|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Inadequate** | **Limited** | **Partial** | **Adequate** | **Strong** | **Superior** | **Points Earned/Notes** |
| **Score** | **0-1** | **2-3** | **4-5** | **6-7** | **8-9** | **10** |  |
| **MLA Format** | Heading- 4 pointsTimes New Roman Size 12- 2 pointsHeader (last name & page number)- 2 pointDouble Spaced- 1 pointTitle, centered, is punctuated correctly- 1 pointNumbers one to one-hundred are written out in words - 1 point |  |
| **Opening** | **No** opening OR does not follow directions of where to start | **May** lack opening and/or does not start where instructed | **Weak** quality, does **not** start where instructed | Opening is **average**, follows directions, starts where instructed | Opening is **evident, strong, and effective,** follows directions, starts where instructed | Opening is evident, strong, and effective; **stylish and risky**; follows directions; starts where instructed |  |
| **Closing** | **No** closing, OR does not follow directions of where to end | **May** lack closing or does not end where instructed | **Weak** quality, does **not** end where instructed | Closing is **average**, follows directions of where to end | Closing is **evident, strong, and effective**; follows directions of where to end | Closing is evident, strong, and effective; **stylish and risky**, follows directions of where to end |  |
| **Honors Original Text** | Does not honor ANY of the original elements of fiction established by Dahl | Honors 1-2 of the original elements of fiction | Honors 2-3 of the original elements of fiction | Plot, characterization, mood, tone, verb tense are all consistent with original | Plot, characterization, mood, tone, verb tense are all **consistent with original**; specific details from original are used to **inspire** new text | Plot, characterization, mood, tone, verb tense are all consistent with original; **specific details** from original are used to inspire new text in a **stylish, impressive** way |  |
|  | **Inadequate** | **Limited** | **Partial** | **Adequate** | **Strong** | **Superior** | **Points Earned/Notes** |
| **Score** | **0-1** | **2-3** | **4-5** | **6-7** | **8-9** | **10** |  |
| **Description of Character and Setting; Use of Imagery**  | **No** details regarding character and setting; **no** imagery  | **Briefly** describes either character or setting but not both; **little to no** imagery used  | **Few** details regarding character and setting, 1-2 types of **imagery**, tells rather than shows,  | Details **lack development** regarding **both** character and setting, **few** types of imagery | **Well-developed** details regarding **both** character and setting; includes **most** of the five types of imagery | **Many** well-developed details regarding **both** setting and character; includes **all five** types of imagery |  |
| **Focus** | Uncertain focus | Attempts to focusMay drift or shift focus | Usually has single focus | Single focus | Single focusSense of unity and coherenceKey ideas developed | Single distinct focusUnified and coherent |  |
| **Organized** | No planning evident; disorganized | Attempts organization; few, if any, transitions between ideas | Some lapses or flaws in organization; may lack some transition between ideas | Ideas loosely connected;transition evident | Logical progression of ideas;Moderately fluent | Logical progression of ideas;fluent, cohesive |  |
| **Dialogue** | No dialogue | Dialogue is **not purposeful** (does not develop character, show conflict, or move plot along) and is **not correctly punctuated** | Dialogue is **somewhat** purposeful (1/3) and has **many** punctuation mistakes | Dialogue is **mostly** purposeful (2/3) and has **some** punctuation mistakes | Dialogue is **purposeful** and has **few** punctuation mistakes | Dialogue is **stylish** & **purposeful** (develops character, shows conflict, or moves plot along) and is **properly punctuated** with a name tag, comma, and quotations marks.  |  |
|  |  |  |  |  |  |  |  |
| **Score** | **0-1** | **2-3** | **4-5** | **6-7** | **8-9** | **9-10** |  |
| **Grammar & Mechanics** **(capitalization, spelling, punctuation)** | **Severe andnumerous** errors that **interfere** with meaning | **Numerous serious** errors, many of which **interfere** with meaning | **Patterns** of errors evident | **N**o consistent pattern of errors; **Some** errors that **do not interfere** with meaning | **Few** errorsthat **do not interfere** with meaning | **Very few** to **zero** errors |  |
| **Ba-da-bing****(Feet-eyes-thoughts)** | None | 1/33 Simple sentences | 1-2/3Simple/Compound sentences | 2/3Simple/compound sentences | 3/3Higher level sentences:Complex, Compound-complex | 3/3Higher level sentences:Complex, Compound-complexCorrect punctuation |  |