended reading list and discuss options with the Project Coordinator)

CHECK POINT DATE _____ Student Initials____ Coordinator Initials ____

2. Develop the working thesis.

CHECK POINT DATE _____ Student Initials____ Coordinator Initials ____

3. Use the writing process to create a thesis in a well-written, documented essay of 500-750 words.

CHECK POINT DATE _____ Student Initials____ Coordinator Initials ____

Project Component Two Oral Reflection

5. The oral reflection will be done in front of the Project Coordinator who will record it. The reflection summarizes the findings and reflects on the learning process and its application to real life. The reflection must be a summary or synthesis of the work and must demonstrate mastery of the English II Language Arts Priority Academic Student Skills. Please see the Oral Presentation Rubric for expectations.

CHECK POINT DATE _____ Student Initials ____ Coordinator Initials ____

Scoring Criteria

Component One – The Written Component of the Project – will be evaluated using the English II and English III Writing Rubric

Component Two – Oral Reflection – will be evaluated using the Rubric for Second Component

Templates for Use

- Form to research sources
- Form for working thesis
- Format sheet showing APA and MLA formats (Please use the citation process used by your District)
- Form for identifying pieces of fiction, nonfiction, drama, and poetry used

Online Sites

<http://www.citationmachine.net/>
<http://www.easybib.com/>
<http://www.loc.gov/teachers/classroommaterials/themes/>
<http://owl.english.purdue.edu/>
<http://leo.stcloudstate.edu/>
<http://www.ccc.commnet.edu/mla/index.shtml>
<http://www.ccc.commnet.edu/apa/>
<http://webtech.kennesaw.edu/jcheek4/writing.htm>
<http://www.readwritethink.org/>
<http://sde.state.ok.us/Curriculum/PASS/default.html>

Suggested Titles: Fiction, Nonfiction, Drama, and Poetry

See APPENDIX A for your Selected Topic to find suggested titles in fiction, nonfiction, drama, and poetry. You are not limited to reading the suggested titles; these are provided simply as possible works to consider. Discuss options with your Project Coordinator to select the best works for you.

Project Task

Through a multi-modal research project, student will exhibit mastery of English II Priority Academic Student Skills (PASS).

Multi-modal Project

Form: Your final project must include:

- A table of contents
- Five different artifacts from the different categories.
- A digitally recorded oral reflection that summarizes the findings and reflects on the learning process and its application to real life.

Selection Criteria:

- Select 5 artifacts from the list of 7
- No more than one selection per mode

From the modes, you must create five artifacts that interweave into a larger framework that represents your thesis. Formal writings such as essays and reflective pieces should follow the documented writing style determined by your district (MLA or APA whichever style your District recommends.). Created artifacts are to be presented in a manner that is legible but representative of the mode and era (newspaper columns, letter format, greeting card, recipe, etc.).

Oral Reflection

The oral reflection will be done in front of the Project Coordinator who will digitally record the presentation. The reflection summarizes the findings and reflects on the learning process and its application to real life. The reflection is a polished formal presentation that uses the same Standard English conventions for oral speech that are used in writing as well as gestures, tone, and vocabulary appropriate for to the audience

and purpose. The reflection must include insight and connection of theme and components to personal experiences and ideas; an explanation of the modes chosen and how those modes connect to the theme; and, an explanation of each artifact mode used within the project and its connection to the theme.

