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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 eventthroughout 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 irrelevantdetails 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 |