

	Developing towards Grade Level Expectation	Approaching the Grade Level Expectation	Meeting the Grade Level Expectation	Exceeding the Grade Level Expectation
<b>IDEAS:</b> <i>the central message supported by enriching detail</i>	<ul style="list-style-type: none"> <li>main idea is unclear</li> <li>limited or confusing detail</li> </ul>	<ul style="list-style-type: none"> <li>emerging central idea</li> <li>some connection to the topic</li> <li>some appropriate details included</li> <li>leaves some unanswered questions</li> </ul>	<ul style="list-style-type: none"> <li>main idea is clear</li> <li>directly addresses the topic</li> <li>relevant and appropriate details</li> <li>engages the reader</li> </ul>	Development of ideas is original and innovative, demonstrating maturity and sophistication beyond the grade level expectation.
<b>ORGANIZATION:</b> <i>the internal structure, the thread of central meaning</i>	<ul style="list-style-type: none"> <li>problems with organization make the text difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>has a recognizable introduction</li> <li>has a recognizable conclusion</li> <li>makes an attempt to use transitions</li> <li>paragraphing is effective at times</li> </ul>	<ul style="list-style-type: none"> <li>has an effective introduction</li> <li>has an effective conclusion</li> <li>uses effective transitions</li> <li>sequencing is logical</li> <li>paragraphing is consistently effective</li> </ul>	Organization demonstrates a maturity or sophistication beyond the grade level expectation.
<b>VOICE:</b> <i>the unique perspective and style of the writer</i>	<ul style="list-style-type: none"> <li>voice is limited</li> <li>voice suits purpose and audience at times</li> </ul>	<ul style="list-style-type: none"> <li>voice is mostly engaging</li> <li>voice mostly suits purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>voice is consistently engaging</li> <li>voice is appropriate to purpose and audience</li> <li>voice is sustained throughout the text</li> </ul>	Voice is consistently compelling, original, and moving, demonstrating maturity and sophistication beyond the grade level expectation.
<b>WORD CHOICE,</b> <i>precise and vivid language that moves and engages the reader</i>	<ul style="list-style-type: none"> <li>word choice is limited</li> </ul>	<ul style="list-style-type: none"> <li>repetitive use of words and phrases</li> <li>words sometimes used inappropriately</li> <li>words are adequate but basic</li> </ul>	<ul style="list-style-type: none"> <li>word choice enhances and clarifies meaning and is consistently:</li> <li>precise</li> <li>accurate</li> <li>effective</li> </ul>	Word choice demonstrates maturity and sophistication beyond the grade level expectation.
<b>SENTENCE FLUENCY:</b> <i>the rhythm, flow and sound of language</i>	<ul style="list-style-type: none"> <li>errors in sentence construction impair fluency</li> </ul>	<ul style="list-style-type: none"> <li>sentences are usually effective and:</li> <li>are mostly well constructed</li> <li>include some variety in length, structure, and beginnings</li> <li>are mostly fluent</li> </ul>	<ul style="list-style-type: none"> <li>sentences are consistently effective and:</li> <li>are well constructed</li> <li>vary in length and structure</li> <li>begin in a variety of ways</li> <li>flow smoothly</li> </ul>	Sentence fluency demonstrates maturity and sophistication beyond the grade level expectation.
<b>CONVENTIONS:</b> <i>the mechanical correctness of the piece</i>	<ul style="list-style-type: none"> <li>errors in conventions distract the reader and make the text difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>conventions are mostly correct, including:</li> <li>grammar/usage</li> <li>spelling</li> <li>punctuation</li> <li>paragraphing/formatting</li> </ul>	<ul style="list-style-type: none"> <li>conventions are consistently correct, including:</li> <li>grammar/usage</li> <li>spelling</li> <li>punctuation</li> <li>paragraphing/formatting</li> </ul>	Use of conventions demonstrates maturity and sophistication beyond the grade level expectation.



Keelin McNicholas Core A, March 3, 2015

Dear Award Committee President,

My name is George Balanchine and I am a choreographer at the New York City Ballet and American school of ballet. I have choreographed many pieces in my life and some even for the world famous Maria Tallchief. We had been married for a short while in our lives, but our relationship did not last. Despite my divorce with Maria, I still honour her as a dancer and performer as she is extremely compassionate, resilient, creative and collaborative. Maria is known for being fiery and fierce on stage. Many people like her power and stage presence and find it different to the common initial thought of ballet dancing. This is why I think Maria is eligible for this award. *Why the award?*

Maria has won many awards in her later ballet life including The Kennedy Center

Honours and the National Medal of the Arts. She has also been a guest choreographer in companies in the United States and is even the founder of the Chicago City Ballet along with her sister Marjorie. Maria has been awarded these awards for many reasons, one of them *isn't this her career?*

being her unique style of dancing. It seems as though Maria is on fire on stage. *But her career wasn't this way?* Maria first auditioned for the Ballet Russe de Monte Carlo, (a

dance troupe in New York City) but was turned down as there were enough dancers for the Canadian tour. This crushed the young Maria's dreams as she had been often praised as a

child. But, Maria being the resilient person she is collected herself and moved on with her life. She went on to audition for other companies around the United States, but was eventually called back to the Ballet Russe. Maria did not let denial get in her way of becoming a star.

*What your paragraph is about? Isn't it about resilience?*  
 At the time Maria was dancing for me, I was often very critical of her technique and her foundation of ballet. I had often joked about how she did not even know how to grande

battement, a very simple ballet step. But alas, Maria did not take this as an insult, she took this as a suggestion and completely re-learned the basics of ballet to the way I liked it. Now I had never specifically asked her, nor expected her to do so, but she had always had a clever and creative mind. She thinks of things differently and sets much higher goals for herself. Maria had always been quite collaborative, but she completely wowed me with this one. Many people, including myself aspire to someday be as open minded and creative as America's first prima ballerina.

What about the meaning of the story?

I am very confident in my proposal of Maria to be the next winner of your award as she is a role model and celebrity all at once. I am forever proud of Maria for her achievements and work with others.

I think Maria Tallchief would be an eligible candidate because she is an extremely accomplished dancer and a role model to children everywhere. Maria is not only an astounding dancer, but has also done a lot for the community and dance world. Maria is the face of American ballet and continues to talk to and teach young children about ballet and believing in your dreams despite racial and other stereotypes.

more of a true role model?

my