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 | **Beginning** | **Developing** | **Very Good** | **Exemplary** | **Score** |  |
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| **Cooperation** | Students did not work well together at all. Did not stay on task at all. Work is not well done. | Students worked okay together. Did not stay on task a majority of the time. Work is satisfactory. | Students worked well together. Stayed on task for a majority of the time. Work completed is good. | Student worked well with their partner. Stayed on task the entire time. Work completed is well done. | 4 points |  |
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| **Participation** | Student did not participate at all in \partner's discussion or discussions as a class. | Student did satisfactory at participating. Could have participated more by adding to discussion or paying attention better. | Student participated in the activity and in discussions. Student did pay attention in class. | Students participated and were engaged in discussion. Discussed well with partner and with the class. Added to discussions. Paid attention in class. | 4 point |  |
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| **Writing** | Writing needs improvement. Grammar, punctuation, vocab, and spelling need to be improved. | Writing is satisfactory. Student has mistakes in grammar, punctuation, vocab, and spelling. | Student's writing is exceptional. Uses good grammar, punctuation, vocab, and spelling. Only a few mistakes. | Student's writing is very well done. Uses great grammar, punctuation, vocab, and spelling. | 4 points |  |
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| **Comprehension** | Through discussion and the journal entry, student seems to not understand the topic of Iroquois and Algonquins. | Through discussion and the journal entry, student demonstrates understanding a little bit of the material. | Through discussion and the journal entry, student shows exceptional understanding of the material they found. | Through discussion and the journal entry, student displays a great understanding of the Algonquins and Iroquois. | 4 points |  |
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| **Total Score**: 16 points |