SAMPLE

| | | |
|---|---|--|
| <p>Category 1: Print Media</p> <ul style="list-style-type: none"> • Newspaper Article • Obituary • Editorial • Letter to the Editor • Advice Column • Magazine Article | <p>Category 2: Visual with Words</p> <ul style="list-style-type: none"> • Poster • Invitation • Ad • Travel Brochure • Greeting Card • Cartoon | <p>Category 3: Visual Display</p> <ul style="list-style-type: none"> • Picture/Photograph • Graph • Map • Certificate • Recipe • Collage |
| <p>Category 4: Informational</p> <ul style="list-style-type: none"> • Interview • Survey • Trivia Game • Timeline • Directions • Idea Web • Virtual Book Talk | <p>Category 5: Creative Writing</p> <ul style="list-style-type: none"> • Skit • Song • Poem • Short Story • Personal Narrative • Conversation | <p>Category 6: Structured</p> <ul style="list-style-type: none"> • Essay • Report • Book Review • Letter • Speech • Descriptive Paragraph |
| <p>Category 7: Poetry and Literary Analysis</p> <ul style="list-style-type: none"> • Ode • Ballad • Free Verse • Blank Verse • Narrative • Sonnet • Virtual Book Talk | | |

Appendix A: English II and English III Writing Rubric

Analytic Scores

Each piece of student writing is given five analytic scores that focus on specific writing skills. These ratings range from 4 (the highest score) to 1 (the lowest score). Taken together, these scores provide a profile of the specific strengths and weaknesses of the student's writing. The following are the actual scoring rubrics used to assign the five analytic scores.

| Score | Ideas and Development 30% |
|-------|--|
| 4 | <ul style="list-style-type: none">• The content is well suited for the audience, purpose, and mode• The main idea or thesis is clear• Ideas are fully developed and elaborated using details, examples, reasons, or evidence• The writer expresses an insightful perspective towards the topic |
| 3 | <ul style="list-style-type: none">• The content is adequate for the audience, purpose, and mode• The main idea is evident but may lack clarity• Ideas are developed using some details, examples, reasons, and/or evidence• The writer sustains his/her perspective toward the topic throughout most of the composition |
| 2 | <ul style="list-style-type: none">• The content is inconsistent with the audience, purpose, and mode• The main idea is not focused and leaves the reader with question and making inferences to understand the main idea• Ideas are minimally developed with few details• May simply be a list of ideas• The writer has difficulty expressing his/her perspective toward the topic |
| 1 | <ul style="list-style-type: none">• The content is irrelevant to the audience, purpose, and mode• The composition lacks a central idea• Ideas lack development or may be repetitive• The writer has little or no perspective on the topic |

| Score | Organization, Unity, and Coherence 25% |
|-------|--|
| 4 | <ul style="list-style-type: none"> • Introduction engages the reader • Sustained or consistent focus on the topic • Logical and appropriate sequencing and balanced with smooth, effective transitions • Order and structure are strong and move the reader through the text • Conclusion is satisfying |
| 3 | <ul style="list-style-type: none"> • Evident introduction to the topic • Adequate focus • Adequate sequencing • Stays on topic with little digression • Uses limited but effective transitions • Order and structure are present • Conclusion is appropriate |
| 2 | <ul style="list-style-type: none"> • May lack a clear organizational structure • Weak evidence of unity • Little or limited sequencing and/or transitions • Details may be randomly placed |
| 1 | <ul style="list-style-type: none"> • Lacks logical direction • No evidence of organizational structure |

| Score | Word Choice 15% |
|-------|---|
| 4 | <ul style="list-style-type: none"> • Appropriate word choice which conveys the correct meaning and appeals to the audience in an interesting, precise, and natural way • Few vague, overused, repetitive language is used (a lot, great, very, really) • Words that evoke strong images such as sensory language • Ordinary words used in an unusual way |
| 3 | <ul style="list-style-type: none"> • Words generally convey the intended message • The writer uses a variety of words that are appropriate but do not necessarily energize the writing |
| 2 | <ul style="list-style-type: none"> • Word choice lacks precision and variety or may be inappropriate to the audience and purpose • May be simplistic and/or vague • Relies on overused or vague language (a lot, great, very, really) • Few attempts at figurative language and dialogue • Word choice is unimaginative and colorless with images that are unclear or absent |
| 1 | <ul style="list-style-type: none"> • Word choice indicates an extremely limited or inaccurate vocabulary • No attempts at figurative language • General, vague words that fail to communicate meaning • Text may be too short to demonstrate variety |

