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| **Feature Writing: Vignette** |

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| CATEGORY  | **88-100**  | **78-87**  | **65-77**  | **0-64**  |
| **Lead graf(s)**  | Lead catches reader attention, immediately begins to paint a picture with carefully chosen fig. lang.  | Lead begins with fig. lang., but is somewhat awkward or stilted.  | Lead uses fig. lang. that is incongruous to scene being described or is weakly connected.  | Lead fails to catch reader attention or lacks fig. lang.  |
| **Sights**  | Sights are accurately and richly described so reader can feel s/he is there. Imagery is lively and appropriate.  | Sights are mostly described, but some are left to imagination. Imagery applies to much of description.  | Only some sights are described, leaving much to the imagination. Imagery is limited to adjectives-other fig. lang. is left out.  | Sights are "told" not "shown," using only adjectives and adverbs to paint picture. Fig. lang. is not used.  |
| **Sounds**  | Sounds come to life through use of descriptive passages that use clear imagery and fig. lang.  | Some sounds are clearly described using fig. lang., but others are ignored.  | A few sounds are described, but fig. lang. is weak or inaccurate.  | Sounds are not described, or described poorly, so reader cannot imagine them.  |
| **Smells/Tastes**  | Smells/tastes come to life through use of descriptive passages that use clear imagery and fig. lang.  | Some smells/tastes are clearly described using fig. lang., but others are ignored.  | A few smells/tastes are described, but fig. lang. is weak or inaccurate.  | Smells/tastes are not described, or described poorly, so reader cannot imagine them.  |
| **Feelings/Tactile sense**  | Feelings/tactile sensations come to life through use of descriptive passages that use clear imagery and fig. lang.  | Some feelings/tactile sensations are clearly described using fig. lang., but others are ignored.  | A few feelings/tactile sensations are described, but fig. lang. is weak or inaccurate.  | Feelings/tactile sensations are not described, or described poorly, so reader cannot imagine them.  |
| **Dialogue**  | If people are interacting, snatches of dialogue are used, formatted correctly, and provide insight into conversations.  | People are interacting, snatches of conversations are used, but formatted incorrectly.  | Instead of using dialogue, words are summarized by writer.  | Although there were people in the piece, every one of them was silent in a venue that would normally have dialogue. (unrealistic)  |
| **Sentence structure**  | Compound, complex, and compound-complex sentences are cleverly mixed with strong simple sentences to add effect and musicality.  | Compound, complex, compound-complex, and simple sentences are used, but the rhythm seems awkward.  | Compound, complex, compound-complex, and simple sentences are used, but some sentences seem to run on, or there's a staccato effect to the simple sentences that is off-putting.  | Sentence structure seems redundant and ineffective.  |
| **Flow**  | Piece flows smoothly from one aspect to the next with strong transitional sentences to take the reader on a 360-degree trip around the place.  | Transitions help move the reader through piece, but a few are awkward.  | Transitions are redundant or missing in some places.  | Transitions are awkward and either wordy or simplistic, detracting from the writing.  |
| **Literary / Rhetorical Devices**  | Writer has included devices that add to the effectiveness of the writing and create a strong piece.  | Writer has included devices, some of which are inappropriately used or awkward.  | Writer has attempted to use device, but the effect is somewhat jarring.  | Writer has not attempted to use any additional literary/rhetorical devices.  |
| **Closing graf**  | Piece ends effectively, using some kind of structural element or literary device to connect back to lead.  | Piece ends well, but lacks clear (rhetorical/literary) connection to lead graf.  | Piece ends clearly, but lacks connection to lead and seems to wind down slowly and ineffectively.  | Ending is awkward- as if piece should have been longer, but stopped without warning.  |
| **Style/Spelling/Grammar**  | Piece is cleanly edited, written at appropriate grade level, care is evident.  | Piece has been edited, perhaps another read-through could have caught minor errors. Grade level is appropriate.  | Piece may have been through spell check, but editing for length, word choice, etc. are lacking. Grade level is too high/low.  | Piece does not appear to have been edited for quality purposes  |