PAT Writing – Recount Rubric

	Focus and Purpose	Content Development/Elaboration	Organisation	Language Use, Voice, and Style	Mechanics and Conventions
	How well the recount guides the reader through real experiences, sets up a context and point of view, demonstrates understanding of audience and purpose, and completes the task.	How well the recount develops real experiences/events; integrates narrative elements, such as events, characters, and setting; and uses narrative techniques (e.g., dialogue, description, narration, and/or reflection).	How well the recount demonstrates a cohesive structure, conveys a clear sequence of events that leads to a resolution or conclusion, and uses transitions to show how different parts of the recount connect.	How well the recount establishes and maintains a style and tone appropriate to the audience, demonstrates effective control of language, uses precise, descriptive words and sensory and figurative language, and uses varied sentence structure.	How well the recount demonstrates control of mechanics and conventions, including grammar, punctuation, and spelling.
6	*Demonstrates an insightful, in-depth understanding of the task, purpose, and audience.* Expertly establishes a context and point of view. Thoroughly engages readers by constructing a rich recount that focuses on one or several themes and/or central ideas. Completes all parts of the recount and may go beyond the limits of the task.	*Expertly develops real experiences.* Creates a vivid picture for readers by using a variety of narrative elements, techniques, and descriptive details.	*Demonstrates use of a cohesive and unified structure by seamlessly connecting the events in a specific sequence, leading to a resolution or conclusion.* Uses transitional strategies that clarify relationships between parts of the recount. Creates very effective paragraphs.	*Demonstrates highly effective style and tone, precise control of language, and an exceptional awareness of audience.* Integrates vivid words and sensory and figurative language that clearly advance the overall style, tone, and purpose of the recount. Consistently uses well-structured and varied sentences.	*Highly effective level of accuracy*: contains few or no errors in grammar, mechanics, punctuation, and spelling.
5	*Demonstrates a clear understanding of the task, purpose, and audience.* Effectively establishes a context and point of view. Engages readers by constructing a recount that focuses on one or several themes and/or central ideas. Recount is fully complete.	*Fully develops real experiences.* Creates a detailed picture for readers by using a variety of narrative elements, techniques, and descriptive details.	*Demonstrates use of a mostly unified structure by smoothly connecting the events in a specific sequence, leading to a resolution or conclusion.* Uses transitional strategies that clarify relationships between parts of the recount. Creates effective paragraphs.	*Demonstrates effective style and tone, consistent control of language, and a clear awareness of audience.* Integrates well-chosen words, sensory and figurative language that clearly advance overall style, tone, and purpose of the recount. Mostly uses well-structured and varied sentences.	*Effective level of accuracy*: contains a few minor errors in grammar, mechanics, punctuation, and spelling that do not interfere with the communication of the message.
4	*Demonstrates a competent understanding of the task, purpose, and audience.* Adequately establishes a context and point of view. Begins to engage the reader by constructing a recount that focuses on one or several themes and/or central ideas. Recount is mostly complete.	*Competently develops real experiences.* Creates a clear picture for readers by using some narrative elements, techniques, and descriptive details.	*Demonstrates use of a generally unified structure by sufficiently connecting events in a sequence, leading to a resolution or conclusion.* Uses transitional strategies that illustrate relationships between parts of the recount. Uses suitable paragraphing.	*Demonstrates appropriate style and tone, suitable control of language, and a general awareness of audience.* Uses some descriptive words and sensory and figurative language that support the overall style, tone, and purpose of the recount. Mostly uses correct sentence structure with some sentence variety.	*Competent level of accuracy*: contains some errors in grammar, mechanics, punctuation, and spelling that do not significantly interfere with the communication of the message. Attempts to spell more difficult words.
3	*Demonstrates a developing understanding of the task, purpose, and audience.* Provides a basic context and point of view. Constructs a recount, though it may not be fully complete.	*Develops real experiences.* Attempts to use narrative elements, techniques, and descriptive elements to engage the reader, though the picture may not be fully clear.	*Demonstrates developing use of an organisational structure that connects events.* May lead to a resolution or conclusion. Shows some use of transitional strategies. Paragraphing is used and may be inconsistent.	*Demonstrates developing awareness of appropriate style and tone, some control of language, and some awareness of audience.* Some words and sentence structures may not support the overall style, tone, and purpose of the recount. May use simple or repetitive sentence structures. May make some errors in sentence structure.	*Developing level of accuracy*: contains several noticeable errors in grammar, mechanics, punctuation, and spelling that may interfere with the communication of the message.
2	*Demonstrates an emerging understanding of the task, purpose, and audience.* May provide a context and point of view. Begins to construct a recount, though it is mostly incomplete.	*Partially develops real experiences.* Uses some narrative elements, techniques, and descriptive details,. Further development or consistency may be needed. Begins to develop a picture for the reader.	*Demonstrates emerging understanding of how to use an organisational structure to connect events.* Some transitional strategies may be used. Attempts to use paragraphing.	*Demonstrates emerging awareness of style and tone, emerging control of language, and some partial awareness of audience.* Attempts to use descriptive language and a consistent tone. Relies on simple sentence structures. May have some errors in sentence structure.	*Emerging level of accuracy*: contains a number of frequent errors in grammar, mechanics, punctuation, and spelling that interfere with the clear communication of the message.
1	*May demonstrate an initial understanding of the task, purpose, and audience.* Context and point of view may be ambiguous or absent. Completes few or no parts of the task.	*Begins to develop real experiences.* Narrative elements, techniques, and details are limited or absent.	*May begin to connect events and use an organisational structure.* Limited or no use of transitional strategies or paragraphing.	*Demonstrates initial efforts to establish style, tone, or control of language.* Often contains confusing or unclear word choice and demonstrates limited awareness of audience. Considerable errors in basic sentence structure.	*Beginning level of accuracy*: contains substantial errors in grammar, mechanics, punctuation, and spelling that significantly interfere with communication of the message.