| Score | Sentences and Paragraphs 15% |
|-------|---|
| 4 | <ul style="list-style-type: none"> • Writing clearly demonstrates appropriate sentence structure • Writing has few or no run-on or fragment errors • Ideas are organized into paragraphs that blend into larger text • Evidence of appropriate paragraphing |
| 3 | <ul style="list-style-type: none"> • Writing adequately demonstrates appropriate sentence structure • Writing may contain a small number of run-on or fragment errors that do not interfere with fluency • Writing has adequate variety of sentence structure • Ideas are organized into paragraphs |
| 2 | <ul style="list-style-type: none"> • Writing demonstrates lack of control in sentence structure • Writing contains errors such as run-ons and fragments that interfere with fluency • Writing has limited variety of sentence structure • Writing may show little or no attempt at paragraphing |
| 1 | <ul style="list-style-type: none"> • Inappropriate sentence structure • Many errors in structure (run-ons, fragments) • No variety of structure • No attempt at paragraphing |

| Score | Grammar, Usage, and Mechanics 15% |
|-------|---|
| 4 | <ul style="list-style-type: none"> • The writer demonstrates appropriate use of correct <ul style="list-style-type: none"> Spelling Punctuation Capitalization Grammar Usage • Errors may be noticeable but do not significantly affect readability |
| 3 | <ul style="list-style-type: none"> • The writer demonstrates adequate use of correct <ul style="list-style-type: none"> Spelling Punctuation Capitalization Grammar Usage • Errors may be distracting and interfere with readability |
| 2 | <ul style="list-style-type: none"> • The writer demonstrates minimal use of correct <ul style="list-style-type: none"> Spelling Punctuation Capitalization Grammar Usage • Errors are numerous and impede readability |
| 1 | <ul style="list-style-type: none"> • The writer demonstrates very limited use of correct |

| | |
|--|--|
| | <p>Spelling Punctuation Capitalization Grammar Usage</p> <ul style="list-style-type: none">• Errors are numerous and severely impede readability |
|--|--|

SAMPLE

Appendix B: Rubric for Oral Reflection

| Score | Advanced |
|-------|---|
| 4 | <ul style="list-style-type: none"> • Limited use of notes • Professional attire • Has a well thought out introduction, body and conclusion • States theme/thesis at the beginning and refers to it throughout the presentation • Presents all 5 artifacts and draws a clear connection between artifacts and theme/thesis • Presents smooth logical sequence • Time limits – good use of time • Well thought out, smooth presentation with minimal stops and refocusing of thought process • Creative presentation • Demonstrate familiarity of content through eye contact and body language |
| Score | Proficient |
| 3 | <ul style="list-style-type: none"> • Professional attire • Some use of notes • Creative presentation • Time limit – good use of time with minimal stops and refocusing time used • All 5 artifacts and clarity on their relation to the theme/thesis • States theme/thesis at the beginning and end of the presentation • Clear introduction, body and conclusion • Creative presentation |
| Score | Limited Knowledge |
| 2 | <ul style="list-style-type: none"> • Acceptable appearance • Use of notes apparent throughout presentation • Introduction, body and conclusion present, but continuously jumping from one idea to the next • 4/5 artifacts • Weak thesis • Doesn't make good use of allotted time |

| Score | Unsatisfactory |
|-------|---|
| 1 | <ul style="list-style-type: none"> • Student read presentation word for word • Missing 2 or more artifacts • Attire is inappropriate for presentation • Theme/thesis is unclear |

