

## Rubric: Rewriting a Japanese Folktale or American Tall Tale

Criteria Scale	Knowledge of Parts of a Folktale/Tall Tale	Narrative Construction Using Main Idea from Folktale/Tall Tale	Use of Language
<b>4</b>	Student effectively uses most of the elements of a Japanese folktale or American tall tale.	Student writes a story of imagined experiences or events that has a well-structured event sequence reflecting an understanding of the main idea (working for the common good or the power of the individual).	Student follows the rules of grammar, spelling, and punctuation, with few or no errors. The student's writing is clear and understandable. The student chooses good words for his/her purpose.
<b>3</b>	Student effectively uses several of the elements of a Japanese folktale or American tall tale.	Student writes a story of imagined experiences or events that has minor sequence problems but still reflects the main idea (working for the common good or the power of the individual).	Student makes a few errors in grammar, spelling, or punctuation. But the student's writing is still clear and understandable. The student generally chooses good words for his/her purpose.
<b>2</b>	Student uses a few of the elements of a Japanese folktale or American tall tale.	Student writes a story of imagined experiences or events with some sequence problems that mentions the main idea (working for the common good or the power of the individual).	Student makes several errors in grammar, spelling, or punctuation. These errors make the writing somewhat hard to understand. The student uses common words.
<b>1</b>	Student uses none of the elements of a Japanese folktale or American tall tale.	Student writes a story with several sequence problems and without mentioning the main idea (working for the common good or the power of the individual).	Student makes numerous errors in grammar, spelling, or punctuation. The student's writing is hard to understand.