

Pre-AP Vocabulary Guidelines

- Students must define each word and use it properly in an original sentence of their own.
 - Feel free to use online resources such as dictionary.com or m-w.com as a tool in defining, for hearing proper pronunciation, and help in identifying parts of speech if necessary.
 - Use the most common definition of the word. Cryptic, archaic or obscure definitions won't be assessed ... although it's kind of fun to know multiple meanings of words.
 - If you'd rather use the words in a unified paragraph or two for a creative "story", that's fine, too.
- Student must correctly identify the part of speech the word represents.
 - For the purpose of this activity, most if not all parts of speech will be either NOUNS, VERBS, or ADJECTIVES.
 - In some cases it will be possible to use the word as multiple parts of speech. If that's the case, please indicate so.
- Students may and should if necessary conjugate verbs to make it work more smoothly in the context of their sentences.
- Students must submit their work to turnitin.com the night before the quiz by 11:59 PM.
 - Those not turning in the work will NOT be allowed to take the quiz the following day.

Holistic Vocabulary Sentence Scoring Rubric

Excellent	<ul style="list-style-type: none"> • Sentences are attempted and includes proper capitalization and end punctuation <ul style="list-style-type: none"> ○ The part of speech is correctly identified at the end of the sentences. • Sentences contains the word, which is highlighted in bold font, and it's spelled correctly, • Sentences include context so strong and clear that if the word were removed, only words with the same or nearly the same meaning as the vocabulary word would fit in its place.
Good	<ul style="list-style-type: none"> • Sentences are attempted and includes proper capitalization and end punctuation <ul style="list-style-type: none"> ○ The part of speech is correctly identified at the end of the sentences. • The sentences contains the word, which is highlighted in bold font, and spelled correctly • The sentences contains some context which hints at the meaning of the word, but which could be clearer or stronger.
Below Average	<ul style="list-style-type: none"> • Sentences are attempted, but may have incorrect capitalization or end punctuation <ul style="list-style-type: none"> ○ The part of speech may or may not be identified at the end of the sentences and/or be correct. • Sentences do not contain adequate context to support the meaning of the word OR <ul style="list-style-type: none"> ○ Sentences are grammatically incorrect ○ Sentences do not include the proper spelling of the vocabulary word, ○ The word is not highlighted in bold font.
Poor	<ul style="list-style-type: none"> • No sentences or very few sentences are attempted; all or most parts NOT completed • The sentences, if attempted, do not contain any context at all to support the meaning of the word OR <ul style="list-style-type: none"> ○ The sentences are grammatically incorrect ○ The sentences do not include the proper spelling of the vocabulary word ○ The word is not highlighted in bold font. • Schedule a conference with me

EXAMPLES:

1. Dubious: 1 a : of doubtful promise or outcome. b : questionable or suspect as to true nature or quality. 2: unsettled in opinion : doubtful .

I'm **dubious** that this plan will be successful, but I'm willing to try. (adj)

2. Benign: *1 : of a gentle disposition : gracious 2 a : showing kindness and gentleness b : favorable, wholesome 3 a : of a mild type or character that does not threaten health or life; *especially* : not becoming cancerous b : having no significant effect : harmless.

Mr. Greene likes student input and voice in his classroom, but he is, at the end of the day, a **benign** dictator. (adj).