

Scoring Guide for Standard 2.1 BIOGRAPHICAL WRITING -- Purpose: To show the reader a person of importance to the writer.

	4	3	2	1
Presenting the Person	<p><i>Skillfully</i> offers an <i>authoritative, substantial, rich</i> portrait of one important person. Describes the setting in just enough detail to make sense to the reader.</p> <p>Shows the important person through thoughtful, specific sensory details (dialogue; specific actions, gestures, movements, expressions; inner thoughts; rich sensory description; suspense, surprise, flashback.)</p>	<p><i>Predictably</i> offers a <i>clear, coherent, competent</i> portrait of one important person. Describes the setting.</p> <p>Overall, this narrative tells about more than shows the important person and offers general rather than specific details. Important details or events may be missing, and some of those given may not be well-chosen.</p>	<p>Offers a <i>simple, limited, basic</i> portrait of one person.</p> <p>Tells more than shows and offers few sensory details. May confuse the reader because important details or transitions are missing, OR too many of the details given may not relate to the person. May merely list the person's traits. May focus on a story instead of the person.</p>	<p>Does not present a person of importance to the writer.</p> <p>This piece may be very short, incomplete, or confusing. The writer:</p> <ul style="list-style-type: none"> • may focus on more than one person • may jump from idea to idea • may give a list of unrelated ideas, observations, or memories
Reflecting on the Person's Importance	<p><i>Insightfully</i> states or shows the importance of this person. The person may be compared to or contrasted with others in the writer's life.</p>	<p>States or shows the importance of this person. This may be just tacked on to the end rather than clearly shown throughout.</p>	<p>The importance of this person in the writer's life may be hard to understand.</p>	<p>The importance of this person is hard to understand.</p>
Organization	<p>Covers <i>all</i> parts of the writing task. Focuses on the person throughout.</p> <p>Understands the purpose. Speaks to the topic. The tone shows awareness of the audience.</p> <p>Successfully includes:</p> <ul style="list-style-type: none"> • a graceful beginning • a well-paced middle • a satisfying ending • correct use of paragraphing 	<p>Covers <i>all</i> parts of the writing task. Mostly focuses on the person.</p> <p><i>Mostly</i> understands the purpose. Speaks to the topic. Shows awareness of the audience.</p> <p>Includes a beginning, middle, and end, but <i>sections may be out of balance</i>:</p> <ul style="list-style-type: none"> • may give too much detail to some parts and not enough to others • (or) may need more detail overall • (or) may focus on the setting or story and skip on the person • may begin abruptly • middle may drag or jump around • may end in a hurry 	<p>Covers <i>part</i> of the writing task. The focus may wander from the person.</p> <p>May understand the purpose but <i>does not successfully achieve it</i>. May not speak to the topic given. May not show awareness of the audience.</p> <p>May include a beginning, middle, and end, but the whole is not well-organized:</p> <ul style="list-style-type: none"> • may begin abruptly • may only list traits or descriptions • may ramble on and on, lose focus and include unimportant or unrelated details • may lack an ending or end in a hurry 	<p>Covers <i>only one part</i> of the writing task.</p> <p>Shows <i>no</i> understanding of the purpose. May not speak to the topic given. Shows no awareness of the audience.</p> <p>Shows <i>no</i> understanding of how to create a narrative with a clear beginning, middle and end. Ideas are not presented in an organized way.</p>
Style	<p>Immediately "hooks" the reader with vivid, descriptive language. Creates a pleasing whole with varied sentences and purposeful transitions.</p>	<p>Uses a variety of sentence types but mostly <i>commonplace</i> language. Few surprises or delights for the reader.</p>	<p>Uses <i>little</i> sentence variety and <i>elementary</i> language.</p>	<p>Uses <i>no</i> sentence variety and <i>little</i> descriptive language.</p>
Correctness	<p>Contains few or no errors. Errors present do not interfere with the reader's understanding of the writer's meaning.</p>	<p>Contains <i>some</i> errors which do not confuse the reader.</p>	<p>Contains <i>several</i> errors which may confuse the reader.</p>	<p>Contains <i>serious</i> errors which confuse the reader.</p>