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| CATEGORY | **10** | **7** | **5** | **0** |
| **Setting** | Vivid, descriptive words are used to tell when and where the story takes place. | The author offers appropriate description of when and where the story takes place. | The reader can figure out when and where the story takes place, but the author doesn't help them. | The reader has trouble figuring out when and where the story takes place. |
| **Themes** | Act 4 clearly relates to some of the themes from the original play. These themes are addressed and developed with proficiency. | Act 4 does a decent job of expanding on the themes from the original play. | The themes of the original play are vaguely addressed in Act 4. | No attempt has been made to address any themes from the original play. |
| **Characters** | All main characters are included in Act 4. Any additional characters are described in enough detail that the reader can accurately describe them. | Most of the original characters are in the play. | Only a few of the original characters are in the play. The reader knows very little about the characters. | It is hard to tell who the main characters are. Also, none of the original characters are in Act 4. |
| **Writing Process** | Student helps creative a productive environment for others. |  |  | Student creates distractions, which prevent others from being productive. |
| **Creativity** | The story is enjoyable to read. The author offers excellent descriptions and writes dialogue that is realistic. | The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. | The story contains errors that distract from the story's attempt to be creative. | There is little evidence of creativity. The errors take away from the story. |