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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** | **Engaging voice that connects to life** | Your voice is highly engaging and communicates strong knowledge about the observed event. You consistently put “yourself” into your writing, which brings the event to life. | You use an engaging voice that sounds interested and knowledgeable. You include thoughts and experiences clarify the event. | With help, you use a voice that is appropriate for an observation. How can you engage your audience more? How can the writer become part of the report? | You are having trouble writing with an engaging voice. Start by reading examples of strong observations or eye witness reports. Look for evidence of the writer’s voice. How can you replicate this process? |
| **Organization** | **Relevant, logical details (5Ws and H)** | You address all the relevant details in your report in such a way that there is no doubt as to the facts behind the observation. You try new, creative ways to reveal these details. | You clearly identify when and where events happened, who was involved, and why and how events occurred. | With reminders, you addressed most of the important details for an observation. Would a graphic organizer help you do this without reminders? How can you reveal this information in an interesting way? | You are having trouble sharing the 5Ws and H in your writing. A graphic organizer in the “before” stage of writing would help. Think about how to reveal this information in a creative way. |
| **Order of location or chronology** | You have a well-developed understanding of organization for this text form and use it in an engaging and clearly informative way. The reader has no trouble putting together the events in their mind. | You account the details of an event in a logical order. You use either order of location or time order to organize details. | With help, you organized your observation. Thinking about this in the “before” stage of writing would help the organization be increasingly apparent. Remember to think about order of location or time. | You are having trouble with organization in your writing. A clearer graphic organizer may help you. There are two ways to write this type of text. Explore both and decide which you prefer. |
| **Language choice and conventions** | **Descriptive details (adjectives, etc.)** | Your use of details shows risk-taking and an expansion of vocabulary and figurative speech. You not only describe the sensory experiences but create unique imagery for the reader beyond the ordinary. | You use descriptive details including sights, sounds, tastes, textures and smells, which show the reader what happened, as if he or she were seeing it firsthand. | With help and reminder, you use some descriptive details in your writing. Continue to develop this aspect of your writing. It is particularly important for this genre. A chart with categories of adjectives may help. | You are having trouble writing using descriptive details. Revisit your purpose. How is an observation or eye witness account unique? What details need to be included? Spend time before writing, exploring language. |
| **Specific verbs** | You consistently experiment with vocabulary, attending to audience, but, at the same time, expanding the language used beyond the expected. | You use specific verbs to contribute to clarity of your overall description. | You are able to use some specific verbs but you need to spend more time with this aspect of your writing, in order to develop it. Your language needs to expand. How can you investigate new verbs? Start by underlining verbs you’d like to change. | You are having trouble using specific verbs. What verb do you use the most? How can you say the same thing in a new way? Read the writing of others to gather ideas. |

 **Observation Report/ Eye Witness Account – 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: