



**OFF SITE WRITING PORTFOLIO**

The audition process in literary arts is a two tiered audition. Based on the Off Site Writing Portfolio select applicants will be scheduled for an on-site audition.

Applicant Name \_\_\_\_\_ Grade \_\_\_\_\_

Assessment Type	Points Possible	Score
Recommendation	4	
Arts Essay	16	
Neighborhood Story	16	
Free Choice	12	
Total	48	



**LETTER OF RECOMMENDATION**

- 4: Enthusiastically
- 3: Highly
- 2: Moderately
- 1: Not at All

Score \_\_\_\_\_

Notes:



ARTS ESSAY RUBRIC

Category	Fulfills Assignment	Narrative Structure	Style/Voice	Mechanics
4	<p>The write crafts an essay that meets the following requirements:</p> <ul style="list-style-type: none"> <li>• Indicates why they want to be an artist.</li> <li>• Supports and develops response.</li> <li>• Identifies a triumph.</li> <li>• Supports and develops response.</li> </ul>	<p>The writer crafts an essay that combines responses to questions A &amp; B in a cohesive way with a strong introduction and conclusion.</p>	<p>Creates a consistent and engaging writer's voice and tone, through:</p> <ol style="list-style-type: none"> <li>precise, apt, and illustrative use of a variety of words;</li> <li>varied and effective sentence structure;</li> <li>a unique and individual point of view.</li> </ol>	<p>Evident control of grammar, mechanics, spelling and usage, and sentence formation.</p> <p>For example, sentences are punctuated correctly, contain few or no spelling errors, contain few or no grammatical errors.</p>
3	<p>The writer crafts an essay that meets three of the four above requirements.</p>	<p>Writer crafts an essay that attempts to combine responses to questions A &amp; B in a cohesive way but lacks a strong introduction and conclusion.</p> <p>Writer crafts essay in paragraph form with few supporting details.</p>	<p>Creates a largely consistent and engaging writer's voice and tone, but:</p> <ol style="list-style-type: none"> <li>has some generic language, some unnecessary repetition of words;</li> <li>has some repetitive or ineffective sentence structures;</li> <li>attempts a unique and individual point of view.</li> </ol>	<p>Sufficient control of grammar, mechanics, spelling and usage, and sentence formation.</p> <p>For example: some sentences punctuated incorrectly; there are several spelling errors; and/or there are occasional grammatical errors.</p>
2	<p>The writer crafts an essay that meets two of the four above requirements.</p>	<p>Writer crafts an essay that attempts to combine responses to questions A &amp; B in a cohesive way but lacks a introduction and conclusion.</p> <p>Writer crafts essay in paragraph form without supporting details.</p>	<p>Creates a somewhat consistent and engaging writer's voice and tone, but:</p> <ol style="list-style-type: none"> <li>has generic language and unnecessary repetition of words;</li> <li>has repetitive or ineffective sentence structures;</li> <li>doesn't convey an original and individual point of view.</li> </ol>	<p>Limited control of grammar, mechanics, spelling and usage, and sentence formation.</p> <p>For example: many sentences punctuated incorrectly; there are multiple spelling errors; and/or there are multiple grammatical errors.</p>
1	<p>The writer crafts an essay that meets one or none of the four above requirements.</p>	<p>Writer does not attempt to combine responses to A &amp; B in a cohesive way.</p> <p>Writer does not craft essay in paragraph form.</p>	<p>Does not create a consistent and original writer's voice and tone.</p>	<p>Minimal control of grammar, mechanics, spelling and usage, and sentence formation. Most sentences are punctuated incorrectly; there are numerous spelling and/or grammatical errors.</p>



