SCHOOL: Riverside Intermediate - Innovation Academy	PROJECT TITLE: Who am I?
COURSE: 6th GRADE PBL	PRODUCT/BENCHMARK: Personal Narrative Essay

KNOWLEDGE AND THINKING

SCORING DOMAIN	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
NARRATIVE ELEMENTS	*Attempts to use a narrative structure; composition is disconnected or rambling. *Descriptions of experiences, individuals, and/or events are overly simplified or lack details. *Attempts to use stylistic devices (e.g., imagery, tone, humor, suspense) but devices are used awkwardly or do not serve the purpose of the narrative		*Applies a narrative structure (chronological or descriptive), with some lapses in coherence or awkward use of the organizational structure. *Develops experiences, individuals, and/or events with some detail but sense of time, place, or character remains at the surface level. *Uses appropriate stylistic devices (e.g., imagery, tone, humor, suspense) unevenly		*Applies a narrative structure (chronological or descriptive) appropriate to the purpose, task, and audience; storyline clearly conveys the theme or purpose *Develops experiences, individuals, and/or events with sufficient detail to add depth and complexity to the sense of time, place, or character. *Uses appropriate stylistic devices (e.g., imagery, tone, humor, suspense) to support the purpose of the narrative.		*Applies a complex narrative structure (chronological or descriptive) appropriate to the purpose, task and audience. that enhances communication of theme or purpose and keeps the reader engaged *Elaborates on experiences, individuals, and/or events with comprehensive detail to add depth and complexity to the sense of time, place, or character. *Skillfully integrates appropriate stylistic devices (e.g. imagery, tone, humor, suspense) to support the purpose of the narrative.
COMPLETE SENTENCES	Attempts to write sentences in complete thoughts, but the flow of writing is choppy.		Some sentences are written in complete thoughts, and the flow of the writing is in progress, but is choppy at times.		Most sentences are written in complete thoughts, providing a good flow to the students work.		All sentences are written in complete thoughts, providing a seamless flow to the students work.

WRITTEN COMMUNICATION

SCORING DOMAIN	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
ORGANIZATION	Ideas are disorganized, impeding understanding Linking words are missing		Begins to organize ideas by applying a basic structure but does not follow through to the end Uses linking words awkwardly		Ideas are organized by applying a basic structure Uses linking words to connect ideas or sections of the text		Ideas are organized and most are sufficiently developed or logically sequenced Uses transitions to connect sections of the text
LANGUAGE USES AND CONVENTIONS	Has an accumulation of errors in grammar, usage, and mechanics that seriously interferes with meaning		Has some minor errors in grammar, usage, and mechanics that distract or interfere with meaning		Minor errors in grammar, usage, and mechanics do not interfere with the reader's ability to understand the writing		Is free from errors in grammar, usage, and mechanics

AGENCY

SCORING DOMAIN	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
FIND PERSONAL RELEVANCE	With significant individualized support, occasionally finds personal relevance in the work Occasionally reflects on progress towards mastery or identifies personal choices		With support, sometimes finds personal relevance in the work Sometimes reflects on progress towards mastery or identifies personal choices		With support, finds personal relevance in the work Reflects on progress towards mastery or identifies personal choices		Often finds personal relevance in the work Often Reflects on progress towards mastery or identifies personal choices
MEET BENCHMARKS	Completes few benchmarks and class assignments; and may resist or struggle to use resources and supports (i.e. study groups, teacher support, workshops, tutorials)		Completes some benchmarks and class assignments; and at the last minute uses resources and supports (i.e. study groups, teacher support, workshops, tutorials)		Completes benchmarks and class assignments; and often uses resources and supports (i.e. study groups, teacher support, workshops, tutorials)		Completes polished benchmarks and class assignments; and often uses resources and supports when necessary (i.e. study groups, teacher support, workshops, tutorials)