

Name: _____

Block: _____

CLE 10 – Who Am I?

Life's A Journey

	Exemplary	Proficient	Developing	Rudimentary	Total
J O U R N E Y	<ul style="list-style-type: none"> Includes at least 8 events of significance with dates and labels Presented with hand-drawn art Colour used effectively Timeline flows Clearly has put in time and effort with the presentation Used a fine line marker, ruler, colour, etc. 	<ul style="list-style-type: none"> Includes at 6 - 7 events of significance with dates and labels Presented with hand-drawn art Colour used effectively Timeline flows Has put in some time and effort with the presentation May have used a fine line marker, ruler, colour, etc. 	<ul style="list-style-type: none"> Includes at 4 - 5 events of significance May have dates and labels Presented with hand-drawn art Colour used but may not contrast enough to be eye-catching Timeline flows Has rushed through the assignment May not have straight lines, fine lined images, colour, etc. 	<ul style="list-style-type: none"> Includes less than half the required number of events May have dates and labels missing from events Colour use ineffective or may not have used colour Difficult to understand/follow Has not taken the time or care necessary to produce a quality portfolio piece 	
C R E A T I V I T Y	<ul style="list-style-type: none"> Put thought into the presentation of the timeline and the art Both are a representation of the individual Interesting to look at/eye-catching Unique Complex 	<ul style="list-style-type: none"> Demonstrates effort with the presentation of the timeline and art Both clearly represent the individual Interesting to look at/eye-catching Some complexity 	<ul style="list-style-type: none"> Includes a simple artistic representation of the individual Puts some thought into the presentation and timeline 	<ul style="list-style-type: none"> Little to no art Presentation is basic without any added thought to the representation of the individual 	
S E L F - R E F L E C T I O N	<ul style="list-style-type: none"> At least 8 life-shaping events were chosen Connection to how each event shaped the student's life is clear Correct spelling/grammar 	<ul style="list-style-type: none"> 6 - 7 life-shaping events were chosen Connection to how each event shaped the student's life is somewhat communicated Correct spelling/grammar 	<ul style="list-style-type: none"> 4-5 life-shaping events were chosen Connection to how each event shaped the student's life is communicated in basic terms May have spelling/grammar mistakes 	<ul style="list-style-type: none"> Less than half the required number of events were chosen Connection to 1-4 events is unclear, or the connection to how each event shaped the student's life is unclear May have spelling/grammar mistakes 	

Family Tree

	Exemplary	Proficient	Developing	Rudimentary	Total
F A M I L Y T R E E	<ul style="list-style-type: none"> Shows at least 3 generations Includes dates and countries Relationships clearly identified Detailed 	<ul style="list-style-type: none"> Shows at least 3 generations Includes dates and countries (as much as possible) Relationships clearly identified 	<ul style="list-style-type: none"> Shows at least 3 generations May include dates and countries Relationships may be difficult to identify 	<ul style="list-style-type: none"> May not show 3 generations May include basic information (dates and countries) but missing some information Relationships are difficult to identify 	
C R E A T I V I T Y	<ul style="list-style-type: none"> Format is clear and creative May have a unique theme or design Use of imagery 	<ul style="list-style-type: none"> Format is clear and creative Use of imagery 	<ul style="list-style-type: none"> Format is clear 	<ul style="list-style-type: none"> Format is unclear No design or theme 	
Q U A L I T Y	<ul style="list-style-type: none"> Clear effort has been taken to produce a high quality product Use of colour is effective Images and shapes are fine lined Lines are done with a ruler Easy to read/understand 	<ul style="list-style-type: none"> Use of colour is effective Images and shapes are fine lined Lines are done with a ruler Easy to read/understand 	<ul style="list-style-type: none"> Some time was spent on this assignment Has colour May have fine lines to make things clear May not have used a ruler Easy to read but may be messy 	<ul style="list-style-type: none"> Not enough time spent on this assignment May have colour but it's not effective No fine lines to make things clear Did not use a ruler May be messy or hard to read 	

A Letter To...

