**Evaluation by the Teacher /Evaluation Criteria/Rubric**

**Standards recommended by the National Council of Teachers of English and the International Reading Association.  
Common Core State Standards (CCSS)**

How your final piece of writing will be graded

Well developed letters will describe a change or a changed viewpoint of the world or self.  
Well-developed letters will have descriptive details and clearly stated links between personal experience and the text.   
Effective writing will state a point of view, provide reasons as well as relevant and sufficient evidence to support the writer's stance.

The students are expected to...

* ... apply a wide range of strategies to comprehend, evaluate and appreciate texts,
* ...adjust their use of language for a specific audience and purpose,
* ...employ a wide range of writing strategies,
* ...apply knowledge of language structure, conventions,
* ...participate as knowledgeable, reflective, creative and critical members of a variety of literary communities,
* ... use language to accomplish their purpose.

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **20** | **15** | **10** | **5** | **0** | **Points earned** | **Comments** |
| **Ideas** | The narrative tells the reader about an unforgettable experience. The details make the story truly memorable | The writer tells the reader about an interesting experience. Details help create the interest. | The writer tells the reader about an interesting experience. More details are needed. | The writer needs to focus on one experience. Some details do not relate to the story. | The writer needs to tell the reader about an experience and use details. |  |  |
| **Organization** | The organization makes the narrative enjoyable and easy to read. | The narrative is well organized, with a clear beginning, middle, and ending. Transitions are used well. | The narrative is well organized. Most of the transitions are helpful. | The order of events needs to be corrected. More transitions need to be used. One part of the narrative is weak. | The narrative needs to be organized.  The beginning, middle, and end run together. The order is not clear. |  |  |
| **Voice** | The writer's voice creates an unforgettable experience for the readers. The writer's voice sounds natural and creates interest in the story. | The writer's voice creates interest in the story. | A voice can usually be heard. | The voice is weak. | The writer has not gotten involved in the story. |  |  |
| **Word Choice** | The writer's exceptional word choice captures the experience. | Strong nouns and verbs along with well-chosen modifiers create vivid, clear pictures. | Modifiers are used. Strong nouns and active verbs would improve sensory images. | Strong nouns, verbs, and modifiers are needed to create sensory images. | General and overused words do not create sensory images. The writer has not yet considered word choice. |  |  |
| **Sentence fluency and conventions** | The sentences are skillfully written and original. The narrative is error free. | The sentences show variety and are easy to read and understand. The narrative has a few minor errors in punctuation, spelling, or grammar. | The sentences are varied, but some should flow more smoothly. The narrative has several errors in punctuation, spelling, or grammar. | A better variety of sentences is needed. Sentences do not read smoothly. Some errors confuse the readers. | Incomplete and/or short sentences make the writing choppy. Many errors make the narrative confusing and hard to read. |  |  |

Ideas taken from ***Letters About Literature* http://read.gov/letters/)**