How to Survive Grade 9 List

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|  | 4 | 3 | 2 | 1 |
| **Role/voice** | My list always sounds like me, no one else could have written this. | My list mostly sounds like me, but there are a few parts that could have been written by someone else. | My list sometimes sounds like me, but there are many parts that could have been written by someone else. | My list does not sound like me, anyone could have written this. |
| **Audience** | The reader is always clear who the audience is. | The reader is mostly clear who the audience is. | The reader is sometimes clear who the audience is. | Who is the audience? Difficult to tell. |
| **Details/Content** | This list rocked! It has 10 or more suggestions that are extremely well detailed. | Yeah, this list was pretty good, it has 10 or more suggestions, but one or two details could have been added. | This list was sort of detailed, may have had 10 suggestions (or may have less) but is sometimes vague or non-specific. | What was this? This list was kind of boring, or had less than 10 suggestions, with very few details. |
| **Purpose** | Crystal clear. No questions asked; my list completely and totally \_\_\_\_\_ (insert your purpose here) | Ripples. The reader has one or two questions. | Murky water. Just enough details to get an idea of how to survive grade 9. The reader has some questions. | Oil spill. Was I supposed to write about me? The reader has many questions. |
| **Word Choice** | All words are WOW and carefully chosen. No other words would have been better to describe how to survive grade 9. | Most of my words are carefully chosen. There are some that could have been changed to better describe how to survive grade 9. | Half of my words are carefully chosen. There are many that could be changed to better describe how to survive grade 9.  | I wrote the first worlds that came to my mind. I did not check to see if my words are descriptive enough. |
| **Sentence Structure** | My sentences are amazing; some are short and snappy, others are long and stretchy.  | Good variety of short and long sentences and beginning words. | Basic sentences – not a lot of variety in their length or their beginning words. | Sentences are confusing – some run on and incomplete sentences. |
| **Grammar, Mechanics & Spelling** | My list is error free. Nothing distracts the reader from the content! | My list has a few (3-5) errors but they don’t mess up the reader. | My list has several errors. Some of them confuse the reader. | My list has a lot of errors – did I forget to check it over? The reader is distracted by the number of errors. |
| **Organization:** | My assignment is handed in at the end of tutorial on the due day | My assignment is handed in at the end of tutorial one day late | My assignment is handed in at the end of tutorial two days late | My assignment is handed in at the end of tutorial more than two days late |

 /32