

One Duck

Category	Level 1	Level 2	Level 3	Level 4
2.2 Respond to texts				
Construct meaning from texts -retell or represent stories from the points of view of different characters OR –tell or represent stories to show empathy to another living thing	Story lacks consistent perspective	Student generally used consistent perspective	Student used perspective	Student effectively told story using perspective
With overall structure that includes beginning, middle and end which are linked	Story has no clear beginning, middle or end	Story has a beginning, middle and end that are somewhat linked	Story has clear beginning, middle and end with paragraphs linked	Story flows logically and sequentially with paragraphs that build to an ending
2.3 Understand Forms, Elements and Techniques				
-used literary devices, such as imagery and figurative language, to create particular effects. Used alliteration and personification to accomplish this.	Student did not attempt to use alliteration or personification in text	Student attempted to use personification and/or alliteration but was incorrect or not effective	Student effectively used either personification OR alliteration in text	Student effectively used both personification and alliteration in text
4.1 Enhance and Improve				
Expand knowledge of language extend word choice through knowledge of synonyms, antonyms and homonyms and the use of a thesaurus	Only basic vocabulary is used. Demonstrated little to no word choice extension	Demonstrates some word – extension. Uses two words effectively from vocabulary explosion or thesaurus	Demonstrates effort in word extension. Uses three words effectively from vocabulary explosion or thesaurus	Student demonstrated good word choice by using four or more words effectively from vocabulary explosion or thesaurus
4.2 Attend to Conventions				
Attend to grammar and usage -use connecting words to link ideas in sentences and paragraphs example: then, after, next, suddenly, following...	Students used no connecting words to link ideas in sentences and paragraphs	Students used one connecting word to link ideas in sentences and paragraphs	Students used two connecting words to link ideas in sentences and paragraphs	Students used three or more connecting words to link ideas in sentences and paragraphs
Attend to spelling -use phonic knowledge and skills, visual memory, the meaning and function of words in context, and spelling generalizations to spell with accuracy in own writing	Shows little evidence of spelling strategies	Uses conventional spelling for some or many high frequency words and phonetic spelling strategy for unfamiliar words	Generally uses conventional spelling for some or many high frequency words and phonetic spelling strategy for unfamiliar words	Demonstrates conventional spelling for many or most high frequency words and shows phonetic strategies for unfamiliar words
- use quotation marks and separate paragraphs to indicate passages of dialogue in own writing - recognize various uses of apostrophes, and use them appropriately in own writing	Uses quotation marks and/or apostrophes randomly or not at all	Sometimes uses quotation marks OR apostrophes generally correctly	Uses quotation marks AND apostrophes generally correctly	Uses quotation marks AND apostrophes correctly all or most all of the time
Total:				