**ELA B30 Story or Essay Using Parody, Satire or Irony 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/**  **Meaning** | **Exaggeration or understatement** | You use exaggeration and/ or understatement skillfully in your writing. You show an understanding of how it works in parody, satire and/ or irony and use it to great effect. | You use exaggeration and/ or understatement correctly in your writing. | You sometimes use exaggeration and/ or understatement in your writing. Explore additional places where it might fit and consider how to use it so it enhances your message. | You are having trouble using exaggeration and/ or understatement in your writing. Spend time clarifying what these terms mean and looking for examples in writing. How are they used to increase humour and add to the overall story? |
| **Style and Language Choices** | **Tone** | You skillfully use a tone that captures parody, satire or irony and illuminates the underlying problem. You maintain this tone throughout and leave the reader feeling as though they are “in the know.” You use your tone to create humour. | You use a tone that seems straightforward but leads the reader to know that the real intention is to criticize or ridicule and, in the end, illuminate a problem. | You use a tone that mostly lends itself to parody, satire or irony. This is a tough skill and you may need to refine your language a little to maintain it throughout the piece. Work on balancing what you say with what you actually mean. | You are having trouble using a tone suited for parody, satire or irony. Explore examples and really look at how the authors use language to create an underlying message. Practice making statements in new ways before tackling a larger piece of writing. |

**General Writing Rubric**

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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** | **Clear and consistent thesis** | Your message is clearly and consistently on one topic with a thesis message that resonates with the audience and aligns clearly with the purpose and context. | You independently and clearly write about a central, strong thesis That addresses audience needs, a clear purpose and the context. | With help your message is mostly clear and on topic. Spend time in the pre-writing stage, developing your thesis fully. Review your purpose, context and audience. | Even with help you struggle to present a thesis that is strong and central. Always keep your main idea in mind and build onto it. Your pre-writing should focus on this. Establish your audience, context and purpose before beginning. |
| **Facts, details, supporting information and evidence** | Your composition demonstrates a deep understanding of topic and this emerges through engaging and comprehensive details, facts and evidence about the place and time as it relates to your intended purpose. You have approached detail support creatively, through both words and graphic or illustrations. | Your composition demonstrates a clear understanding of the purpose and contains relevant facts, details and evidence to support this purpose. You have an accurate representation of multiple aspects of your topic in both writing and visually when appropriate. | 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? How can you present your 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 and Coherence** | **Logical and effective structures** | The organization of your writing enhances the desired effect on your audience, and clarifies the purpose and context of your creation. You have taken some risks with form and structures to enhance impact. | Your writing is clearly organized in a manner that is logical to its audience, purpose and context. You have attended to appropriate form and structures. | With help you create writing that is somewhat organized to suit audience, purpose and context. Review that ways your text form could be organized. What are forms and structures you could use? | You are having trouble creating writing that is organized to suit its audience, purpose and context. Use a visual organizer to help you plan. Explore ways your chosen text form can be organized by looking at examples. |
| **Valid and justifiable conclusion** | Your conclusion powerfully and succinctly encapsulates your message and leaves your readers with deeper understanding. | Your conclusion strongly and coherently 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 writing in a way that helps your readers 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 readers with, in the end? |
| **Style and Language Choices** | **Skillful use of rhetorical devices** | You are able to make skillful use of multiple rhetorical devices in order to achieve an engaging effect that suits the audience and purpose. You can explain why you made the decisions you did as they relate to your message. | You are able to make skillful use of rhetorical devices in your writing in order to achieve a desired effect. | With help, you can make use of rhetorical devices in your writing. Continue to look for ways to use rhetorical devices without sacrificing any aspect of your message. How can they be used with the greatest impact? Which works best when? | You are having trouble using rhetorical devices in your writing. Be sure that you know what rhetorical devices are. Look for examples in writing by other people. What impact do they have on you as a reader? How could you use them in your message? |

**Feedback:**