**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 senseProvides specific evidence of the big ideaIncludes 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 unclearVery little evidence, if any, is provided of the big ideaDoes not include or includes limited thoughts/feelings and personal reactions |
| Your Opinion And Reaction | Clearly states your opinion and reaction to the big ideaProvides details about opinion and reactionSupports your reaction and/or opinion with detailed reasons and evidence | States your opinion and reaction to the big ideaProvides some details about opinion and reactionSupports your reaction and/or opinion with some reasons and evidence | States a simple opinion and reaction to the big ideaProvides limited details about opinion and reactionLittle support for your reaction and/or opinion with some reasons and evidence | Opinion and reaction to the big idea are vagueProvides no details about opinion and reactionNo or minimal support is given for your reaction and/or opinion |
| Deeper Thinking | Demonstrates deeper thinking by going beyond the textMakes meaningful connectionsClearly explains what character and reader has learned | Demonstrates deeper thinking by going beyond the textMakes some meaningful connectionsExplains what character and reader has learned | Demonstrates some deepe thinking but does not go beyond the textMakes surface connectionsHas some explanation what the character and reader has learned | Does not demonstrates deeper thinkingMakes no, or limited, connectionsDoes not explain what character and reader has learned |
| Effective Communication | Effective opening and closingSentences are well constructed and variedPowerful/descriptive language is prevalentWriting is error free (spelling, punctuation, grammar)Ideas flow smoothly | Includes an opening and closingMost sentences are constructed correctlySome powerful/descriptive language usedVery few errors in writing (spelling, punctuation, grammar)Reads smoothly, in a paragraph | Simple opening and closingSome sentences are constructed correctlyLimited powerful/descriptive language Some errors in writing (spelling, punctuation, grammar)Reads fairly smoothly, in a paragraph |  Ineffective opening and/or closingSentences are poorly constructed or incomplete Simplistic, repetitive language usedContains many errors in writing (spelling, punctuation, grammar)Reads as a list |