Format Sheet Showing MLA and APA Formats

General MLA Formatting Guide

1. Type the paper using 8 ½ inches wide and 11 inches long regular weight white paper.
2. The paper must be double-spaced.
3. The font is Times News Roman and the size is 12 point.
4. There is only one space after periods or other punctuation marks.
5. The margins on the top, bottom, left, and right are to be one inch.
6. Indent the beginning sentence of each paragraph one-half inch using the tab bar of the computer.
7. Create a header in the upper right corner of the page, flush with the right margin, which includes your last name, followed by a space with an Arabic page number that consecutively numbers each page.
8. On the first page at the upper left margin, type your first and last name, your instructor's name, the course, and date in international sequence (day, month, year). This is double-spaced. Enter one time (a double space) before the title.
9. Center the title. Use standard capitalization rules for the title. Do not underscore, bold, italicize, or place the title in quotes. Enter one time after the title (double space before the body of the essay).
10. Italics are to be used for longer titles. Quotation marks for very short titles.
11. If you have end notes, title them as such and place them before the Works Cited page of the essay.
12. Include a properly formatted Works Cited page providing only the sources documented in the essay. Type the word centered at the top of the page. Double space the entries with the first line flush with the left margin and remaining lines using the "hanging indent" feature. Alphabetize by last name of author or first significant word of title.

(See <http://owl.english.purdue.edu/owl/resource/747/01/> for an example of an MLA prepared first page)

MLA no longer includes the URL of web sites but does include medium.

This is intended only as a guide; please use the MLA 7th Ed. Handbook for further information.

SAMPLE MLA PAPER: <http://owl.english.purdue.edu/owl/resource/747/13/>

General APA Formatting Guide

1. Type the paper using 8 ½ inches wide and 11 inches long regular weight white paper.
2. The paper must be double-spaced.
3. The font is Times News Roman and the size is 12 point.
4. There are spaces after periods or other punctuation marks.
5. The margins on the top, bottom, left, and right are to be one inch.
6. Indent the beginning sentence of each paragraph one-half inch using the tab bar of the computer.
7. Create a header on the top of every page including the title page (Use words “running head” only on title page). On the left, flush with the margin, within quotation marks, is the paper’s title in capital letters. On the right, flush with the margin, insert consecutive Arabic numbers beginning with the title page.
8. Create a title page with a running head. Double space the entries on the title page. Center and type your title, of no more than 12 words, in upper and lower case letters in the top half of the page. Beneath the title, type your first name, middle initial(s), and last name. Beneath the author's name, type the name of your school. (See <http://owl.english.purdue.edu/owl/resource/560/01/> for an example of a title page).
9. Create an abstract. The page should have the header. On the first line center the word “Abstract”. Do not bold, italicize, underline, or enclose the words in quotation marks. Write a concise one paragraph summary of the key points of your essay and include the topic, research questions, support and conclusion. Do not indent the first line, double space the abstract and limit the words to 150-250.
10. The essay’s title is centered at the top of page 3 (Title page is 1, abstract is 2). Use standard capitalization rules for the title. Do not underscore, bold, italicize, or place the title in quotes. Enter one time after the title (double space before the body of the essay).
11. Italics are to be used for longer titles. Quotation marks for very short titles.
12. Include a properly formatted References page providing only the sources documented in the essay. Type the word centered at the top of the page. Double space the entries with the first line flush with the left margin and remaining lines using the “hanging indent” feature. Alphabetize by last name of author or first significant word of title. Personal communications are not cited in an APA paper.

(See <http://owl.english.purdue.edu/owl/resource/560/18/> for an example of a APA prepared first page)

(See <http://owl.english.purdue.edu/owl/resource/560/17/> for a power point on the APA style)

(See <http://supp.apa.org/style/pubman-reprint-corrections-for-2e.pdf> for complete listing by APA of errors in the 6th edition of the APA style manual)

Form for Identifying Pieces of Fiction, Nonfiction, Drama, and Poetry Used

FICTION

Author: _____

Title: _____

Publisher: _____

Author: _____

Title: _____

Publisher: _____

Author: _____

Title: _____

Publisher: _____

Author: _____

Title: _____

Publisher: _____

Author: _____

Title: _____

Publisher: _____

NONFICTION

Author: _____

Title: _____

Publisher: _____

Author: _____

Title: _____

Publisher: _____

Author: _____

Title: _____

Publisher: _____

Author: _____

Title: _____

Publisher: _____

Author: _____

Title: _____

Publisher: _____

Author: _____

Title: _____

Publisher: _____

POETRY

Poet: _____

Title: _____

Published Work: _____

Publisher: _____

Poet: _____

Title: _____

Published Work: _____

Publisher: _____

Poet: _____

Title: _____

Published Work: _____

Publisher: _____

Poet: _____

Title: _____

Published Work: _____

Publisher: _____

Poet: _____

Title: _____

Published Work: _____

Publisher: _____

DRAMA

Playwright:

