**Narrative - Perspective Writing (Diary)**

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| **Score** | **Level 4 (Exceeding)** | **Level 3**  **(Meeting)** | **Level 2 (Progressing)** | **Level 1**  **(Underdeveloped)** | **R**  **Not Done or Attempted** |
| **Historical Content (Knowledge and Understanding)**  **/5 marks** | •Considerable historical detail is provided; events are fully described and very specific.  •Dates show change over time. | •Diaries contain historically accurate information.  •Dates show change over time. | •Historical detail is thinly provided; account needs elaboration and more specifics.  •Dates do not show change over time. | •Almost no historical detail is provided; account is incomplete and vague. | •Did not write enough to judge. |
| **Communication**  **(Communicates ideas and thoughts clearly)**  **/5 Marks** | • Imagines an historical character’s point of view. The perspective is very realistic and personal - shows how the character thinks and feels. | •The voice is  recognizable in the diary but may fade in and out.  •Shows how the character thinks and feels | •The tone is OK but the diary could have been written by anyone. Need to reveal more about how the character thinks and feels. | •The diary does not offer an historical character’s point of view. The perspective is unrealistic and impersonal. | •Did not write enough to judge. |
| **Spelling/Punctuation/**  **Grammar**  **/5 Marks** | •Spelling correct even on more difficult words.  •Grammar and usage contribute to clarity and style.   Meets length requirement (100-150 words). | •Spelling is generally correct on common words.  •Grammar errors infrequent.   Does not meet length requirement. | •Several errors in grammar, capitalization, spelling & punctuation, but message of diary still understandable.   Does not meet length requirement. | •Many errors in grammar, capitalization, spelling & punctuation make the diary hard to read.   Does not meet length requirement. | •Did not write enough to judge. |
| **Writing Process**  **/5 marks** | •Thorough evidence of a lot of time and effort put into the writing process (brainstorming, drafting, editing, revising). | • Evidence of a sufficient time and effort put into the writing process. | • Some time and effort put into the writing process, but was not very thorough. | • Little time and effort put into the writing process.  Instructions were not followed. | •No evidence of using the stages of the writing process |