

Grade:

| | 4 | 3 | 2 | 1 |
|-----------------------|---|---|--|--|
| Exposition | The student demonstrates knowledge of the specific setting (time period, main locations, etc.), major characters, and the basic problem of the novel. | The student demonstrates some knowledge of the specific setting (time period, main locations, etc.), most major characters, and the basic problem of the novel. | The student demonstrates only partial knowledge of the specifics of the exposition - time period and location may be general or not included, only some of the major characters are listed or listed incorrectly or basic problem is incomplete. | The student is missing multiple parts of the exposition: specific setting (time period and location), major characters not listed appropriately, or the basic problem is not correct or missing. |
| Rising Action | The student demonstrates a strong knowledge of the rising action by: <ul style="list-style-type: none"> including 7-8 events that move the protagonist to the turning point of the story listing these plot events in chronological order and summarizing them in complete sentences the student should be able to explain how each of these events lead the protagonist to the turning point each summary should reference the text with a page number | The student demonstrates a good knowledge of the rising action by: <ul style="list-style-type: none"> including 5-6 events that move the protagonist to the turning point of the story listing these events in chronological order and summarizing them in complete sentences. the student should be able to explain how each of these events lead the protagonist to the turning point each summary should be referenced with page numbers | The student demonstrates partial knowledge of the rising action. Some of the following are true: <ul style="list-style-type: none"> Events are not be in chronological order Events may not connect with moving the protagonist closer to the turning point of the story Events focus on only one part of the novel Fewer than five events are included Events are not summarized in complete sentences References with page numbers are missing | The student demonstrates little evidence of the rising action. The student has little or no understanding of the action that leads the protagonist to the turning point of the novel. |
| Climax | The student demonstrates a strong understanding of the climax by: <ul style="list-style-type: none"> Recognizing the specific turning point in the book that leads to the falling action Summarizing the specific climax in 1-2 complete sentences The student should be able to explain how the basic problem of the novel, the climax, and the resolution fit together Referencing the text by including the page number on which the climax occurs | The student demonstrates a good understanding of the climax by: <ul style="list-style-type: none"> Recognizing the part of the story that contains the climax Summarizing the climax in 1-2 complete sentences The student should be able to explain the relationship between the basic problem of the novel, the climax, and the resolution Referencing the text by including the page number on which the climax occurs | The student demonstrates a partial understanding of the climax. One or both of the following is true: <ul style="list-style-type: none"> The student recognizes the climax but is unable to explain it Choosing a climax that relates to the problem of the novel, but doesn't lead to the falling action The text may or may not be referenced | The student demonstrates minimal evidence of the turning point in the story. The student has little or no understanding of the climax of the novel. |
| Falling Action | The student demonstrates a strong understanding of the falling action by: <ul style="list-style-type: none"> Listing three events that take place after the climax which help to wrap up the story Events are listed in chronological order Events are summarized in complete sentences and referenced with a page number | The student demonstrates a good understanding of the falling action by: <ul style="list-style-type: none"> Listing two events that take place after the climax which help to wrap up the story Events are listed in chronological order Events are summarized in complete sentences and referenced with a page number | The student demonstrates only partial understanding of the falling action. One or more of the following is true: <ul style="list-style-type: none"> Events are listed that occur before and after the climax Events are listed, but they do not wrap up the story Events are out of chronological order Only one event is listed | The student shows minimal evidence of action that took place after the turning point of the story. The student has little or no understanding of the falling action |
| Resolution | The student shows a strong understanding of the resolution by: <ul style="list-style-type: none"> Writing the final event in the basic problem of the story in a clear, complete sentence or two The resolution clearly relates to the basic problem of the novel and the climax The text is referenced by page number | The student shows a good understanding of the resolution by: <ul style="list-style-type: none"> Identifying the final event in the basic problem of the story in a complete sentence The student can explain the relationship to the basic problem of the novel and the climax The text is referenced by page number | Students show a partial understanding of the resolution. One or more of the following is true: <ul style="list-style-type: none"> The event listed may be the final event of the story, but not the resolution of the problem. The event listed does not connect to the basic problem and the climax. The student cannot explain the relationship of the resolution to the climax and the basic problem of the novel. The text may or may not be referenced | The student shows minimal evidence of the resolution. The student has little or no understanding of the resolution of the basic problem of the novel. |
| Visual Appeal | The student has increased the visual appeal of their product through at least three of the following: <ul style="list-style-type: none"> Adding appropriate images either from the computer or hand drawn Changing font and size where appropriate Color choices enhance the product without making it difficult to read Makes good use of space – the product is not crowded or difficult to read | The student has increased the visual appeal of their product through at least two of the following: <ul style="list-style-type: none"> Adding appropriate images either from the computer or hand drawn Changing font and size where appropriate Color choices enhance the product without making it difficult to read Makes good use of space – the product is not crowded or difficult to read | The student has increased the visual appeal of their product through at least one of the following: <ul style="list-style-type: none"> Adding appropriate images either from the computer or hand drawn Changing font and size where appropriate Color choices enhance the product without making it difficult to read Makes good use of space – the product is not crowded or difficult to read | The student has not increased the visual appeal of their product. |
| Conventions | Provides evidence of a consistent and strong command of grade-level conventions (grammar, capitalization, punctuation, and spelling) | Provides evidence of an adequate command of grade-level conventions (grammar, capitalization, punctuation, and spelling) | Provides evidence of a limited command of grade-level conventions (grammar, capitalization, punctuation, and spelling) | Provides little or no evidence of having a command of grade-level conventions (grammar, capitalization, punctuation, and spelling) |

