

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.

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Extending</b>	<b>Student’s Voice</b>	<b>Teacher’s Voice</b>
<b>Content</b>	-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		
<b>Organization</b>	-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...)		
<b>Comprehension</b>	-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		

