**Written Response**

**Learning Intention:** I can write a response that states and supports a Big Idea from my novel.

**Summative Assessment:** Submits a final written response.

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|  | EXTENDING | APPLYING | DEVELOPING | BEGINNING |
| The Message/Big Idea and Evidence | Big idea/message is clearly explained and makes sense  Provides specific evidence of the big idea  Includes thoughts/feelings and personal reactions in a detailed manner | Big idea/message is stated and makes sense   Provides some evidence of the big idea   Includes thoughts/feelings and personal reactions | Big idea/message is stated but is somewhat unclear   Provides little evidence of the big idea   Includes some thoughts/feelings but may lack personal reactions | Big idea/message is unclear  Very little evidence, if any, is provided of the big idea  Does not include or includes limited thoughts/feelings and personal reactions |
| Your Opinion And Reaction | Clearly states your opinion and reaction to the big idea  Provides details about opinion and reaction  Supports your reaction and/or opinion with detailed reasons and evidence | States your opinion and reaction to the big idea  Provides some details about opinion and reaction  Supports your reaction and/or opinion with some reasons and evidence | States a simple opinion and reaction to the big idea  Provides limited details about opinion and reaction  Little support for your reaction and/or opinion with some reasons and evidence | Opinion and reaction to the big idea are vague  Provides no details about opinion and reaction  No or minimal support is given for your reaction and/or opinion |
| Deeper Thinking | Demonstrates deeper thinking by going beyond the text  Makes meaningful connections  Clearly explains what character and reader has learned | Demonstrates deeper thinking by going beyond the text  Makes some meaningful connections  Explains what character and reader has learned | Demonstrates some deepe thinking but does not go beyond the text  Makes surface connections  Has some explanation what the character and reader has learned | Does not demonstrates deeper thinking  Makes no, or limited, connections  Does not explain what character and reader has learned |
| Effective Communication | Effective opening and closing  Sentences are well constructed and varied  Powerful/descriptive language is prevalent  Writing is error free (spelling, punctuation, grammar)  Ideas flow smoothly | Includes an opening and closing  Most sentences are constructed correctly  Some powerful/descriptive language used  Very few errors in writing (spelling, punctuation, grammar)  Reads smoothly, in a paragraph | Simple opening and closing  Some sentences are constructed correctly  Limited powerful/descriptive language  Some errors in writing (spelling, punctuation, grammar)  Reads fairly smoothly, in a paragraph | Ineffective opening and/or closing  Sentences are poorly constructed or incomplete   Simplistic, repetitive language used  Contains many errors in writing (spelling, punctuation, grammar)  Reads as a list |