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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_