 **ELA 10B Biographical Profile – Specific Criteria Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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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** | **Relevant, logical details to support profile, including accomplishments** | You share engaging and thorough details to support your message. You expand on various interesting items about your subject, including their accomplishments. You look for information beyond the obvious. Audience and purpose are clearly part of your writing process. | You independently use relevant, logical details to support your message, which are suited to your intended audience and purpose. You present accomplishments. | With help, you provide some details to support your message. How can you build on your ideas to make your profile be more substantial? Remember to including interesting information and accomplishments. You may need to do more research. | You are having trouble providing enough details to support your message. Consider your audience and purpose. How can you give substance to your profile? Spend more time in the pre-writing stage, researching. |
| **Organization** | **Focused beginning with background information**  | Your beginning is highly engaging and clearly establishes your focus. You supply enough background information to add interest to the overall message while not overwhelming the reader. | You have presented a clear beginning with a focus. You provide some background information in the beginning to set the stage. | You needed help to organize the beginning of your message in a logical and coherent way. This work needs to be done in the “before” and “during” stage of writing. Think about how to establish some background information right away. | You are having trouble focusing the beginning of your message in a logical and coherent way. Use your planning tool to help you organize better. How can you tell the reader some background information early on? |

**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** | **Strong, focused message**  | Your message is clearly on one topic with a strong message that is engaging and suspenseful. You clearly leave no room for doubt as to your purpose for writing. | You independently represent a clear central message. Your purpose for writing is clearly expressed. |  With help your message is mostly clear and on topic. Spend a little more time in the pre-writing stage, developing your message and working on clearly expressing your message and why you are writing.  | Even with help you struggle to present a message that is clear and on topic. Always keep your main idea in mind and build onto it. Really think about what you want to say before you begin to write. Map out your ideas in the “before” stage. |
| **Style and voice 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** | **Focused beginning and logical and appropriate organization** | The body of your message is powerfully logical and coherent. Through its organization, it weaves the message in a compelling way. | The body of your message is logically and coherently organized. You have presented a clear beginning, middle and end. | You needed help to organize the body of your message in a logical and coherent way. This work needs to be done in the “before” and “during” stage of writing.  | You are having trouble organizing the body of your message in a logical and coherent way. Use your planning tool to help you organize better. How can you tell the reader what your message is early on and continue to develop it throughout? |
| **Relevant, logical details to support message, and suited to audience and purpose** | You have shared engaging and thorough details to support your message. Audience and purpose were clearly part of your writing process. | You independently use relevant, logical details to support your message, which are suited to your intended audience and purpose. | With help, you provided some details to support your message. How can you build on your ideas to make your narrative be more substantial? | You are having trouble providing enough details to support your message. Consider your audience and purpose. How can you give substance to your story? Spend more time in the pre-writing stage. |
| **Justifiable conclusions** | Your conclusion powerfully and succinctly encapsulates your message and leaves your listeners with deeper understanding. | Your conclusion strongly sums up and brings closure to your message. | With help, your conclusion mostly sums up and brings closure to your message. How can you end your speech in a way that helps your listeners to understand your message? | You are having trouble summing up your message. Spend more time planning all parts of your message. What ideas do you want to leave your listeners with, in the end? |
| **Language choice and conventions** | **Smooth transitions** | Your topic flows eloquently from one part to the next enhancing the overall enjoyment of the text. You took some risks, trying new transitions. | Your writing 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. |
| **Other cues and conventions attended to (syntactic, semantic, lexical, graphophonic, etc.)** | You intuitively use language choices that add richness, power and clarity to your message. You have taken risks and tried new things! | Your language choices are suitable to your message. You have used language effectively to deliver your point of view. | With help you choose some language that is suitable to your message. Explore new ways to express ideas. Spend time before writing exploring words and phrases that are persuasive. | You are having trouble choosing language that is suitable to your message. Think about how you can make choices for the best communication. Spend time exploring examples of persuasive writing to get ideas. |
| **Effectively uses techniques (flashback, hyperbole, allegory, figurative language, etc.)** | You creatively use multiple techniques to enhance meaning in your message and make your point of view highly engaging and interesting to read. | You effectively use techniques to add meaning to your message and engage your audience in your point of view. | 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. |

Feedback: