

	<i>Exceptional (14-15)</i>	<i>Proficient (12-13)</i>	<i>Developing (11)</i>	<i>Beginning (0-10)</i>
<b>PROPOSAL AND REFLECTION</b>	The student's proposal and reflection are thorough and thoughtful, demonstrating a profound and passionate engagement with the assignment. They are error-free, thought-provoking, and show deep interaction with the novel.	The student's proposal and reflection are thorough, and demonstrate appropriate engagement with the assignment. They are nearly error-free and show interaction with the novel.	The student's proposal and reflection are not entirely fleshed out. Thoughts may be unclear or incomplete. The student attempted to engage with the assignment. There may be some errors. The student attempted to interact with the novel.	The student's proposal and reflection are incomplete, inappropriate, sloppy, or rushed. Thoughts are unclear or incomplete. The student does not appear to have engaged with the assignment or novel.
<b>USE OF INTELLIGENCE OR ABILITY</b>	The student made an informed and thoughtful decision about which intelligence or ability to utilize in the creation of his or her product. The product exemplifies this ability.	The student made a careful decision about which intelligence or ability to utilize in the creation of his or her product. The product adequately demonstrates this ability.	The student made a decision about which intelligence or ability to utilize in the creation of his or her product. The product may only loosely correspond to this ability.	The student does not appear to have made a firm decision about which intelligence or ability to utilize in the creation of his or her product. The ability or intelligence used in the creation of the product may be unclear.
<b>UNDERSTANDING OF THE NOVEL</b>	The student does an exemplary job at communicating the changes throughout the novel. He or she includes a <b>COMPLETE</b> and <b>INSIGHTFUL</b> portrait of the changes in Charlie <i>and</i> the way others treat him throughout the novel.	The student does an appropriate job at communicating the changes throughout the novel. He or she includes a <b>COMPLETE</b> portrait of the changes in Charlie <i>and</i> the way others treat him throughout the novel.	The student attempts to communicate the changes throughout the novel. The picture of the changes in Charlie <i>and</i> the way others treat him throughout the novel may be incomplete or superficial.	The student does not adequately describe or portray the changes in Charlie or the way others treat Charlie throughout the novel.
<b>ORIGINALITY AND CREATIVITY</b>	The student carefully crafted an exciting, creative, fantastic product that thinks "outside of the box." The product was surprising in its aptness for the purpose of demonstrating the changes in the novel.	The student crafted an appropriate and interesting product. The product was apt for the purpose of demonstrating the changes in the novel.	The student crafted a product that may not be entirely apt. The product may not be entirely appropriate for the purpose.	The student did not create an appropriate product. The product may be rushed, sloppy, or inadequate. It is not acceptable for the purpose.