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-** |