

## Bio-graph Rubric

Area	3	2	1
<b>Interview Process</b>	Students ask many relevant questions, probe for more information at appropriate times, and gather a variety of details about their partner.	Students ask some relevant questions, expand on some interview questions, and gather basic details about their partner.	Students ask only a few relevant questions, neglect to probe for additional information, and gather limited details about their partner.
<b>Bio-graph</b>	Student creates a graph that accurately depicts their partner's feelings about 10 events their partner discussed during the interview.	Student creates a graph that accurately depicts their partner's feelings about only 7–9 events discussed during the interview. Some information may not be accurate.	Student creates a graph that depicts their partner's feelings about only a few events discussed during the interview. There are many inaccuracies in the information.
<b>Finished Biographical Piece</b>	Student's finished writing accurately describes two important events in their partner's life and how these events were significant to their partner.	Student's finished writing describes—with some inaccuracies and/or lack of detail—two important events in their partner's life and how these events were significant to their partner.	Student's finished writing contains many inaccuracies and/or only describes one important event. The writing lacks information about one or more events' significance.
<b>Student Reflections</b>	Student reflections and suggestions help their partner more accurately explain the details, reflect the mood, and describe the importance of events on their bio-graph.	Some reflections and suggestions help the partner more accurately explain the details, reflect the mood, and describe the importance of events on their bio-graph. Reflections are limited.	Reflections and suggestions don't offer enough detail to help the partner more accurately explain the details, reflect the mood, and describe the importance of events on their bio-graph.