Title:

Publisher:

Playwright:

Title:

Publisher:

Playwright:

Title:

Publisher:

Playwright:

Title:

Publisher:

Playwright:

Title:

Publisher:

Title:

Publisher:

SAMPLE

Appendix C
ACE End of Course Projects
Performance Level Rubric
English II

| | 1 | 2 | 3 | 4 |
|---|---|---|--|---|
| Reading/Literature Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion. | Student demonstrates little to no mastery of grade level vocabulary. | Student demonstrates partial mastery of grade level vocabulary: occasional difficulty in interpreting academic terms. | Student demonstrates mastery of vocabulary at grade level, successfully interprets academic terms and phrases, understands how affixes affect word meaning | Student demonstrates a superior and in-depth mastery of above-grade level vocabulary, including specialized academic language |
| Reading/Literature Standard 2: Comprehension – The student will interact with words and concepts on the page to understand what the writer has said. | Student demonstrates little to no literal understanding of text, and is unable to infer meaning from specific textual passages. | Student demonstrates a literal understanding of text, and shows partial ability to infer or interpret from textual elements, summarize the main idea, distinguish between significant/insignificant details, and analyze or evaluate differences between fiction and nonfiction | Student demonstrates mastery of the standard including the ability to infer or interpret from textual elements, summarize or generalize the main idea, explain the impact of specific details and elements, paraphrase analyze or evaluate differences between fiction and nonfiction, evaluate arguments, or analyze textual features for achieving author’s purpose. | Student demonstrates a in-depth mastery of the standard: shows the ability to reflect upon and respond to text. |

| | | | | |
|--|--|--|--|--|
| <p>Reading/Literature Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.</p> | <p>Student demonstrates little to no mastery of various forms and characteristics of genre or subgenres of literature</p> | <p>Student demonstrates partial mastery of various forms and characteristics of genre or subgenres of literature; sometimes confuses or is unable to discern basic literary elements and techniques; sometimes unable to recognize how these elements and techniques affect development of the work.</p> | <p>Student demonstrates mastery of various forms and characteristics of genre or subgenres of literature; understands basic literary elements and techniques and accurately explains how they affect the development of a literary work.</p> | <p>Student demonstrates a superior and in-depth mastery of various forms and characteristics of genre or subgenres of literature; demonstrates knowledge of how literary elements and a wide range of literary techniques affect development of a literary work.</p> |
| <p>Reading/Literature Standard 4: Research and Information – The student will conduct research and organize information.</p> | <p>Students is unable to select the best source for a given purpose, access a variety of information, skim or scan for information, or use organizational strategies or interpret information from a variety of sources.</p> | <p>Students is sometimes able to select the best source for a given purpose, access a variety of information, skim or scan for information, or use organizational strategies or interpret information from a variety of sources.</p> | <p>Students is able to select the best source for a given purpose, access a variety of information, skim or scan for information, or use organizational strategies or interpret information from a variety of sources.</p> | <p>Students is able to select the best source for a given purpose, access a variety of information, skim or scan for information, or use organizational strategies or interpret information from a variety of sources and identify complexities and inconsistencies to the information and different perspectives.</p> |

