



CATEGORY	4	3	2
Arrangement of Concepts 3	Main concept easily identified; subconcepts branch appropriately from main idea.	Main concept easily identified; most subconcepts branch from main idea.	Main concept identified; subconcepts don't consistently branch from main idea.
Links and Linking Lines 3	Linking lines connect related terms/ points in correct direction; linking words accurately describe relationship between concepts; hyperlinks effectively used.	Most linking lines connect properly; most linking words accurately describe the relationship between concepts; most hyperlinks effectively used.	Linking lines not always pointing in correct direction; linking words don't clarify relationship between concepts; hyperlinks don't function or fail to enhance the topic.
Graphics 4	Graphics used appropriately; greatly enhance the topic and aid in comprehension, are clear, crisp and well situated on the page.	Graphics used appropriately most of the time; most graphics selected enhance the topic are of quality, and are situated in logical places on the page.	Graphics used inappropriately and excessively; graphics poorly selected and don't enhance the topic; some graphics are blurry and ill-placed.
Content 3	Reflects essential information; is logically arranged; concepts succinctly presented; no mis-spellings or grammatical errors.	Reflects most of the essential information; is generally logically arranged; concepts presented without too many excess words; fewer than three mis-spellings or grammatical errors.	Contains extraneous information; is not logically arranged; contains numerous spelling and grammatical errors.
Text 4	Easy to read/ appropriately sized ; no more than three different fonts; amount of text is appropriate for intended audience; boldface used for emphasis.	Most text is easy to read; uses no more than four different fonts; amount of text generally fits intended audience.	Font too small to read easily; more than four different fonts used; text amount is excessive for intended audience.
Design 3	Clear design; high visual appeal; four or fewer symbol shapes; fits page without a lot of scrolling color used effectively for emphasis.	Design is fairly clean, with a few exceptions; diagram has visual appeal; four or fewer symbol shapes; fits page well; uses color effectively most of time.	Cluttered design; low in visual appeal; requires a lot of scrolling to view entire diagram; choice of colors lacks visual appeal and impedes comprehension.

20  
24

83

# Apples, Chicken, and Bread

*There was once a little girl who ate bread, apples, and chicken. Bread, apples, and, chicken. All the little girl ate was bread, apples, and chicken. Every day the same old thing... apples, bread, and chicken.*

*For breakfast, just bread. Toasted bread, rainbow bread, sour dough bread, fresh baked bread or wheat bread. And all she would eat for breakfast was bread.*

*For lunch she would eat apples. Green apples, red apples, yellow apples, sliced apples, Granny Smith apples. Just apples for lunch.*

*For supper she would have chicken, bread, and apples. Chicken, bread, and apples. Every day the same old thing bread, apples, and chicken.*

*Once her mother bought tenderloin for her. She cooked it on a grill, and she put some pepper on it. She gave it to the little girl in a little green bowl. The little girl looked at it. she smelled it, and put a finger on it but .....*

*"Is this chicken?" she asked.*

*"It's tenderloin, darling," said her mother. The girl had some bread.*

*One day her big sister was eating a cheeseburger. It smelled so good. The little girl reached out her hands out for a bite.*

*The sister said, "Sure! Here!" The little girl almost put the cheeseburger in her mouth, but at the last minute she remembered and ask,*

*"Is this an apple?"*

*"No, said her sister,*

*"It's a cheeseburger."*

*The little girl firmly handed the grapes back to her sister.*

CATEGORY	4	3	2	1
Writing Process 3	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
Focus on Assigned Topic 4	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
Organization 2	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Dialogue 2	There is an appropriate amount of dialogue to bring the characters to life and it is always clear which character is speaking.	There is too much dialogue in this story, but it is always clear which character is speaking.	There is not quite enough dialogue in this story, but it is always clear which character is speaking.	It is not clear which character is speaking.
Details 3	Student uses an abundance of detail to enhance writing.	Student uses adequate detail to enhance writing.	Student uses some detail to enhance writing.	Student uses little detail to enhance writing.
Spelling and Punctuation 2	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
Grammar 3	There are no grammatical errors in student writing.	There is one grammatical error in student writing.	There are a few grammatical errors in student writing.	There are many grammatical errors in student writing.

dialog  
origin  
I deas a  
from the

19/28 E67