Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Biography** Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
|  | **Got It** | **Almost There** | **Not Yet** |
| **Introduction**  | The introduction has a thesis statement and information about what the rest of the writing will talk about in the biography.  | The introduction informs the readers about who the biography will be about.  | There is no introduction, or the introduction does not talk about what the biography will be about.  |
| **Early Years**  | The student provides detailed information about how the person’s early life affected their later success or accomplishments.  | The student includes some information about the person’s early years.  | There is no mention of the person’s early life.  |
| **Later Years**  | The student provides specific, detailed information about the person’s later years, death, or current whereabouts.  | The student provides little information about the person’s later years, death, or current whereabouts.  | The student does not provide any information about the person’s later years, death and/or current whereabouts.  |
| **Connection to the Person**  | The student talks about why they chose the person and general differences or similarities.  | The connection to the student’s life is not clear.  | The student does not talk about similarities and differences or why they chose their subject at all.  |
| **Conventions**  | There are almost no grammatical, spelling, capitalization, or punctuation errors.  | There are 5-6 errors.  | Mistakes detract from overall piece and confuse the reader.  |
| **Organization**  | The student has topic sentences, concluding sentences and transitions in each paragraph.  | The student follows the outline and talks about their person in chronological order.  | The student does not follow the paragraphing outline of the paper.  |
| **Culture**  | The student talks clearly about what kind of culture has been influenced by their person (sports, arts, citizenship, pop, traditional, other) | The student talks about what kind of culture has been influenced by their subject.  | The student does not talk about what kind of culture has been influenced by their subject.  |

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_