**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Structure**

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| **Criteria**  **⃞ Insufficient Evidence** | **1**  **Beginning** | **2**  **Developing** | **3**  **Meeting**  **Common Core**  **Grade Level Standard** | **4**  **Extending** |
| **Introduction/Lead**  **4.W.3.a** | The writer does not orient the reader by introducing a character or setting. | The writer attempts to orient the reader, but introduces either just the character or the setting. | The writer orients the reader by establishing a situation that introduces a narrator or character and the setting of the story. | The writer orients the reader and establishes a situation by capturing the reader’s attention and inviting the reader into the story. |
| **Organization**  **4.W.3.a** | The writer does not organize or focus on an event or sequence of events that unfolds naturally. | The writer attempts to organize and focus on an event or a sequence of events. | The writer organizes an event or a sequence of events that unfolds naturally and focuses the piece by providing details or parts that relate to the overall point of the story. | The writer is clear on how one event leads to another. The writer organizes and focuses on an event or sequence of events that unfolds naturally and logically. The writer paces the piece based on the importance of specific details. The writer also uses organization to enhance the overall message or purpose of the story. |
| **Transitions/**  **Linking Words**  **4.W.3.c** | The writer does not use transitional words and phrases to signal event order. | The writer uses basic transitional (temporal/time-based) words and phrases to signal event order. | The writer accurately uses a variety of transitional words and phrases to manage the sequence of events. | The writer purposefully uses a variety of transitional words, phrases, and clauses to manage the sequence of events. |
| **Conclusion/Concluding Statement**  **4.W.3.d** | The writer does not provide a conclusion to the writing. | The writer provides a conclusion with minimal sense of closure and/or it does not follow from the narrated experiences or events. | The writer provides a conclusion that follows from the narrated experiences or events. | The writer provides a conclusion that follows from the narrated experiences or events including insight to the character or narrator’s inner thinking. The writer revisits the main message of the story. |

**Elaboration**

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| **Criteria**  **⃞ Insufficient Evidence** | **1**  **Beginning** | **2**  **Developing** | **3**  **Meeting**  **Common Core**  **Grade Level Standard** | **4**  **Extending** |
| **Detail**  **4.W.3.b** | The writer does not use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events, or show the response of characters to situations. | The writer uses limited dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events, or show the response of characters to situations. | The writer uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences, events, and to show the response of characters to situations. | The writer uses narrative techniques, such as dialogue, and descriptions of actions, thoughts, and feelings to develop experiences, events, and to show the response of characters to situations in order to create mood. |
| **Word Choice/**  **Vocabulary**  **4.L.6** | The writer does not use concrete words and phrases and sensory details to convey experiences and events precisely. | The writer is beginningto use concrete words and phrases and sensory details to convey experiences and events precisely. | The writer considers the audience and consistentlyselects concrete words, phrases, and sensory details to convey experiences and events precisely. | The writer considers the audience and tone when consistently and effectively selecting concrete words, phrases, and sensory details to convey experiences and events precisely. |

**Language**

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| **Criteria**  **⃞ Insufficient Evidence** | **1**  **Beginning** | **2**  **Developing** | **3**  **Meeting**  **Common Core**  **Grade Level Standard** | **4**  **Extending** |
| **Spelling**  **L.4.2.d** | Errors interfere with understanding. | Errors may interfere with understanding. | Errors are minor and do not interfere with understanding. | The piece is free of errors. |
| **Grammar**  **L.4.1.f**  - Uses complete sentences.  - Uses compound sentences. | The writer does not demonstrate grade level appropriate grammar. Errors interfere with understanding. | The writer demonstrates some grade level appropriate grammar. Errors may interfere with understanding. | The writer demonstrates grade level appropriate grammar. Errors are minor and do not interfere with understanding. | The writer demonstrates above grade level grammar to enhance understanding. The piece is free of errors. |
| **Punctuation**  **L.4.2.b-c**  - Uses end punctuation, commas, and quotations. | The writer does not demonstrate grade level appropriate punctuation. Errors interfere with understanding. | The writer demonstrates some grade level appropriate punctuation. Errors may interfere with understanding. | The writer demonstrates grade level appropriate punctuation. Errors are minor and do not interfere with understanding. | The writer demonstrates above grade level punctuation to enhance understanding. The piece is free of errors. |
| **Capitalization**  **L.4.2.a**  - Capitalizes proper nouns, I, and the first word of a sentence. | The writer does not demonstrate grade level appropriate capitalization. | The writer demonstrates some grade level appropriate capitalization. | The writer demonstrates grade level appropriate capitalization. Errors are minor. | The writer demonstrates grade level appropriate capitalization. The piece is free of errors. |