|  |  |  |
| --- | --- | --- |
|  | Proficient | Non-proficient |
|  | Thorough Understanding(4) | Adequate Understanding (3) | Partial Understanding (2) | Minimal Understanding(1) |
| Statement of Purpose/Focus |  Clearly focuses on the event throughout Establishes a situation in a well-elaborated recount of event or short series of events   |  Adequately focuses on the event throughout  Recounts a well-elaborated event or short sequence of events (may have minor flaws) |  Somewhat focuses on the event or minor drift Partially recounts an event or a short sequence of events; missing information creates confusion (may have obvious flaws) |  Lacks focus Fails to recount an event or short series of events; frequent extraneous ideas intrude or lacks sequence of events  |
| Organization |  Uses temporal words and phrases to signal event order to effectively advance the story  Effective closure |  Uses temporal words to signal event order (some flaws in event order) Adequate sense of closure |  Limited use of temporal words to signal event order Weak sense of closure |  No use or inappropriate use of temporal words  Lacks closure |
| Elaboration of Evidence |  Includes vivid details that describe actions, thoughts and feelings |  Includes details that describe actions, thoughts and feelings |  Includes few or irrelevant details to describe actions thoughts, and feelings  |  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 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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 |