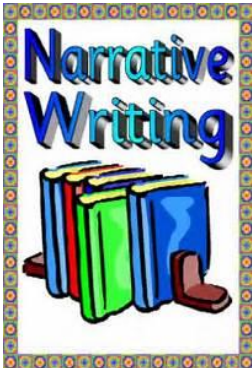


	4- Exceptional	3- Capable	2-Developing	1- Emergent
Focus / Information RL.6.2	<ul style="list-style-type: none"> <li>*Responds skillfully to all parts of the personal narrative.</li> <li>*Demonstrates a strong understanding writing a personal narrative.</li> </ul>	<ul style="list-style-type: none"> <li>* Responds to most parts of the personal narrative.</li> <li>* Demonstrates a fair understanding writing a personal narrative.</li> </ul>	<ul style="list-style-type: none"> <li>*Responds to some parts of the narrative prompt</li> <li>*Demonstrates limited understanding of writing a personal narrative.</li> </ul>	<ul style="list-style-type: none"> <li>*Responds to no parts of the narrative prompt</li> <li>* Demonstrates no understanding of writing a personal narrative</li> </ul>
Organization W.6.1c W.6.1e	<ul style="list-style-type: none"> <li>*The narrative contains purposeful, coherent paragraphs that include an elaborated introduction with clear structured body, and insightful conclusion</li> <li>*Effectively organizes information within an established structure</li> <li>*Effectively compose, edit, and revise a draft of the body with attention to effective written organization</li> </ul>	<ul style="list-style-type: none"> <li>* The narrative includes an introduction ("hook") with clear structured body, and conclusion</li> <li>* Organizes information within an established structure</li> <li>*Compose, edit, and revise a draft of the body with attention to written organization</li> </ul>	<ul style="list-style-type: none"> <li>* The narrative includes an attempt at an introduction ("hook") with structured body, and conclusion</li> <li>*Disorganized information within an unestablished structure</li> <li>*Attempts to compose, edit, and revise a draft of the narrative with little attention to written organization</li> </ul>	<ul style="list-style-type: none"> <li>*Does not organize ideas and information coherently.</li> <li>-The narrative has little or no paragraph structure</li> <li>-The narrative is missing a "hook" introduction.</li> <li>-The paragraph lacks a conclusion</li> <li>*There is no attempt to compose, edit, and revise a draft of the narrative</li> </ul>
Support/ Evidence RI.6.1 W.6.1 W.6.2.b	<ul style="list-style-type: none"> <li>*With accuracy cites textual evidence to support the writers personal history and makes an inference from the writer's history</li> <li>* The narrative develops the topic with relevant claims, facts, definitions, concrete details, or other information and examples</li> <li>* Develops arguments to support claims to support the central idea with clear reasons, from a variety of resources</li> </ul>	<ul style="list-style-type: none"> <li>* With some precision the narrative cites evidence from the writer's personal history</li> <li>*The narrative contains some relevant and some irrelevant claims, facts, definitions, concrete details, or other information and examples</li> <li>* Develops support to make claims to support the central idea with somewhat clear reasons, from personal experience</li> </ul>	<ul style="list-style-type: none"> <li>* The narrative attempts to cite personal evidence to support the writer's personal history</li> <li>*An attempt to develop the narrative with some relevant and some irrelevant claims, facts, definitions, concrete details, quotes, or other information and examples</li> <li>* Develops some relevant and some irrelevant arguments, claims, facts, definitions, or other examples to support the central idea of the narrative</li> </ul>	<ul style="list-style-type: none"> <li>*Does not cite relevant evidence from personal history or support a central idea</li> </ul> 
Language: Grammar & Spelling W.6.2.c W.6.2.d W.6.3.c L.6.2	<ul style="list-style-type: none"> <li>*Uses purposeful and varied sentence structure</li> <li>* Utilizes precise and domain-specific language and vocabulary accurately throughout student writing</li> <li>*Uses appropriate and varied transitions to convey the sequence of events, ideas, and concepts</li> <li>*Demonstrates command of the conventions of English capitalization, punctuation, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>* Uses varied sentence structure</li> <li>* Utilizes language and vocabulary accurately throughout student writing</li> <li>*Uses transitions to convey the sequence of events, ideas, and concepts</li> <li>*Demonstrates some command of the conventions of English capitalization, punctuation, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>*Uses simplified sentence structure</li> <li>* Utilizes language and vocabulary somewhat throughout student writing</li> <li>*Uses some simple or repetitive transitions to convey the sequence of events, ideas, and concepts</li> <li>*Demonstrates slight command of the conventions of English capitalization, punctuation, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>*Does not demonstrate sentence mastery</li> <li>* Demonstrates limited understanding of grade level conventions of English language punctuation.</li> <li>* Does not utilize precise language or domain-specific vocabulary</li> </ul> <hr/> <p>Missing Work Scores a zero</p>
Score	Score 85-100	Score 65-84	Score 45-64	0-44

Mr. Zindman's Feedback:

Student's Feedback: