Literary Arts Audition Rubric (Grades 8–12)

LITERARY ARTS 2024–25

Student Name _____   Grade _____   Date _____

	Exceptional 4 Points Each	Outstanding 3 Points Each	Above Average 2 Points Each	Average 1 Point Each
Creativity & Originality	☐ The writer manifests exceptional imaginative skills, original thinking, & risk taking ☐ creates worlds and characters with nuanced and meaningful depth and detail ☐ engages in startling and apt use of figurative language ☐ develops clear and striking imagery ☐ demonstrates complex risk taking through hybridity, metacognitive thinking & processing, and/or multimedia accompanying written work	☐ Manifests above grade-level imaginative skills and original thinking ☐ creates worlds and characters with surprising depth and detail ☐ engages in consistent use of figurative language ☐ develops detailed imagery ☐ attempts complex risk taking through hybridity, metacognitive thinking & processing, and/or multimedia accompanying written work	☐ Manifests developing imaginative skills and original thinking ☐ creates worlds and characters with some depth and detail ☐ engages in some use of figurative language ☐ develops some detailed imagery ☐ some risk taking through hybridity, metacognitive thinking and processing, and/or multimedia accompanying written work	☐ Writer is occasionally original or imaginative ☐ creates worlds and characters with simple detail ☐ engages in cliche use of figurative language ☐ develops imagery ☐ Still developing risk taking in hybridity, metacognitive thinking & processing, and/or multimedia accompanying written work
Voice & Style	☐ Creates a vivid, precise, & engaging writer's voice & tone ☐ uses lyrically, denotatively, and connotatively rich diction ☐ varies complex syntax to affect pace, tone, and understanding	☐ Creates a consistent & engaging writer's voice & tone ☐ uses lyrically, denotatively, and/or connotatively appropriate diction ☐ varies consistent syntax to affect pace, tone, and understanding	☐ Creates somewhat consistent & engaging writer's voice/tone ☐ uses lyrically, denotatively, or connotatively specific diction ☐ varies basic syntax to affect pace, tone, and understanding	☐ Creates an age- or grade-appropriate voice ☐ uses lyrically, denotatively, or connotatively simplistic diction ☐ uses simplistic syntax w/ some affect pace, tone, & understanding
Elements of Genre, Form, Structure	☐ Chosen genre, form, and/or structure enhances the mood, tone, and/or meaning	☐ Chosen genre, form, and/or structure consistently contributes to mood, tone, and/or meaning	☐ Chosen genre, form, and/or structure is intentional and appropriate to the task	☐ Chosen genre, form, structure is still developing beyond the formulaic
Audience Awareness & Impact	☐ Choices demonstrate an intimate awareness of their audience and the impact of their choices on the reader's understanding and emotions	☐ Choices demonstrate an understanding of their audience and attempt to manipulate or control the reader's understanding or emotions	☐ Choices somewhat acknowledge audience awareness, focused more on the writer's own understanding and emotions	☐ Choices are beginning to consider an audience outside the task or prompt
Clarity & Coherence	☐ Writer's intention is clear and illuminating; writer maintains clear focus; organization is logically structured and enhances meaning;	☐ Intention is reasonably clear; writer maintains clear focus for much of the piece; organization is structured logically	☐ Intention is somewhat clear; writer has acceptable focus; organization is simple and effective	☐ Intention is somewhat clear; writer is developing focus and organizational skills
Mechanics	☐ Sophisticated and innovative control of grammar, mechanics, spelling and usage, & sentence formation to enhance tone & style	☐ Skillful control of grammar, mechanics, spelling and usage, and sentence formation	☐ Control of grammar, mechanics, spelling & usage, sentence formation	☐ Developing control of grammar, mechanics, spelling & usage, and sentence formation
	Total:	Total:	Total:	Total:

FINAL TOTAL: _____/48

Qualifying Score (9th stanine) on Iowa Reading _____ or Profile of Creative Abilities (PCA) Test _____

Creativity/Originality
To demonstrate giftedness, writers independently demonstrate flexibility, fluency, and risk taking necessary to develop new writing; create a new character/world with surprising depth and original detail; tell a compelling story with imaginative and intentional plot structures; fashion a personal voice that engages the reader and/or has a unique and articulate perspective; engages in verbal play through use of figurative language; develops striking imagery and metaphor; takes risks with genre, form, structure of their writing; uses hybridity, metacognitive thinking and processing, or multimedia projects to expand the definition and limits of the literary arts.

Voice/Style
To demonstrate giftedness, writers independently establish a voice and style suited to their purpose; use lyrically, denotatively, and connotatively appropriate diction; vary their syntax to affect pace, tone, and understanding; maintain consistency of point of view and styles; have a command of low, middle, and high styles; capture the diversity of human experience, language, and cultures and voice through persona, dialogue, and description.

Knowledge of Genre, Form, Structure
To demonstrate giftedness, writers independently choose a genre, form, or structure for their writing that serves the narrative or lyric strategy of their writing; create across a wide range of genres; demonstrate a command of different forms and styles within a specific genre of writing or across a broad variety of genres; use the structure of their writing to build and/or break audience expectations.

Audience Awareness/Impact
To demonstrate giftedness, writers independently manage audience expectations, understandings, and emotions; intuitively grasp the relationship between writer, content, and reader; create opportunities for the audience to actively participate in processing the meaning or emotion of the writing. Controls ambiguity, abstraction, negative capability, and reliability in an effort to impact the reader's experience.

Clarity/Coherence
To demonstrate giftedness, writers independently and logically organize their writing on the level of the chapter, section, paragraph, act or stanza, as well as the the segment, sequence, line, panel, sentence, or other units of organization; manipulate the organization of the structure to create clarity and cohesion; make creative choices with organization to generate meaningful effects on tension, suspension, surprise, anticipation; intentionally controls the level of ambiguity, abstraction, negative capability, and reliability.

Mechanics
To demonstrate giftedness, writers independently demonstrate a command of grammar and punctuation conventions to control tone and demonstrate style; use semi-colons, colons, dashes, and parentheses correctly to manipulate pace and tone; experiment with the ability to create effects with atypical grammar and/or punctuation usage.