Memoir Scoring Guide

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| Below Basic (1 point) | | Basic (2 points) | | | Proficient (3 points) | | | | | Advanced (4 points) | | | Score |
| Little or no attempt at a plan | | Attempts a plan; plan sketchy | | | Clear plan | | | | | Thorough plan with useful details | | |  |
| Organization | \_\_\_ The memory represents an  important time for the  writer, but the significance is  not clear and/or is never  explained  \_\_\_ Lead and title do not match  the memoir  \_\_\_ Supporting statements are  unclear/not related  \_\_\_ Disorganized; no transitions;  transitions used incorrectly  \_\_\_ No conclusion; conclusion  doesn’t really “end” the  memoir |  | | \_\_\_ The memory’s significance is clear;  however, its importance to the  writer is not significant or the  writer only addresses its  significance at the end of the  memoir  \_\_\_ Lead and title are basic, but they  work with memoir  \_\_\_ Minimal and/or weak support;  not developed enough  \_\_\_ Somewhat organized with simple  transitions  \_\_\_ Weak conclusion provides closure  in an abrupt or disconnected way |  | | \_\_\_ The memory’s significance to  the writer is clear, meaningful,  and is addressed prior to the  end of the memoir  \_\_\_ Lead and title are appropriate to  topic but are not particularly  engaging  \_\_\_ Good reasons, details, and facts  support purpose of assignment  \_\_\_ Transitions fit the assignment’s  purpose and help with organi-  zation  \_\_\_ Solid conclusion provides  appropriate closure | | |  | | | \_\_\_ The memory’s significance to  the writer is clear, represents a  hallmark moment, and is woven  throughout the course of the  memoir  \_\_\_ Strong, effective lead and title  engage readers  \_\_\_ Strong reasons, details, and  facts are presented  \_\_\_ Excellent organization; good use  of transitions to create “flow”  \_\_\_ Strong conclusion provides  interesting and effective closure |  |
| Content | \_\_\_ Examples, details, and/or  dialogue are confusing,  unrelated to memory, or  nonexistent;  \_\_\_ No real attempt made to  present information to  audience in an understand-  able way |  | | \_\_\_ Examples, details, and/or  dialogue attempt to fit the  purpose of the assignment, but  lack clarity; they are incomplete or  too few in number  \_\_\_ Information is presented in a  manner that makes it hard to  follow in places |  | | \_\_\_ Examples, details, and/or dia-  logue fit the purpose of the  assignment, but lack depth; an  honest effort is made to help  reader understand the memory  \_\_\_ Information is presented in a  logical manner with no major  misunderstandings | | |  | | | \_\_\_ Very interesting examples,  details, and/or dialogue fit  the purpose of the assignment  and fully explain the significance  of memory written about;  quantity and quality are there  \_\_\_ Information is very convincing;  understood throughout |  |
| Style | \_\_\_ Many fragments and/or run-  on sentences; several short,  choppy sentences  \_\_\_ Repeated words or phrases;  some words used incorrectly  \_\_\_ No clear purpose |  | | \_\_\_ Mostly simple sentences or sen-  tences that begin the same way  \_\_\_ Basic words and descriptions  \_\_\_ Style fits assignment’s purpose,  but needs development; voice  and tone clear |  | | \_\_\_ Different sentence structures;  variety in the way sentences  begin  \_\_\_ Familiar/ordinary words fit the  topic; descriptive words used  effectively  \_\_\_ Style fits assignment’s purpose;  shows voice and tone | | |  | | | \_\_\_ A variety of effective sentence  structures  \_\_\_ Rich words/content vocabulary  help create mental pictures and  keep the reader’s interest  \_\_\_ Style fits assignment’s purpose;  shows strong voice and tone |  |
| Conventions | \_\_\_ Many errors in capitalization,  usage, punctuation, and  spelling that interfere with  reading |  | | \_\_\_ Some errors in capitalization,  usage, punctuation, and spelling  that interfere with reading |  | | | \_\_\_ Few errors in capitalization,  usage, punctuation, and  spelling, but they do not inter-  fere with reading or under-  standing |  | | | \_\_\_ Minimal, if any, errors in  capitalization, usage, punctua-  tion, and spelling | |  | |