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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** | **Thoughtful explanations and references to texts** | You explicitly and thoroughly relate your explanations about multiple aspects of the text to the text and draw relationships to other texts and experiences. | You effectively give thoughtful explanations, relating your ideas to the text. | With help you give basic explanations, somewhat relating your ideas to the text. Think about what you are being asked to explain. How can you support your ideas more fully? | You are having trouble giving explanations and relating your ideas to the text. What do you need to explain? How can the text help you with your ideas? |
| **Opinions that have scope (strengths and weaknesses)** | You succinctly and insightfully express multiple opinions that address strengths and weaknesses of the text you are reviewing. You support your opinions with thorough and insightful evidence. | You express opinions that address strengths and weaknesses of the text you are reviewing and provide support for your ideas. | With help you express some opinions that address some strengths and weaknesses of the text you are reviewing. Dig more deeply into the text. Make connections and think about how it makes you think and feel. | You are having trouble expressing opinions that address strengths and weaknesses of the text you are reviewing. How did the text make you feel? How did it address your purpose for reading it? What was strong? What wasn’t? |
| **Recognizes theme** | You succinctly and intuitively recognize and explain connections between the details of the text and its theme and support your ideas with strong evidence. | You independently recognize and explain connections between the details of the text and its theme. | With help you recognize and explain connections between some of the details of the text and its theme. Think about the author’s purpose and how it impacted the text you are reviewing. | With much help you recognize and explain basic connections between some details of the text and its theme. What do we mean by theme? How do you recognize a theme? |
| **Identifies relevance of literary techniques (e.g. setting, characters, point of view, basic conflicts, plot development and use of literary elements)** | You succinctly and intuitively recognize and explain the relevance of literary techniques to the overall effectiveness of the text. You are able to analyze the relationship between multiple techniques and how they impact the overall message. | You independently recognize and explain the relevance of literary techniques to the overall effectiveness of the text. | With help you mostly recognize and explain the relevance of some literary techniques to the overall effectiveness of the text. Explore more techniques. How do they affect the effectiveness of the text? | You are having trouble recognizing and explaining the relevance of some literary techniques to the overall effectiveness of the text. What are the techniques in a text? How do they affect a text? How can you share your ideas about this? |

 **Review – 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: