

Name: _____ Period: _____ Date: _____

Embedded Assessment 1.1 – Revising a personal narrative about choice

Scoring	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)
Ideas Standard 3.3	The narrative responds to the prompt skillfully by <ul style="list-style-type: none"> Effectively describing the choice Clearly explaining the consequences of the decision made Thoroughly reflecting on the lesson learned Effectively and skillfully uses sensory detail, figurative language, and descriptive language throughout the narrative 	The narrative responds to the prompt by <ul style="list-style-type: none"> Describing the choice Explaining the consequences of the decision made Reflecting on the lesson learned Uses sensory detail, figurative language, and descriptive language throughout the narrative 	The narrative somewhat responds to the prompt by <ul style="list-style-type: none"> Describing a choice minimally Briefly explaining consequences of the decision made Somewhat reflecting on the lesson Attempts to use sensory detail, figurative language, and descriptive language throughout the narrative 	The text does not show an adequate response to the prompt.
Organization Standard 3.3	The author effectively revises the organizational structure of the narrative to include: <ul style="list-style-type: none"> An engaging beginning that hooks the reader and effectively reveals all aspects of the incident. A middle that vividly describes the series of events leading to the incident as well as the narrator's feelings, thoughts, and actions. A reflective ending that examines the consequences of the choice. 	The author revises the organizational structure of the narrative to include: <ul style="list-style-type: none"> A beginning that introduces the incident. A middle that adequately describes of the narrator's feelings, thoughts, and actions. An ending that examines the consequences of the choice. 	The author somewhat revises the organizational structure to include: <ul style="list-style-type: none"> A beginning that somewhat introduces the incident. A middle with some development of the story and the narrator's thoughts and feelings. An ending that mentions a consequence of the choice. 	The author's text reflects very little revision to first draft's organizational structure. If present, the draft may or may not include the following: <ul style="list-style-type: none"> A beginning with an unfocused hook. A middle that is not descriptive or merely tells the series of events leading to the incident. An ending with minimal reflection and closure.
Conventions Standard 5.3	Writing contains few or no errors in spelling, punctuation, or capitalization.	Spelling, punctuation, and capitalization mistakes do not detract from the narrative.	Spelling, punctuation, or capitalization mistakes are frequent, but the reader can still understand the story.	Spelling, punctuation, or capitalization mistakes detract from meaning and/or readability.
Revision, Plan, and Reflection Standard 3.4	<ul style="list-style-type: none"> *The author outlines and implements a thorough revision plan. *The author revises the text by making significant revisions that improve the meaning, clarity, and the style of the narrative. *The reflection includes several thoughtful reasons and explanations for the changes made. 	<ul style="list-style-type: none"> *The author outlines and implements an appropriate revision plan. *The author revises the text by making revisions that bring clarity to the narrative for the reader. *The reflection includes thoughtful reasons for the changes made. 	<ul style="list-style-type: none"> *The author somewhat has a plan for revision and does try to implement it. *The author revises some parts of the text, but the revisions may not add clarity for the reader. *The reflection includes basic reasons for the changes made. 	<ul style="list-style-type: none"> *The author does not outline or implement a plan for revision. ‡The reflection is minimal and/or unclear.
Writing Groups Standard 4.1	Participates fairly. (Doesn't take over or not talk.) Actively listens to others. Shows respect even if they disagree. Able to provide accurate, constructive feedback to all peers with engagement.	Participates fairly. (Doesn't take over or not talk.) Actively listens to others. Shows respect even if they disagree. Able to provide constructive feedback to all peers.	Participates fairly most of the time. (Doesn't take over or not talk.) Sometimes actively listening to others. Sometimes shows respect even if they disagree. Sometimes provides feedback.	Takes over or does not participate. Does not use good listening skills. Unable to show respect if they disagree. Gives very short, superficial feedback to peers.