Charlotte's Web
Chapter Rewrite Rubric

Assessment Criteria	4	3	2	1
Content Writes clear and coherent sentences and paragraphs that develop a central idea Includes well-chosen details to develop the plot	I include a detailed and logical sequence of events leading up to the rescue in my chapter. I organize my chapter very well. One idea or scene follows another with clear transitions in between. I include enough details so that the reader can easily follow the story from the planning of the rescue to the rescue itself.	I include a sequence of events leading up to the rescue in my chapter. I organize my chapter well. One idea or scene follows another with transitions in between. I include some details so that the reader can follow the story from the planning of the rescue to the rescue itself.	I include events leading up to the rescue but they are not in a logical order. I organize my chapter, but I'm missing key components. My ideas or scenes lack a consistent flow and are missing some transitions. I include a few details so that the reader can follow the story from the planning of the rescue to the rescue itself.	I have no logical sequence of events. I am unable to organize my chapter and am off topic. There are no transitions and my ideas do not flow. I include no details which makes it difficult for the reader to follow my story.
Characterization Writes descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences Determines what characters are like by what they say or do and by how the author or illustrator	My plan is possible and believable to the readers. I use dialogue, actions, and descriptive language to develop characters. I accurately match the characters' personalities to their actions to support the plot.	My plan could be possible and is believable to the readers. I use some descriptive words, dialogue, and actions to develop characters. I match the characters' personalities to their actions to support the plot.	My plan is somewhat believable to readers. I use few descriptive words, dialogue, and actions to develop characters. The characters' personalities match their actions and support the plot	My plan is not believable to readers. I use little or no descriptive words, dialogue, and actions to develop characters. The characters' personalities do not match their actions and do not support the plot.

portrays them	I develop the characters' personalities fully and remain true to the story developed by the original author. I create an original, creative, and insightful plan.	I develop the characters' personalities and remain true to the story developed by the original author. I create an original and creative plan.	in a limited way. I keep the characters' personalities true to the story developed by the original author. I create an original plan but it lacks insight or creativity.	I do not keep the characters' personalities true to the story as developed by the original author. I create a plan that is not original.
Word Choice Uses a dictionary to learn the meaning and other features of unknown words	I use vivid, interesting words to create pictures in the readers' minds.	I use interesting language in my chapter.	I try to use interesting language in my chapter, but some of it is predictable.	The language in my chapter is ordinary and predictable.
Voice Considers the audience and purpose in writing	I connect with the reader by imagining the readers and making the chapter interesting for them. I use my personal knowledge and experiences to make the chapter feel true. My chapter sounds like a person is speaking to the reader.	I make my chapter interesting. I use my personal knowledge and experiences in my chapter. My chapter sounds natural when it is read aloud.	I try to make my chapter interesting, but some parts are dull. I try to include my personal knowledge and experiences in the chapter, but sometimes they do not make sense the way I use them. My chapter sounds choppy when it is read aloud.	My chapter is generally predictable and ordinary. I do not usually include personal knowledge and experiences in the chapter, and when I do, they do not really make sense.

Sentence Fluency	I vary the length and structure of my sentences to make my writing more surprising and interesting. I begin my sentences in lots of different ways to engage my audience. I use different words and phrases to connect sentences and paragraphs so they flow.	My sentences are of different lengths and structures. I vary the ways I begin sentences. I connect my sentences and paragraphs with transitions.	I try to vary the length and structure of my sentences, but many of them are very similar. Some of my sentences begin in similar ways. I try to connect sentences and paragraphs, but my writing often sounds choppy and unconnected.	Many of my sentences have similar lengths and structures. A lot of my sentences begin in similar ways. My sentences and paragraphs do not connect to each other.
Conventions Writes with a command of standard English conventions	I make no errors in spelling, punctuation, capitalization, or Standard English.	I make no errors in spelling, punctuation, capitalization, or Standard English that detract from meaning.	I make some errors in spelling, punctuation, capitalization, or Standard English that detract from meaning.	I make so many errors in spelling, punctuation, capitalization, and Standard English that readers have trouble following my chapter.