

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

**KNOWLEDGE AND THINKING \_\_\_\_\_ / 6 Points Possible**

SCORING DOMAIN	EMERGING (1)	E/D	DEVELOPING (2)	D/P	PROFICIENT (3)	P/A	ADVANCED (4)
<b>NARRATIVE ELEMENTS</b>	<ul style="list-style-type: none"> <li>*Attempts to answer driving question, but lacks a clear beginning, middle, and end</li> <li>*Uses little to no descriptive details to create a picture in the readers mind</li> <li>*Rarely or does not attempt to use dialogue in the essay</li> </ul>		<ul style="list-style-type: none"> <li>*Attempts to apply a narrative structure (told in order with a beginning, middle, and end), mostly answers the driving question</li> <li>*Uses some descriptive details to create a picture in the readers mind</li> <li>*Attempts to use dialogue throughout most of the essay</li> </ul>		<ul style="list-style-type: none"> <li>*Applies a narrative structure (told in order with a beginning, middle, and end), clearly answers the driving question</li> <li>*Uses many descriptive details to create a picture in the readers mind</li> <li>*Attempts to correctly use dialogue throughout most of the essay</li> </ul>		<ul style="list-style-type: none"> <li>*Applies a narrative structure (told in order with a beginning, middle, and end), clearly answers the driving question</li> <li>*Uses many vivid details to create a picture in the readers mind throughout the entire essay</li> <li>*Correctly uses dialogue throughout the entire essay</li> </ul>
<b>COMPLETE SENTENCES</b>	<ul style="list-style-type: none"> <li>*Attempts to write sentences in complete thoughts, but the flow of writing is choppy.</li> </ul>		<ul style="list-style-type: none"> <li>*Some sentences are written in complete thoughts, but the flow is choppy at times.</li> </ul>		<ul style="list-style-type: none"> <li>*Most sentences are written in complete thoughts, providing a good flow to the students work.</li> </ul>		<ul style="list-style-type: none"> <li>*All sentences are written in complete thoughts, providing a seamless flow to the students work.</li> </ul>

**WRITTEN COMMUNICATION \_\_\_\_\_ / 6 Points Possible**

SCORING DOMAIN	EMERGING (1)	E/D	DEVELOPING (2)	D/P	PROFICIENT (3)	P/A	ADVANCED (4)
<b>ORGANIZATION</b>	*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
<b>LANGUAGE USES AND CONVENTIONS</b>	*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 \_\_\_\_\_ / 6 Points Possible**

SCORING DOMAIN	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
<b>FIND PERSONAL RELEVANCE</b>	*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
<b>MEET BENCHMARKS</b>	*Completes few benchmarks and class assignments *May resist or struggle to use resources and supports (i.e. study groups, teacher support, workshops, tutorials)		*Completes some benchmarks and class assignments *At the last minute uses resources and supports (i.e. study groups, teacher support, workshops, tutorials)		*Completes benchmarks and class assignments *Often uses resources and supports (i.e. study groups, teacher support, workshops, tutorials)		*Completes polished benchmarks and class assignments *Often uses resources and supports when necessary (i.e. study groups, teacher support, workshops, tutorials)