<table>
<thead>
<tr>
<th>Knowledge</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrates limited knowledge of purpose and audience. The topic is unclear. Information is limited</td>
<td>Demonstrates some knowledge of purpose and audience. Topic is broad but you can see where the author is going. Support is attempted but it does not flesh out the storyline.</td>
<td>Demonstrates considerable understanding of purpose and audience. Topic is narrow and manageable. Uses relevant, quality details.</td>
<td>Demonstrates thorough knowledge of purpose and audience. Topic is narrow and manageable. Uses relevant, quality details that go beyond the obvious.</td>
</tr>
<tr>
<td>Thinking</td>
<td>Is able to identify and order main ideas and supporting details with limited effectiveness. The idea is a simple restatement of the topic. The information is limited, unclear or the length is not adequate.</td>
<td>Is able to identify and order main ideas and supporting details with some effectiveness. The student is beginning to define the topic but does not use accurate details or show a sense of purpose.</td>
<td>Is able to identify and order main ideas and supporting details with considerable effectiveness. The student has used reasonably accurate details. Appears to be recounting from experience.</td>
<td>Is able to identify and order main ideas and supporting details with a high degree of effectiveness. Accurate details from experience are present. The ideas are fresh and original.</td>
</tr>
</tbody>
</table>
| Communication | 表达和组织思想和信息的能力有限。
| | 说话时是一个不连续的思绪。
| | 学生不把他们的思维组织成“段落”。
| | 表达和组织思想和信息的能力有一定的有效性。
| | 讲话者通常保持在主题。
| | 有些“段落”组织存在。
| | 表达和组织思想和信息的能力有相当的效率。
| | 讲述者的问题被预料到并被回答。
| | 撰述是组织良好和有效的。
| | 表达和组织思想和信息的能力有极高的效率。
| | 讲述者对生活的理解得到展示。
| Application | 能够表达他们的理解他们的成长和表现作为叙述者的有限有效性。
| | 不使用成功标准来评估他们的工作。
| | 能够表达他们的理解他们的成长和表现作为叙述者的中等有效性。
| | 有些使用成功标准来评估工作，但是没有改进计划。
| | 能够表达他们的理解他们的成长和表现作为叙述者的高效率。
| | 高度熟练使用成功标准，并有多个步骤的改进计划。
| Assignment Completion | 没有充分完成作业。
| | 缺失作业中的一个显著部分缺失。
| | 完成作业描述。
| | 缺失一个或更多次要部分的作业。
| | 作业的完成非常精确和充分。
| | 完成作业的精确和充分。
| | 包括所有部分的作业。