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|  | 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 |

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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 |