

AP Language and Composition Etymology Project Rubric

Part/Standard	Category	Exceeds (6.25 Points)	Meets (5 Points)	Below Standard (4.4 Points)	Did Not Do (0 points)
Part I (Name) ELAGSE11W7,8,9—research ELAGSE11L2, 3, 4, 5— Understanding Language ELAGSE11W8—avoidance of plagiarism	History of the names	Student includes all components of the history of their first and last names, the origin of the names, meaning of the names, and pronunciation. Student provides significant evidence for each of the components.	Student includes the majority components (leaving out no more than 2) of the history of their first and last names, the origin of the names, meaning of the names, and pronunciation. Student provides some evidence for each of the components.	Student includes some components (leaving out more than 2) of the history of their first and last names, the origin of the names, meaning of the names, and pronunciation. Student provides limited to no evidence for each of the components.	
	Famous People	Student includes all three examples of first name and all three examples of last name	Student includes only two examples of first name and all two examples of last name	Student includes only one example of first name and one example of last name	
	Coat of Arms	Student includes either the real coat of arms image or a fictitious image that represents their last name	N/A	N/A	
	Works Cited	Student included a proper MLA works cited page at the end of each section.	Student included a MLA works cited page at the end of each section with an attempt at proper MLA format	N/A	
Part II (Slang) ELAGSE11W7,8,9—research ELAGSE11L2, 3, 4, 5— Understanding Language ELAGSE11W8—avoidance of plagiarism	History of the words	Students includes all components of the slang words histories, current meanings, and definitions. Student provides significant evidence for each of the components.	Student includes the majority components (leaving out no more than 1) of the history, current meanings, and definitions of the slang words. Student provides some evidence for each of the components.	Student includes the majority components (leaving out more than 1) of the history, current meanings, and definitions of the slang words. Student provides limited to no evidence for each of the components.	
	Word usage and examples	Student includes all components of how the words are used in different countries and different formats. Student provides significant evidence for each of the components.	Student includes the majority of the components of how the words are used in different countries and different formats. Student provides some evidence for each of the components.	Student includes some of the components of how the words are used in different countries and different formats. Student provides limited to no evidence for each of the components.	
	Social Understanding of the words	Students includes all components of social standing, acceptance, and group usage of the words. Student provides significant evidence for each of the components.	Students includes the majority of the components (missing no more than one section) of social standing, acceptance, and group usage of the words. Student provides some evidence for each of the components.	Students includes some components (missing more than one) of social standing, acceptance, and group usage of the words. Student provides limited to no evidence for each of the components.	
	Works Cited	Student included a proper MLA works cited page at the end of each section.	Student included a MLA works cited page at the end of each section with an attempt at proper MLA format	N/A	

Part III (Non-Slang) ELAGSE11W7,8,9—research ELAGSE11L2, 3, 4, 5— Understanding Language ELAGSE11W8—avoidance of plagiarism	History of the words	Students includes all components that represent the history of the words along with the root words, word origins, definitions, and parts of speech. Student provides significant evidence for each of the components.	Students includes the majority of the components (missing no more than one to two sections) that represent the history of the words along with the root words, word origins, definitions, and parts of speech. Student some evidence for each of the components.	Students includes some of the components (missing more than two) that represent the history of the words along with the root words, word origins, definitions, and parts of speech. Student provides limited to no evidence for each of the components.	
	How the words have changed	Student includes all components that demonstrate how the words have changed over time, the different variations of the words, and the sentences for how the words are supposed to be used. Student provides significant evidence for each of the components.	Student includes the majority of the components that demonstrate how the words have changed over time, the different variations of the words, and the sentences for how the words are supposed to be used. Student some evidence for each of the components.	Student includes some of the components that demonstrate how the words have changed over time, the different variations of the words, and the sentences for how the words are supposed to be used. Student provides limited to no evidence for each of the components.	
	Illustration of the words	Student includes an image that represents both of their words	Student includes only one image for one word.	N/A	
	Works Cited	Student included a proper MLA works cited page at the end of each section.	Student included a MLA works cited page at the end of each section with an attempt at proper MLA format	N/A	
Visual Creativity		Student created a creative, colorful, and engaging presentation. It is obvious that students spent a significant amount of time and effort on the project.	Student created a somewhat creative and engaging presentation. It is obvious that student spent some time on the creativity of the project, but not enough.	Student created a presentation that lacked in creativity, color, and engagement. It is obvious that student rushed to throw something together at the last minute.	
Presentation		Students presented the project to the class, using a strong voice, eye contact, and appropriate responses to questions.	N/A	Student presented the project to the class, without maintaining eye contact, in a low voice, and without appropriate responses to questions.	
Part IV (Critique) ELAGSE11-12W8: gather relevant information ELAGSE11-12W9: reflection and research	What you learned?	Students complete a detailed reflection analysis of what they learned through their research about themselves.	Student's reflection analysis fulfilled the requirement with some detailed information.	Student's reflection analysis was lacking in detail and cohesive information. It looks like the student just threw something together without really focusing on the requirements.	
	Critique of research methods	Students thoroughly explained their research methods through a properly prepared critique.	Students somewhat explained their research methods through a critique.	Students tried to explain their research methods, however, they did not use proper critique formatting.	

Total Points _____/100