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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. |