	Exemplary	Proficient	Developing	Rudimentary	Total
F O R M A T	<ul style="list-style-type: none"> • Correct format (Letter format includes: date, greeting, salutation and signature) • Care with the handwriting was taken (may be in cursive) • Two separate pieces 	<ul style="list-style-type: none"> • Correct format (Letter format includes: date, greeting, salutation and signature) • Handwritten • Two separate pieces 	<ul style="list-style-type: none"> • Mostly has the correct format (Letter format includes: date, greeting, salutation and signature) • Handwritten (legible) • Two separate pieces 	<ul style="list-style-type: none"> • Incorrect format (Letter format includes: date, greeting, salutation and signature) • Handwritten illegibly • May not have two separate pieces 	
L A N G U A G E	<ul style="list-style-type: none"> • Correct grammar, spelling • Paragraphs are indented • Word choice is thoughtful and demonstrates a high level of vocabulary 	<ul style="list-style-type: none"> • Correct grammar, spelling • Paragraphs are indented • Word choice is simple and effective 	<ul style="list-style-type: none"> • May have some small grammar or spelling mistakes that don't interfere with comprehension • Paragraphs are indicated • Word choice is overly simplistic 	<ul style="list-style-type: none"> • Grammar or spelling mistakes negatively affect comprehension • May not indicate paragraphs • Did not put much thought into word choice 	
C O N T E N T	<ul style="list-style-type: none"> • Each piece clearly conveys an emotion • Written to two different people • Uses creativity in language (similes, metaphors, imagery, hyperbole, etc.) to convey emotion • Reader has strong reaction to reading this work 	<ul style="list-style-type: none"> • Each piece conveys an emotion • Written to two different people • Uses some creativity in language to convey emotion 	<ul style="list-style-type: none"> • Both pieces convey the same emotion • Written to two different people • Beginning to use some creativity in language to convey emotion 	<ul style="list-style-type: none"> • May convey an emotion, may be the same emotion • Written to two different people • Rarely uses creativity in language to convey emotion 	

Caption It

	Exemplary	Proficient	Developing	Rudimentary	Total
C A P T I O N	<ul style="list-style-type: none"> • Caption is creative and original • It is evident that the student put thought into their words and uniquely conveyed their ideas and emotions • Image and caption are clearly tied and bring forth new thoughts 	<ul style="list-style-type: none"> • Caption is thoughtful and creative • A couple of phrases or ideas may be unoriginal, but the overall product is carefully written • Image and caption are tied, with no new thoughts 	<ul style="list-style-type: none"> • Most of the caption is creative, but appears to be rushed • The student is attempting originality but is falling short by copying others • Image and caption are tied 	<ul style="list-style-type: none"> • Caption appears to be thoughtless and rushed • Work is very disorganized and ideas are unoriginal • Image and caption do not make sense together 	
I M A G E	<ul style="list-style-type: none"> • The image is significant and reveals something important about the student 	<ul style="list-style-type: none"> • The image reveals something about the student, but is only slightly significant 	<ul style="list-style-type: none"> • The image reveals something about the student, but it is not significant 	<ul style="list-style-type: none"> • The image does not reveal anything meaningful. 	

Quotable Quotes

	Exemplary	Proficient	Developing	Rudimentary	Total
S U M M A R Y	<ul style="list-style-type: none"> • The quote is explained and demonstrates who the person (who said it) is • The summary shows a deep understanding of why the quote was said • The quotes context is deeply understood and explained 	<ul style="list-style-type: none"> • The quote explanation mostly demonstrates who the person (who said it) is • The summary shows an understanding of why the quote was said • The quotes context is understood and explained 	<ul style="list-style-type: none"> • The explanation of the quote hardly demonstrates who the person (who said it) is • The summary does not show an understanding of why the quote was said • The quotes context is barely understood 	<ul style="list-style-type: none"> • The explanation of the quote does not demonstrate who the person (who said it) is • The summary confuses why the quote was said • The quotes context is not understood or explained 	
Q U O T E	<ul style="list-style-type: none"> • The quote is significant and reveals something important about the student 	<ul style="list-style-type: none"> • The quote reveals something about the student, but is only slightly significant 	<ul style="list-style-type: none"> • The quote reveals something about the student, but it is not significant 	<ul style="list-style-type: none"> • The quote does not reveal anything meaningful. 	