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|  | Proficient | | Non-proficient | |
|  | Thorough Understanding (4) | Adequate Understanding  (3) | Partial Understanding (2) | Minimal Understanding (1) |
| Narrative Focus | Clearly focuses on the event  throughout  Clearly recounts two or more  appropriately sequenced  events | Adequately focuses on the  event throughout  Recounts two or more  appropriately sequenced  events | Somewhat focuses on the event or minor drift  Attempts to recount two or more appropriately  sequenced events (may have minor flaws) | Lacks a focus  Fails to recount two or more appropriately sequenced  events or events are  irrelevant or not related |
| Organization | Uses temporal words to  signal event order to  effectively advance the story  Effectively introduces the  event  Provides a clear sense of  closure | Uses temporal words to  signal event order  Adequately introduces the  topic or text  Provides some sense of  closure | Limited use of temporal  words to signal event order  Weak introduction  Provides a weak sense of  closure | No use or inappropriate use  of temporal word   Lacks Introduction  Lacks a sense of closure |
| Elaboration of Narrative | Includes vivid details  regarding what happened | Includes some details  regarding what happened | Includes few or irrelevant  details regarding what  happened | Insufficient or no details |
| Language and Vocabulary | Effective use of  vocabulary/language  appropriate to writing task  (may mix precise and more  general language) | Adequate use of  vocabulary/language  appropriate to writing task  (may mix precise and more  general language) | Some use of  vocabulary/language  appropriate to writing task  (simplistic language used) | Vague, unclear, or confusing  vocabulary/language is used |
| Conventions | **Effectively and consistently:**  Few, if any, errors in usage and sentence formation  Effective and consistent use of punctuation, capitalization,  and spelling | **Adequately:**  Some errors in usage and  sentence formation are  present (no pattern of errors)  Adequate use of punctuation, capitalization, and spelling | **Inconsistently:**  Frequent errors in usage and sentence formation may  obscure meaning [may  include pattern(s) of errors  Inconsistent use of  punctuation, capitalization,  and spelling | **Rarely:**  Severe errors in usage and  sentence formation obscure  meaning [may include  pattern(s) of errors]  Severe errors in punctuation, capitalization, and spelling obscure meaning |

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|  | **Celebrations/Strengths** | **Next Steps for**  **Instruction** | **Level of Adult Support** |
| Statement of  Purpose/Focus |  |  | High  Medium  Low |
| Organization |  |  | High  Medium  Low |
| Elaboration of Evidence |  |  | High  Medium  Low |
| Language and Vocabulary |  |  | High  Medium  Low |
| Conventions |  |  | High  Medium  Low |