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| **Senior Memory Book**Teacher Name: **David Gopee** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

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| CATEGORY  | **8**  | **6**  | **4**  | **2**  |
| **Flow & Rhythm (Sentence Fluency)**  | All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.  | Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand.  | Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.  | The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.  |
| **Grammar & Spelling (Conventions)**  | Writer makes no errors in grammar or spelling that distract the reader from the content.  | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.  | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.  | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.  |
| **Word Choice**  | Writer uses vivid words and phrases that linger or draw pictures in the reader\'s mind, and the choice and placement of the words seems accurate, natural and not forced.  | Writer uses vivid words and phrases that linger or draw pictures in the reader\'s mind, but occasionally the words are used inaccurately or seem overdone.  | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.  | Writer uses a limited vocabulary that does not communicate strongly or capture the reader\'s interest. Jargon or cliches may be present and detract from the meaning.  |
| **Visuals**  | The writer uses a variety of pictures and symbols to reflect their experiences  | Few good quality pictures. Could use some more decorating to make it aesthetically pleasing.  | Few Pictures are used. But they are poor quality  | No visual representation  |
| **Chapters**  | 16 Chapters represented with at least 250 words in each writing piece. A variety of writing styles. (Exception with poetry)  | A variety of writing styles less than 250 word.  | All 16 chapters present. Length of piece varies. less than 250 words on each piece of writing. (Exception with poetry)  | Not all 16 chapters present  |
| **Penmanship (Conventions)**  | Paper is neatly written or typed with no distracting corrections.  | Paper is neatly written or typed with 1 or 2 distracting corrections (e.g., dark cross-outs; bumpy white-out, words written over).  | The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words.  | Many words are unreadable OR there are several distracting corrections.  |
| **Creativity and organization**  | Creative display of writing. Organized in chronological order.  | Great attempt at creativity. Order is evident.  | Some order but lacks a creative flare.  | Unorganized writing pieces.  |
| **Time**  | Student used class time effectively to produce their memory book. The book was passed in on time.  | Spent most time in class effectively working on project. Project was passed in on due date.  | Some class time time was spend on the project, however the project was still one day late.  | Student wasted memory book class time. Book was not handed and is more than two days late.  |
| **Commitment (Voice)**  | The writer successfully uses several reasons/appeals to try to show why the reader should care or want to know more about the topic.  | The writer successfully uses one or two reasons/appeals to try to show why the reader should care or want to know more about the topic.  | The writer attempts to make the reader care about the topic, but is not really successful.  | The writer made no attempt to make the reader care about the topic.  |
| **Sentence Structure (Sentence Fluency)**  | All sentences are well-constructed with varied structure.  | Most sentences are well-constructed with varied structure.  | Most sentences are well-constructed but have a similar structure.  | Sentences lack structure and appear incomplete or rambling.  |