| | | | | |
|---|---|--|---|---|
| <p>Writing/Grammar/Usage and Mechanics Standard 1: Writing Process – The student will use the writing process to write coherently.</p> | <p>Student is unable to use the writing process to develop and refine composition skills with prewriting strategies, multiple drafts, revision, editing, or refining selected pieces.</p> | <p>Student is able to use parts of the writing process to develop and refine composition skills with prewriting strategies, multiple drafts, revision, editing, or refining selected pieces.</p> | <p>Student uses the writing process to develop and refine composition skills with prewriting strategies, multiple drafts, revision, editing, or refining selected pieces.</p> | <p>Student skillfully uses all aspects of the writing project to develop and refine composition skills in prewriting, developing multiple drafts, refining style to suit occasion, proofreading, editing, and frequently refining pieces for general and specific audiences.</p> |
| <p>Writing/Grammar/Usage and Mechanics Standard 2: Modes and Forms of Writing – The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, persuasive, and reflective modes.</p> | <p>The student is unable to determine proper mode, purpose, and audience for a writing piece and is unable to develop writing to length of 500-750 words</p> | <p>The student is partially able to determine proper mode, purpose, and audience for a writing piece, but cannot develop to a length of 500-750 words</p> | <p>The student is able to determine proper mode, purpose, and audience for a writing piece, is able to write to length of 500-750 words</p> | <p>The student writes for a variety of purposes and modes with lengths of 500-750 words or more, provides elements of narrative, expository, analytical, persuasive, or reflective modes in respective pieces and has an evident awareness of the audience and purpose for writing.</p> |

| | | | | |
|---|--|--|---|--|
| <p>Writing/Grammar/Usage and Mechanics Standard 3: The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revision and editing stages of writing.</p> | <p>The student does not demonstrate correct use of Standard English in writing, is unable to distinguish commonly confused words, use correct verb forms, verb tenses; writing lacks subject-verb agreement, and does not demonstrate appropriate mechanics or sentence structure.</p> | <p>The student demonstrates some correct use of Standard English in writing, is sometimes able to distinguish commonly confused words, use correct verb forms and tenses, and ensure subject-verb agreement; sometimes demonstrates appropriate mechanics or sentence structure.</p> | <p>The student demonstrates correct use of Standard English in writing, most of the time is able to distinguish commonly confused words, use correct verb forms or tenses or subject-verb agreement, and most of the time demonstrates appropriate mechanics or sentence structure.</p> | <p>The student has skillful demonstration of the correct use of Standard English in writing, is able to distinguish commonly confused words, use correct verb forms and tenses, maintains subject-verb agreement, demonstrates appropriate mechanics and skillfully uses sentence structure to impact writing.</p> |
| <p>Integrating and Applying Knowledge and Skills to Address a Practical, Real World Challenge</p> | <p>Student demonstrates little to no mastery in integrating and applying knowledge and skills of English III to address a practical, real world challenge.</p> | <p>Student demonstrates partial mastery in integrating and applying knowledge and skills of English III to address a practical, real world challenge.</p> | <p>Student demonstrates mastery in integrating and applying knowledge and skills of English III to address a practical, real world challenge.</p> | <p>Student demonstrates superior mastery in integrating and applying knowledge and skills of English III to address a practical, real world challenge.</p> |
| <p>Student Learning Reflection</p> | <p>Student demonstrates less than a Limited Knowledge level of understanding how this project has contributed to the student's learning and real world application of English III skills.</p> | <p>Student demonstrates a partial understanding how this project has contributed to the student's learning and real world application of English III skills.</p> | <p>Student demonstrates understanding of how this project has contributed to the student's learning and real world application of English III skills.</p> | <p>Student demonstrates superior understanding of how this project has contributed to the student's learning and real world application of English III skills, including past and future benefits of this experience on the student's life.</p> |

Advanced

To score Advanced, a student must have a total of at least 28 points on the English III Performance Level Rubric, with no component scoring a 1.

Proficient

To score Proficient, a student must have a total of at least 19 points on the English III Performance Level Rubric, with no component scoring a 1.

Limited Knowledge

To score Limited Knowledge, a student must have a total of at least 10 points on the English III Performance Level Rubric.

Unsatisfactory

Students scoring less than 10 points on the English III Performance Level Rubric will score Unsatisfactory.