**CC A10.4 (g)**

**Indicators**

* I can write a historical persona essay. A good historical persona essay has:

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| **Criteria** | **Strong** | **Competent** | **Adequate** | **Developing** | **Not Yet** |
| **100%-86%** | **85% - 76%** | **75% - 66%** | **65% - 50%** | **Below 50%** |
| **Composition is original and insightful.** | **Composition is clear and thoughtful.** | **Composition is adequate.** | **Composition is limited and overgeneralized.** | **Composition is unclear and unfocused.** |
| **Message Quality**(These criteria evaluate what you say and the details provided to support the key message.) | • Message is clear, focused, and well- developed.• Main idea(s) is/are supported with insightful, original, and interesting details. | • Message is clear, focused, and developed.• Ideas and details are relevant and appropriate to the message. | • Message is adequately communicated.• Most ideas are supported. Paper would benefit from additional details. | • Message is discernible.• More details are needed to support the main idea(s) and/or to give a clear focus to the composition. | • Main message or focus is unclear.• Ideas are not supported, and sometimes inappropriate or irrelevant details are used. |
| **Organization and Coherence**(These criteria evaluate the focus, organization, and transitions used in the writing.) | • Composition is well-organized and logically developed.• Composition has an effective introduction, middle, and conclusion.• Main ideas and supporting details fit together in a very effective pattern.• Transitions and connecting words are effective and smooth. | • Composition has a clear central focus and sequence.• The introduction provides direction for the reader and the conclusion is appropriate.• Main ideas and supporting sentences combine to create one coherent unit of thought.• Transitions are clear. | • Composition has a recognizable focus and sequence.• Introduction and conclusion are evident but the central idea is not sufficiently or logically developed.• Main ideas and supporting sentences are related to one unit of thought.• Transitions are evident but not always effective. | • Composition does not have a clear focus.• The introduction is unrelated to the body of the composition. Main points are poorly supported. The conclusion is weak or inappropriate. • Limited use of transitions and connecting words. | • It is hard for the reader to determine the main point or purpose of the paper or to follow the organization. • The introduction or conclusion is ineffective or non-existent.• Ideas are unconnected, unrelated, or unclear.• Transitions are not evident.  |

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| **Language Choices**(These criteria evaluate the language choices that you use to achieve the purpose including the level of language and the tone. Point of view is also considered.) | • The language, tone, and point of view are appropriate to purpose and audience and maintain the reader’s interest.• Language is used to capture the reader’s interest.  | • The language and tone are in keeping with the purpose and audience and the point of view is clear and consistent. • Language is effective and appropriate. | • The language and tone are appropriate and a consistent point of view is used most of the time.• Language tends to be more businesslike than straightforward. | • The language and tone are acceptable but the point of view is not always clear or maintained.• Language is mechanical, flat, and often unimaginative. | • The language and tone may be inconsistent or inappropriate and the point of view changes or is unclear.• Language is unclear and unimaginative. |
| **Mechanics**(These criteria consider the conventions you use including sentence structure, usage, spelling, punctuation, and capitalization. Legibility and layout are also considered.) | • The sentences are clear, correct, and varied.• Word choices are precise, interesting, and appropriate.• Most words are spelled correctly.• Correct punctuation and capitalization is used.• The handwriting is legible/the fonts and formatting are effective.• (Any errors are the result of risk taking) | • The sentences are correct with some variety.• Most word choices are effective. • A couple of words may be misspelled.• There may be a couple of punctuation and capitalization errors.• The handwriting is legible/ fonts and formatting are appropriate.• (Few errors) | • The sentences are generally correct but lack variety in length and structure.• Most word choices are appropriate and correct but they lack flair and originality.• Some words may be misspelled.• There may be some punctuation and capitalization errors.• The handwriting is legible/the fonts and formatting are adequate.• (Occasional errors) | • The sentences are often not correct and lack variety in length and structure.• Word choices are commonplace and lack punch.• Several words are misspelled.• There may be several punctuation and capitalization errors.• The handwriting/ fonts and formatting need to be improved.• (Several errors) | • The sentences are incomplete, run-on, or simple in structure. • Word choices are vague, inappropriate, or immature.• Many words are misspelled.• There are many punctuation and capitalization errors.• The message is difficult to understand because of the handwriting/ fonts and formatting choices.• (Many errors) |

Comments:

 Adapted from ELA 10 Curriculum, pp. 70-71