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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 |