

# Write Now Rubric

## Memoir

Review the rubric. Use the rubric to evaluate students' writing.

Category	Level 3 : Exceeds Objectives	Level 2 : Meets Objectives	Level 1 : Doesn't Meet Objectives
<b>Purpose and Content</b>	The writing is a memoir about a meaningful experience the writer has had—one that has had an effect on the person the writer has become. The memoir focuses on a single main event, but tells related events that led up to the important event. All of the sentences in the memoir are purposeful and related to the significant event. The memoir has a clear and satisfying conclusion that leaves an impression on the reader. There is evidence that the writer has considered the audience by the terms, characters, and other details the writer defines.	The writing is a memoir about a meaningful experience the writer has had, but the effect the events have had on the person the writer has become may not be clear. The memoir mostly focuses on a single main event and the events that led up to it, but it may also relate some events that are not relevant to the main event. There is a conclusion to the memoir. There is some evidence that the writer has considered the audience by the terms, characters, and other details the writer defines.	The writing may not qualify as a memoir. The memoir may not be about something that happened to the writer, or the experience may not be meaningful. The memoir may not focus on a single event, or it may include too many events that are unrelated to the main event. There may be no conclusion to the memoir. There may be no evidence that the writer has considered the audience by the terms, characters, and other details the writer defines.
<b>Structure and Organization</b>	The memoir is told from the first-person point of view in chronological order, unless there is a flashback. The beginning of the memoir introduces the characters, sets the scene, and provides necessary background information. The middle of the memoir is the longest section and contains the events, including a problem, that lead up to the conclusion. The end of the memoir ties the events together, explains how they turned out, and tells the reader how the events affected or changed the writer. The writer uses transition words between ideas and paragraphs.	The memoir is told from the first-person point of view and is mostly in chronological order, but there may be an event out of place. The beginning of the memoir establishes the writer as the main character and tells what the memoir will be about. The writer may or may not set the scene or provide necessary background information. The middle of the memoir contains the events that lead up to the conclusion. The end of the memoir is the end of the events. The writer sometimes uses transition words between ideas and paragraphs.	The memoir may not be told from the first-person point of view, and it may not be in chronological order or in any clear order. The writer may or may not establish himself as a character in the beginning, and the writer may not introduce other characters, set the scene, or provide necessary background. The middle of the memoir may be unclear or unrelated to the beginning or end. There may be no clear conclusion to the memoir. The writer may not have used transition words between ideas and paragraphs.

Category	Level 3 : Exceeds Objectives	Level 2 : Meets Objectives	Level 1 : Doesn't Meet Objectives
<b>Language and Word Choice</b>	The writer uses showing rather than telling language. The writer uses concrete and specific nouns to aid in description. There are many examples of vivid verbs and powerful adjectives and adverbs to help the reader form a mental picture of the writer's experience. There is strong use of dialogue that aids in characterization and helps propel the memoir forward. The dialogue sounds like real speech. The writer's tone or attitude toward the experience is clear in the language of the memoir. The writer's language helps convey the emotions the writer felt during the incident described.	The writer uses some showing rather than telling language. The writer uses some concrete and specific nouns to aid in description. There are some vivid verbs and powerful adjectives and adverbs to help the reader form a mental picture of the writer's experience. There is dialogue included in the memoir. The dialogue may not sound like real speech at all times. The writer's tone or attitude toward the experience is sometimes apparent in the language of the memoir. The writer's language sometimes helps convey the emotions the writer felt during the incident described.	The writer may use mostly telling language rather than showing language. The writer may not use concrete and specific nouns, vivid verbs, and powerful adjectives and adverbs to aid in description. There may be no use of dialogue. The writer's tone or attitude toward the experience may not be apparent in the language of the memoir. The writer's language may not help convey the emotions the writer felt during the incident described.
<b>Grammar and Mechanics</b>	The writer starts a new paragraph, correctly indented, for each new topic. Every sentence is complete and punctuated correctly. All dialogue is correctly indented and punctuated accurately, including quotation marks and the placement of commas. There are no errors in spelling, capitalization, or grammar. The writer consistently used the past tense to narrate the memoir.	The writer starts a new paragraph, correctly indented, for the introduction, body, and conclusion. Most sentences are complete and punctuated correctly. There are few errors in spelling, capitalization, or grammar. Small errors do not interfere with a reader's understanding. The writer mostly uses the past tense to narrate the memoir.	There may be no evidence of paragraphs. Many sentences may be incomplete or punctuated incorrectly. There may be many errors in spelling, capitalization, or grammar. Errors may interfere with a reader's understanding. The writing may not be in the past tense or may jump tenses frequently.

1. Use the rubric to evaluate the student's writing.
2. Indicate Level 1, 2, or 3 for each category.
3. Add notes and feedback about the student's writing in each category.
4. Share your feedback with student.
5. Staple this rubric and feedback page to student's writing and keep it in his or her writing portfolio.

Category	Level	Notes
<b>Purpose and Content</b>		
<b>Structure and Organization</b>		
<b>Language and Word Choice</b>		
<b>Grammar and Mechanics</b>		