**RUBRIC FOR STORY/PLAY EXCERPT** NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **IMITATION PIECE-STORY/PLAY** |
|  | **ADVANCED** | **PROFICIENT** | **BASIC** | **BELOW BASIC** |
| **CONTENT OF IMITATION** | * Piece presents a nuanced, insightful reflection of the model genre.
 | * Piece presents a capable reflection of the model genre.
 | * Piece presents a limited reflection of the model genre.
 | * Piece presents a flawed or inaccurate reflection of the model genre.
 |
| **STYLISTIC FEATURES** | * Piece presents a varied, purposeful and insightful incorporation of word choice, syntax, organizational structure, and (possibly) dialogue to reflect exemplary imitation of model.
* Piece artistically and masterfully incorporates techniques utilized specifically in the model or chosen by student.
 | Piece presents a purposeful, varied and logical incorporation of word choice, syntax, organizational structure, and (possibly) dialogue to reflect satisfactory imitation of model.Piece thoughtfully and purposefully incorporates techniques utilized in the model or chosen by student. | * Piece presents a limited incorporation of word choice, syntax, organizational structure, and (possibly) dialogue to reflect an emerging imitation of model.
* Piece includes a limited incorporation of techniques utilized in the model or chosen by student.
 | * Piece presents rote, perhaps inaccurate incorporation of word choice, syntax, organizational structure, and (possibly) dialogue to reflect a faulty imitation of model.
* Piece includes an irrelevant or faulty incorporation of model techniques or chosen by student.
 |
| **GRAMMAR AND CONVENTIONS** | * Controlled and polished use of grammar, mechanics, spelling, and usage with virtually no errors.
 | * Adequately controlled use of grammar, mechanics, spelling, and usage with few errors.
 | * Limited control of grammar, mechanics, spelling, and usage with many errors.
 | * Little to no control of grammar, mechanics, spelling, and usage; repeated errors interfere with meaning.
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**TOTAL: /40**

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| **ANALYSIS OF STUDENT PIECE-ANNOTATIONS** |
|  | **ADVANCED** | **PROFICIENT** | **BASIC** | **BELOW BASIC** |
| **IDENTIFICATION of TECHNIQUE** | * Annotations are completely accurate in identifying the historical, figurative and genre-specific techniques.
* Annotations thoroughly address multiple and varied historical, figurative and genre-specific techniques.
 | * Annotations are mostly accurate in identifying the historical, figurative and genre-specific techniques.
* Annotations address multiple and varied historical, figurative and genre-specific techniques.
 | * Annotations may include some inaccuracies in identifying historical, figurative and genre-specific techniques.
* Annotations may not address multiple and varied historical, figurative and genre-specific techniques.
 | * Annotations include many inaccuracies in identifying historical, figurative and genre-specific techniques.
* Annotations neglect to address multiple and varied historical, figurative and genre-specific techniques.
 |
| **ANALYSIS OF****HISTORICAL, FIGRUATIVE, AND GENRE****CONTENT** | Analysis is accurate, insightful, and thorough both in justifying the intent and resulting effect of student choices AND in connecting those choices to historical antecedents, figurative/stylistic models, and genre models. | Analysis is mostly accurate, adequately perceptive, and thorough both in justifying the intent and resulting effect of student choices AND in connecting those choices to historical antecedents, figurative/stylistic models, and genre models. | Analysis may contain some inaccuracies, limited understanding, or cursory explanation both in justifying the intent and resulting effect of student choices AND in connecting those choices to historical antecedents, figurative/stylistic models, and genre models. | Analysis contains repeated inaccuracies, limited understanding, or weak explanation both in justifying the intent and resulting effect of student choices AND in connecting those choices to historical antecedents, figurative/stylistic models, and genre models. |
| **GRAMMAR AND CONVENTIONS** | * Controlled and polished use of grammar, mechanics, spelling, and usage with virtually no errors.
* Thoughtful, varied sophisticated diction and syntax.
 | * Adequately controlled use of grammar, mechanics, spelling, and usage with few errors.
* Purposeful, varied and correct diction and syntax.
 | * Limited control of grammar, mechanics, spelling, and usage with many errors.
* Dull, unvaried, or incorrect diction and syntax.
 | * Little to no control of grammar, mechanics, spelling, and usage; repeated errors interfere with meaning.
* Serious errors or lack of originality in diction and syntax.
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**TOTAL: /40**