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| --- | --- | --- |
| Name: | Teacher/Period: | Date: |
| Audience: | Purpose: | Task: |
|  | **6 Exemplary** | **5 Strong** | **4 Proficient** | **3 Developing** | **2 Emerging** | **1 Beginning** |
| **Ideas** | * Strong understanding of audience, purpose, task
* Full development of narrative elements
* Vivid details used to enhance reader engagement
 | * Clear understanding of audience, purpose, task
* Ample development of narrative elements
* Specific details add to narrative development
 | * Basic understanding of audience, purpose, task
* Adequate development of narrative elements
* Mix of general and specific details
 | * Some understanding of audience, purpose, task
* Limited development of narrative elements
* Mostly general details
 | * Weak understanding of audience, purpose, task
* Thin development of narrative elements
* Few details and/or many irrelevant details
 | * Little to no understanding of audience, purpose, task
* Minimal development of narrative elements
* Repetition of details and/or no details
 |
| **Organization** | * Focus is clear and consistent
* Clear organization fits purpose
* Effective transitions
* Compelling beginning, middle, end
 | * Focus is consistent
* Clear organization
* Appropriate transitions
* Effective beginning, middle, end
 | * Focus is apparent
* Organization apparent
* Transitions used
* Clear beginning, middle, end
 | * Focus may stray
* Simple organization
* Some transitions
* Undeveloped beginning, middle, end
 | * Focus is inconsistent
* Partially organized
* Minimal beginning, middle, end
* Few OR inappropriate transitions
 | * Unfocused
* Little to no evidence of organization
* Missing beginning, middle, end
* Transitions

rarely used |
| **Word Choice** | * Uses vivid, natural language
* Effective use of figurative language
 | * Uses natural, interesting language
* Attempts to use figurative language
 | * Uses clear & common language
* Descriptive language
 | * Uses words correctly
* Common language
* Needs revision
 | * Uses simple words
* Words used incorrectly
* Repetition
 | * Words used incorrectly
* Word use distracts from meaning
 |
| **Sentence Fluency** | * Uses a variety of lengths and structures
* Uses variety of sentence openers
* Smooth, natural writing
 | * Sentences begin differently and vary in length
* Consistent tense and subject/verb agreement
 | * Some variety
* Mostly consistent tense and subject/verb agreement
* Some repetition
 | * Little variety
* Subject/verb agreement and tense problems
* Run-ons and/or choppy sentences
 | * Mostly incomplete and/or run-ons
* No variety
* Subject/verb agreement & tense affect meaning
 | * Short sentences
* Most sentences are incomplete or run-on
* Problems affect meaning
 |
| **Conventions** | * Conventions carefully chosen to enhance meaning
* Effective use of sophisticated conventions
* Ready to publish
 | * A few minor errors that don’t affect meaning
* Attempts sophisticated conventions
* Almost ready to publish
 | * Minor errors that don’t affect meaning
* Simple conventions are fine
* Some errors in difficult conventions
* Easily edited
 | * Obvious, distracting errors that may obscure meaning
* Only attempts simple use of conventions
* Needs editing
 | * Many obvious, distracting errors that frequently obscure meaning
* Line-by-line editing required
 | * Many serious errors that make it difficult to understand
* Needs to be completely rewritten
 |