**English FP 10 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Personal Narrative Creative Writing Final Assignment Instructions:**  
  
*One of the First People's Principles of Learning (the pedagogy I have been using throughout this course) indicates that learning requires the exploration of one's identity. To help us explore that, we will be writing personal narratives as a summative assessment for the creative writing unit. This will allow us to think back on a moment in our life that had some sort of significance to us and helped (even in a small way) make us who we are.*   
  
**Please write a personal narrative (any story from your own life, can be big or small, but you should have learned something or took away something from it.). Your story must somehow (loosely is fine) relate to one of the themes we have studied in this course:**   
  
*1. Persevering and showing resilience through adversity  
2. Innovative thinking and new perspectives (for example, have you ever had an experience you thought would be terrible and ended up really liking? Started a new job or sport?  traveled somewhere else and learned a new perspectives? Started a new school? Had any new experience that changed your thinking?*  
  
**Size:**300-500 words minimum (more is fine) multi-paragraph story (meaning don't write just one long paragraph, break up your writing into separate paragraphs).  
  
**Criteria:**   
1. Engaging beginning  
2. Sentence variety (sentence size and beginning)  
3. Descriptive writing (use language that appeals to your five sense and use at least one poetic device)  
4. Properly formatted dialogue (if you choose to use dialogue)  
5. Memorable ending (bring it back to your beginning and/or explain what you learned)  
6. Edited using the editing creative writing sheet

EFP10: Personal Narrative

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| Your name: |
| What event are you describing: |
| What are 5­10 key things that happen in your story: |
| What is your first sentence? |

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| What are 1­2 moments that you will describe in great detail? |
| What is the meaning or lesson that you learned or that the reader will learn from your story? |
| What are you struggling with? What part of the story are you having the most trouble with? |

**Criterion C: Producing Text**

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| **Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | The student produces texts that:   1. demonstrate limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination or sensitivity and minimal exploration of and critical reflection on new perspectives and ideas, 2. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience, 3. selects few relevant details and examples to develop ideas. | **-limited attempt to create imagery**  **-No clear introduction or it is basic and doesn’t inspire the reader to want to continue**  **-verbs are simple and few or no adverbs or adjectives are used**  **-no attempt to use poetic devices**  **-no ending or conclusion** |
| 3-4 | The student produces texts that:   1. demonstrate adequate personal engagement with the creative process; demonstrates some insight, imagination or sensitivity and some exploration of and critical reflection on new perspectives and ideas, 2. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience, 3. selects some relevant details and examples to develop ideas. | **-Imagery is developed but refers to only a few of the five sense**  **-introduction is present, and is trying to make it interesting**  **-uses verbs that are generally basic and adjectives and adverbs are used rarely, but are there sometimes**  **-uses one poetic device, thought it may not be effective**  **-has an ending** |
| 5-6 | The student produces texts that:   1. demonstrate considerable personal engagement with the creative process; demonstrates considerable insight, imagination or sensitivity and substantial exploration of and critical reflection on new perspectives and ideas, 2. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience, 3. selects sufficient relevant details and examples to develop ideas. | **-Imagery is well developed and appeals to most of the five sense**  **-Introduction is interesting**  **-uses powerful verbs and adjectives and adverbs are used frequently**  **-uses at least one effective poetic devices**  **-has a good ending that explains what they learned or circles back to the beginning** |
| 7-8 | The student produces texts that:   1. demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas, 2. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience, 3. selects extensive relevant details and examples to develop ideas with precision. | **-Imagery is well developed and appeals to all five sense**  **-introduction is immediately engaging and demands the reader continue reading**  **-uses powerful verbs and adjectives and adverbs are used extensively**  **-uses multiple poetic devices**  **-has a memorable ending that explains what they learned or circles back to the beginning** |

**Criterion D: Using Language**

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| **Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | The student:   1. uses a limited range of appropriate vocabulary and forms of expression, 2. uses grammar, syntax and punctuation with limited accuracy; makes errors that often hinder communication, 3. spells/writes and pronounces with limited accuracy; makes errors that often hinder communication, | **-frequent errors that make it difficult for the reader to understand**  **-dialogue (if used) is not formatted correctly**  **-one large paragraph**  **-no sentence variety (length and beginnings)**  **-Causal or simple vocabulary** |
| 3-4 | The student:   1. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression, 2. uses grammar, syntax and punctuation with some degree of accuracy; makes errors that sometimes hinder communication, 3. spells/writes and pronounces with some degree of accuracy; makes errors that sometimes hinder communication, | **-obvious errors, but they do not distract the reader too much**  **-Dialogue (if used) has some formatting mistakes**  **-mistakes in paragraphing**  **-uses little sentence variety (length and beginnings)**  **-Vocabulary is mostly basic, but sometimes is stronger** |
| 5-6 | The student:   1. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently, 2. uses grammar, syntax and punctuation with a considerable degree of accuracy; makes errors that do not hinder effective communication, 3. spells/writes and pronounces with a considerable degree of accuracy; makes errors that do not hinder effective communication, | **-includes some errors but they do not distract the reader**  **-formats dialogue mostly correctly (if used)**  **-divided appropriately into paragraphs**  **-uses some sentence variety (length and beginnings)**  **-Vocabulary is strong and effectively creates an image in the readers mind.** |
| 7-8 | The student:   1. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression, 2. uses grammar, syntax and punctuation with a high degree of accuracy; makes errors that are minor and communication is effective, 3. spells/writes and pronounces with a high degree of accuracy; makes errors that are minor and communication is effective, | **-very few errors that do not distract the reader**  **-Dialogue (if used) is formatted correctly**  **-divided appropriately into paragraphs**  **-uses sentence variety (length and beginnings)**  **Overall uses high level vocabulary** |