Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **“Edward and Dave Hunt”**

Task: Students will create book covers, character profiles, setting descriptions, and an original middle and ending based on listening to a short reading excerpt.

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|  | **Emerging** | **Developing** | **Proficient** | **Extending** | **Student’s Voice** | **Teacher’s Voice** |
| **Content** | -Student output is very low to non existent | -Elements are missing,  -Completed work is very low in quantity or unfinished | -All output elements completed  -Total output reaches 3 or more pages or equivalent | -Cover contains additional elements (example: caption, teaser line)  -Characters have complex interpersonal traits (example: fears, dreams)  -More than 2 characters profiles are made |  |  |
| **Organization** | -Student output is not handed in together or in correct order  -Output shows no signs of connectedness | -Elements are not connected in any way  -Story plots are inconsistent in POV, tense, and/or setting | -Elements are submitted completely, and in proper order  -Teacher-assigned format is followed (cover, character profiles, setting description, then original plot. | -Submitted work contains or displays organization beyond expected criteria (example: ribbon bound book, laminated, acted out live…) |  |  |
| **Comprehension** | -Students show lack of understanding of the terms setting, character and plot  -Students are unable to identify these elements in their work | -Students show some understanding of setting (example: place but not time), character (example: name/appearance but not personality), and plot (example: beginning, middle, end but not climax) | -Students know where and when their setting is, who their characters are, and what their plot is  -Work shows deliberate display of this knowledge | -Students create their own unique settings, characters, and plots while still deriving it from the excerpt  -Students display an understanding of character motivation  -Students display a directional use of plot leading to a climax and concluding with a resolution |  |  |