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| --- | --- | --- | --- | --- | --- |
|  |  | **Fully meeting expectations, with enriched understanding (EU)** | **Fully meeting grade level expectations (FM)** | **Mostly meeting grade level expectations (MM)** | **Not yet meeting grade level expectations (NY)** |
| **Message/ Meaning** | **Point of View** | You skillfully and confidently used a first person point of view to optimize the development of a message that reflects the experience of the historical persona. You really got inside the character’s head! | You used a first person point of view effectively to communicate the experiences of your chosen historical persona. You seemed to understand your character. | You mostly used a first personal point of view with help. Consider point of view – how can you make it unique to you and your composition? How can you tell the story more effectively as the character you are telling us about? | You are having trouble creating and maintaining a first persona point of view. How can you tell this story from your character’s point of view? How can you imagine the experience from another person’s perspective? |
| **Reflections/ observations about life experiences** | You show a deep understanding of how your historical persona’s life experiences impacted them, their world and others around them. You are able to show these reflections through implicit means within your text. | You have included reflections and observations about your historical persona’s life and experiences and how they impacted their own and other’s lives. There is an element of your own connection and response to your historical persona in your essay.  | With help, you show some reflection and observation about the life experiences of your historical persona. You need to more deeply consider how your character’s life impacted their experiences and the lives of others. How can you explain this in your first person text? | You are having trouble reflecting and observing how your persona’s life experiences impacted them and those around them. Why was your persona important? What did they do? How did this affect their life? How did it affect others? How can you weave this into your essay? |
| **Connections and depictions other characters** | You have shown an insightful and thorough exploration of connections between your chosen historical persona and other important people in his/ her life. You have developed the reader’s understanding of these characters through details and descriptions. | In your essay, you have included the people your historical persona might have met and created accurate depictions of those people. | With help, you have included some people your historical persona might have met. You need to expand on your descriptions of these people and look for more examples? Where can you find this information on your own? | You are having trouble identifying and describing people who your historical persona might have come in contact with. What research could help you locate some of this information? What does a good description have? How can you make this part of your essay? Where does it fit? |
| **Language choice and conventions** | **Dialogue** | Your dialogue effectively brings characters from the essay to life by describing their thoughts and conversations while uniquely contributing to the message of the essay. | Your dialogue creates a clear picture of the characters and improves the message of the story. | Your dialogue propels the story forwards but doesn’t describe the characters enough. Consider each character- what makes them different from another? | You are having trouble using dialogue to advance your message. Create an image of the character in your head. What might that person say? What might they think? How can you work this out before you begin writing? |

 **Historical persona essay – Specific Criteria Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**General Writing Criteria**

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|  |  | **Fully meeting expectations, with enriched understanding (EU)** | **Fully meeting grade level expectations (FM)** | **Mostly meeting grade level expectations (MM)** | **Not yet meeting grade level expectations (NY)** |
| **Message/ Meaning** | **Central Focus** | Your overall message shows an original and well-defined focus. You have insightfully developed writing, including thoughts, feelings and contexts when appropriate. | Your overall message shows a clear central focus which is maintained throughout. The purposes of communicating have been well developed. | Your overall message shows an unrefined and simple focus. The intended message has been somewhat defined. You needed support to develop your focus. How can you more fully develop and support your ideas? | You are having trouble creating and maintaining a clear central focus in your essay. Go back to the planning stages and make sure you use a composition strategy like RAFTS. Gather all your information before you begin writing. |
| **Style appropriate to audience and purpose** | The style and voice of your text was carefully considered and developed to engage your intended audience and purpose. | The style and voice of your text suit your intended audience and purpose. | With help you create a text with a style and voice that suit your intended audience and purpose. Working on making these decisions on your own. | With much help you create a text with a style and voice that somewhat suits your intended audience and purpose. As you work on your writing, check with others to be sure it is making sense. |
| **Organization and Coherence** | **Details** | Your composition demonstrates a deep understanding of topic and this emerges through engaging and comprehensive details about the place and time as it relates to your intended purpose. | Your composition demonstrates a clear understanding of the purpose and contains relevant details to support this purpose. You have an accurate representation of multiple aspects of your topic. | Your composition demonstrates a basic or uneven understanding of the topic. You needed support fleshing out details. What details could make your essay even stronger? Where can you go for additional information?  | You are having trouble showing a clear understanding of your intended topic. Who is the person you are focusing on? What details are important? When did it take place? Where? What events are essential? Where can you go to find this information? How can you make sure your information is accurate? |
| **Organization** | Your text reflects careful and considered planning. All ideas are effectively sequenced with strong transitions and a powerful beginning and ending. Your essay offers insight for the reader about your topic. | Your text is organized clearly. You have logical sequencing, appropriate transitions and a considered beginning and ending. | Your text shows some evidence of planning. You needed help with organization and development of your ideas. Reference / create a graphic organizer or flow chart to increase the impact of your organization. Consider more unique transitions and ways to really hook the reader. | You are having trouble organizing your thoughts in writing. More time should be spent planning the structure and organization of the text before you even begin to write. How could you organize your essay? What are all the pieces you need? How can you show smooth movement from one idea to the next? |
| **Language choice and conventions** | **Smooth transitions** | Your topic flows eloquently from one part to the next enhancing the overall enjoyment of the writing. | Your representation smoothly flows from one part to the next. You effectively use transitional words and phrases. | With help you create basic transitions from one part of your writing to the next. How can you take some risks and try some new transitions? | You are having trouble creating a flow from one part of your writing to the next. Include your plans for transition in your map. Explore ways to move from one idea to the next. |
| **Effectively uses techniques (flashback, hyperbole, allegory, figurative language, etc.)** | You creatively use multiple techniques to enhance meaning in your message and make your writing highly engaging and interesting to read. | You effectively use techniques to add meaning to your message and engage your audience in your story. | With help you use basic techniques to add meaning to your message. How can you deliver your message using a variety of techniques? Explore new ways to express your ideas. | You need much help to you use techniques to add meaning to your message. Use your planning tool to help you include some techniques that will help others understand your intended meaning. Explore the techniques available. Be sure you understand why various techniques are used. |
| **Language cues and conventions** | Your syntax is varied and polished and your word choices show style and efficiency. Any exceptions to standard usage are used for stylistic effect. Your text adheres to accepted standards of spelling, punctuation, and capitalization. Any errors are a result of risk taking. | Your syntax is effective, with some variety in length or structure. Your common sentence constructions are correct. The words you use to describe are clear but somewhat generalized. Your spelling, punctuation, and capitalization are generally correct. Your ideas are clear despite any mechanical errors. | Any uncomplicated sentence structures are usually clear, but your attempts at more complicated structures result in awkwardness and/or obscured meaning. The word choice you used to describe is sometime vague or overused. You needed some help with aspects of syntax and mechanics. Where can you go for help with this? How can you expand on your word choices? | You are having trouble with language cues and conventions. Your sentences are incomplete, run-on, or simple in structure. What tools do you have to improve word choice? What will help with creating effective sentence structure? Where can you go for help with mechanics?  |

Feedback: