

Writing Assessment Rubric

Prompt: In your opinion, was the path the Allies took the most effective way to reach the Japanese mainland? If yes, use at least three pieces of evidence from the lesson to defend the path. If not, suggest a more efficient path and support your new route citing at least three pieces of evidence from the lesson.

	Advanced	Proficient	Basic	Emerging
Analysis of path taken (either Allied or new path)	Student shows mastery of the Island Hopping Campaign and has a firm grasp of the logic behind it.	Student has a firm understanding of the Island Hopping Campaign and understands the logic behind it.	Student struggles with the concept of the Island Hopping Campaign and/or has difficulty with the logic behind it.	Student does not understand the Island Hopping Campaign and/or the logic behind it.
Evidence provided in support of path	Student supports the chosen path with three or more pieces of evidence and explains the importance of each piece.	Student supports the chosen path with two or three pieces of evidence but struggles to explain the importance of each piece.	Student supports the chosen path with two or fewer pieces of evidence and/or does not explain the importance of each piece.	Student does not support the path chosen and/or fails to explain evidence.
Ability to tie all aspects of lesson into decision making process	Student is able to effectively use all of the lesson activities and explain the impact of each in support of the essay.	Student is able to effectively use most of the lesson activities but struggles to explain the impact of them in support of the essay.	Student struggles to effectively tie in aspects of the lessons and/or has difficulty explaining the impact of them in support of the essay.	Student does not use the class activities in support of the essay and/or fails to explain the importance of them.
Ability to clearly convey argument	Student is able to clearly and compellingly argue for the chosen path.	Student is able to make a convincing argument for the chosen path.	Student struggles to make a convincing argument for the chosen path.	Student fails to make an argument for the chosen path.

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Prompt: Write a letter home or a journal entry describing what life would have been like for a Marine taking part in the Island Hopping Campaign in the Pacific. Use specific details from the Guadalcanal case study to support your writing.

	Advanced	Proficient	Basic	Emerging
Factualness of letter/diary	Student's letter/diary uses factual descriptions of what life was like and explains the impact on them during the Island Hopping Campaign.	Student's letter/diary uses mostly factual descriptions of what life was like and explains the impact on them during the Island Hopping Campaign.	Student's letter/diary does not use factual descriptions of what life was like and fails to explain the impact on them during the Island Hopping Campaign.	Student's letter/diary fails to address with life was like and does not explain the impact on them during the Island Hopping Campaign.
Evidence provided in support of letter/diary	Student supports the letter/diary with three or more pieces of evidence and explains the importance of each piece.	Student supports the letter/diary with two to three pieces of evidence but struggles to explain the importance of each piece.	Student supports the letter/diary with two or fewer pieces of evidence and does not explain the importance of each piece.	Student does not support the letter/diary and/or fails to explain evidence.
Ability to tie all aspects of lesson into letter/diary writing process	Student is able to effectively use all of the lesson activities and explain the impact of each in support of the letter/diary.	Student is able to effectively use most of the lesson activities but struggles to explain the impact of them in support of the letter/diary.	Student struggles to effectively tie in aspects of the lesson and/or has difficulty explaining the impact of them in support of the letter/diary.	Student is unable to use the class activities in support of the letter/diary and/or fails to explain the importance of them.
Ability to clearly convey realities of daily life	Student is able to clearly and compellingly convey realities of daily life.	Student is able to convincingly convey the realities of daily life.	Student struggles to convey realities of daily life.	Student fails to convey realities of daily life.