Memoir Scoring Guide

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 |  |