Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class \_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**7th Grade Memoir Scoring Guide**

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| --- | --- | --- | --- |
| **(4) Advanced** | **(3) Proficient** | **(2) Developing** | **(1) Emerging** |
| Writers at this level have papers with the following:   * Skillfully developed real experiences or events using relevant descriptive details * Skillful use of narrative techniques that develop experiences, events, and/or characters * Precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events * Skillful reflection that addresses feelings, thoughts, changes, and/or new discoveries * Skillful introduction that engages and orients the reader by establishing a context, a point of view, and, when appropriate, introducing a narrator * Skillfully organized event sequence that unfolds naturally and logically * Skillful use of a variety of transition words, phrases, and/or clauses to convey sequence and signal shifts from one time frame or setting to another * Skillful conclusion that follows from the narrated experiences or events * Exemplary command of standard English conventions * skillful employ of language and tone appropriate to audience and purpose * Sentences skillfully constructed with appropriate variety in length and structure | Writers at this level have papers with the following:   * Developed real experiences or events using relevant descriptive details * Use of narrative techniques to develop experiences, events, and/or characters * Precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events * Reflection that address feelings, thoughts, changes, and new discoveries * Introduction that engages and orients the reader by establishing a context, a point of view, and, when appropriate, introducing a narrator * Organized event sequence that unfolds naturally and logically * Use of a variety of transition words, phrases, and/or clauses to convey sequence and signal shifts from one time frame or setting to another * Conclusion that follows from the narrated experiences or events * A command of standard English conventions; errors do not interfere with understanding * Employ of language and tone appropriate to audience and purpose * Sentences that are generally complete with sufficient variety in length and structure | Writers at this level have papers with the following:   * Insufficient descriptive details * Inconsistent use of narrative techniques to develop experiences, events, and/or characters * Inconsistent use of precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events * Attempts to include a reflection * Introduction that inconsistently engages and orients the reader by ineffectively establishing a context, a point of view, and, when appropriate, introducing a narrator and/ or characters * Inconsistently organized an event sequence that unfolds naturally and logically * Inconsistent use of a variety of transition words, phrases, and/or clauses to convey sequence and signal shifts from one time frame or setting to another * Conclusion that ineffectively follows from the narrated experiences or events * Limited and/or inconsistent command of standard English conventions; errors may interfere with understanding * Inconsistent employ of language and tone appropriate to audience and purpose * Some sentence formation errors and/or a lack of sentence variety | Writers at this level have papers with the following:   * Little or no descriptive details * Few, if any, narrative techniques to develop experiences, events, and/or characters * few, if any, precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events * No reflection * Introduction that fails to engage and orient the reader by ineffectively establishing a context, a point of view, and, when appropriate, introducing a narrator and/ or characters * Organization fails unfold naturally and logically * Few, if any, transition words, phrases, and/or clauses to convey sequence and signal shifts from one time frame or setting to another * Conclusion missing * Weak command of standard English conventions; errors interfere with understanding * Inappropriate employ of language and tone that are inappropriate to audience and purpose * Frequent and severe sentence formation errors and/or a lack of sentence variety |
| **32          31            29**  **A+             A             A-** | **28            27            26**  **B+             B             B-** | **25             24            23**  **C+             C              C-** | **22            21            20**  **D+           D              D-** |