

Charlotte's Web Chapter Rewrite Rubric

Assessment Criteria	4	3	2	1
<p>Content</p> <p>Writes clear and coherent sentences and paragraphs that develop a central idea</p> <p>Includes well-chosen details to develop the plot</p>	<p>I include a detailed and logical sequence of events leading up to the rescue in my chapter.</p> <p>I organize my chapter very well. One idea or scene follows another with clear transitions in between.</p> <p>I include enough details so that the reader can easily follow the story from the planning of the rescue to the rescue itself.</p>	<p>I include a sequence of events leading up to the rescue in my chapter.</p> <p>I organize my chapter well. One idea or scene follows another with transitions in between.</p> <p>I include some details so that the reader can follow the story from the planning of the rescue to the rescue itself.</p>	<p>I include events leading up to the rescue but they are not in a logical order.</p> <p>I organize my chapter, but I'm missing key components. My ideas or scenes lack a consistent flow and are missing some transitions.</p> <p>I include a few details so that the reader can follow the story from the planning of the rescue to the rescue itself.</p>	<p>I have no logical sequence of events.</p> <p>I am unable to organize my chapter and am off topic. There are no transitions and my ideas do not flow.</p> <p>I include no details which makes it difficult for the reader to follow my story.</p>
<p>Characterization</p> <p>Writes descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences</p> <p>Determines what characters are like by what they say or do and by how the author or illustrator</p>	<p>My plan is possible and believable to the readers.</p> <p>I use dialogue, actions, and descriptive language to develop characters.</p> <p>I accurately match the characters' personalities to their actions to support the plot.</p>	<p>My plan could be possible and is believable to the readers.</p> <p>I use some descriptive words, dialogue, and actions to develop characters.</p> <p>I match the characters' personalities to their actions to support the plot.</p>	<p>My plan is somewhat believable to readers.</p> <p>I use few descriptive words, dialogue, and actions to develop characters.</p> <p>The characters' personalities match their actions and support the plot</p>	<p>My plan is not believable to readers.</p> <p>I use little or no descriptive words, dialogue, and actions to develop characters.</p> <p>The characters' personalities do not match their actions and do not support the plot.</p>

<p>portrays them</p>	<p>I develop the characters' personalities fully and remain true to the story developed by the original author.</p> <p>I create an original, creative, and insightful plan.</p>	<p>I develop the characters' personalities and remain true to the story developed by the original author.</p> <p>I create an original and creative plan.</p>	<p>in a limited way.</p> <p>I keep the characters' personalities true to the story developed by the original author.</p> <p>I create an original plan but it lacks insight or creativity.</p>	<p>I do not keep the characters' personalities true to the story as developed by the original author.</p> <p>I create a plan that is not original.</p>
<p>Word Choice</p> <p>Uses a dictionary to learn the meaning and other features of unknown words</p>	<p>I use vivid, interesting words to create pictures in the readers' minds.</p>	<p>I use interesting language in my chapter.</p>	<p>I try to use interesting language in my chapter, but some of it is predictable.</p>	<p>The language in my chapter is ordinary and predictable.</p>
<p>Voice</p> <p>Considers the audience and purpose in writing</p>	<p>I connect with the reader by imagining the readers and making the chapter interesting for them.</p> <p>I use my personal knowledge and experiences to make the chapter feel true.</p> <p>My chapter sounds like a person is speaking to the reader.</p>	<p>I make my chapter interesting.</p> <p>I use my personal knowledge and experiences in my chapter.</p> <p>My chapter sounds natural when it is read aloud.</p>	<p>I try to make my chapter interesting, but some parts are dull.</p> <p>I try to include my personal knowledge and experiences in the chapter, but sometimes they do not make sense the way I use them.</p> <p>My chapter sounds choppy when it is read aloud.</p>	<p>My chapter is generally predictable and ordinary.</p> <p>I do not usually include personal knowledge and experiences in the chapter, and when I do, they do not really make sense.</p>

<p>Sentence Fluency</p>	<p>I vary the length and structure of my sentences to make my writing more surprising and interesting.</p> <p>I begin my sentences in lots of different ways to engage my audience.</p> <p>I use different words and phrases to connect sentences and paragraphs so they flow.</p>	<p>My sentences are of different lengths and structures.</p> <p>I vary the ways I begin sentences.</p> <p>I connect my sentences and paragraphs with transitions.</p>	<p>I try to vary the length and structure of my sentences, but many of them are very similar.</p> <p>Some of my sentences begin in similar ways.</p> <p>I try to connect sentences and paragraphs, but my writing often sounds choppy and unconnected.</p>	<p>Many of my sentences have similar lengths and structures.</p> <p>A lot of my sentences begin in similar ways.</p> <p>My sentences and paragraphs do not connect to each other.</p>
<p>Conventions</p> <p>Writes with a command of standard English conventions</p>	<p>I make no errors in spelling, punctuation, capitalization, or Standard English.</p>	<p>I make no errors in spelling, punctuation, capitalization, or Standard English that detract from meaning.</p>	<p>I make some errors in spelling, punctuation, capitalization, or Standard English that detract from meaning.</p>	<p>I make so many errors in spelling, punctuation, capitalization, and Standard English that readers have trouble following my chapter.</p>