NEIGHBORHOOD STORY RUBRIC

Category	Fulfills Assignment	Narrative Structure	Style/Voice	Mechanics
4	<p>The writer crafts an essay that meets the following requirements:</p> <ul style="list-style-type: none"> <li>• 750 words or less;</li> <li>• Describes an event in their neighborhood;</li> <li>• Uses sensory detail;</li> <li>• Has a title.</li> </ul>	<p>The essay has a clear beginning, middle, and end.</p> <p>Paragraphs are logical in progression with transitions.</p> <p>Writer illustrates points with well-placed and appropriate concrete details.</p>	<p>Creates a consistent and engaging writer's voice and tone, through:</p> <ul style="list-style-type: none"> <li>d) precise, apt, and illustrative use of a variety of words;</li> <li>e) varied and effective sentence structure;</li> <li>f) a unique and individual point of view.</li> </ul>	<p>Evident control of grammar, mechanics, spelling and usage, and sentence formation.</p> <p>For example, sentences are punctuated correctly, contain few or no spelling errors, contain few or no grammatical errors.</p>
3	<p>The writer crafts an essay that meets three of the four above requirements.</p>	<p>Essay meets most of the above criteria but may:</p> <ul style="list-style-type: none"> <li>a) have an unclear beginning, middle, or end;</li> <li>b) lack some logical progression and transitions between paragraphs;</li> <li>c) lack some well-placed and appropriate sensory details.</li> </ul>	<p>Creates a largely consistent and engaging writer's voice and tone, but:</p> <ul style="list-style-type: none"> <li>d) has some generic language, some unnecessary repetition of words;</li> <li>e) has some repetitive or ineffective sentence structures;</li> <li>f) attempts a unique and individual point of view.</li> </ul>	<p>Sufficient control of grammar, mechanics, spelling and usage, and sentence formation.</p> <p>For example: some sentences punctuated incorrectly; there are several spelling errors; and/or there are occasional grammatical errors.</p>
2	<p>The writer crafts an essay that meets two of the four above requirements.</p>	<p>Essay meets some of the above criteria but may:</p> <ul style="list-style-type: none"> <li>a) lack a beginning, middle, or end;</li> <li>b) lack logical progression and transitions between paragraphs;</li> <li>c) lack well-placed and appropriate sensory details.</li> </ul>	<p>Creates a somewhat consistent and engaging writer's voice and tone, but:</p> <ul style="list-style-type: none"> <li>d) has generic language and unnecessary repetition of words;</li> <li>e) has repetitive or ineffective sentence structures;</li> <li>f) doesn't convey an original and individual point of view.</li> </ul>	<p>Limited control of grammar, mechanics, spelling and usage, and sentence formation.</p> <p>For example: many sentences punctuated incorrectly; there are multiple spelling errors; and/or there are multiple grammatical errors.</p>
1	<p>The writer crafts an essay that meets one or none of the four above requirements.</p>	<p>Essay meets little to none of the above criteria.</p>	<p>Does not create a consistent and original writer's voice and tone.</p>	<p>Minimal control of grammar, mechanics, spelling and usage, and sentence formation. Most sentences are punctuated incorrectly; there are numerous spelling and/or grammatical errors.</p>



**CREATIVE FREE CHOICE WRITING**

Category	Creativity/Originality	Clarity/Coherence	Mechanics
4	<p>Writer manifests strong imaginative skills and original thinking as may be evidenced by the following:</p> <ul style="list-style-type: none"> <li>Creating a new character/world;</li> <li>Telling a compelling story with imaginative plot;</li> <li>Fashioning a personal voice and unique perspective;</li> <li>Engaging in verbal play;</li> <li>Developing striking imagery and metaphor;</li> <li>Taking risks with original writing;</li> <li>Expanding on an existing idea with their own thinking;</li> <li>Giving the piece an intriguing and meaningful title.</li> </ul>	<p>The original writing maintains clear focus throughout. Organization is easy to follow. Writer's intention is clear to the reader.</p>	<p>Evident control of grammar, mechanics, spelling and usage, and sentence formation.</p> <p>For example, sentences are punctuated correctly, contain few or no spelling errors, contain few or no grammatical errors.</p>
3	<p>Writer manifests fair imaginative skills and original thinking as may be evidenced by the following: (see above list)</p>	<p>The original writing maintains clear focus for most of the piece. Organization is mostly easy to follow. Writer's intention is reasonably clear to the reader.</p>	<p>Sufficient control of grammar, mechanics, spelling and usage, and sentence formation.</p> <p>For example: some sentences punctuated incorrectly; there are several spelling errors; and/or there are occasional grammatical errors.</p>
2	<p>Writer manifests limited imaginative skills and original thinking as may be evidenced by the following: (see above list)</p>	<p>The original writing has little focus. Organization is difficult to follow. Writer's intention is somewhat unclear to the reader.</p>	<p>Limited control of grammar, mechanics, spelling and usage, and sentence formation.</p> <p>For example: many sentences punctuated incorrectly; there are multiple spelling errors; and/or there are multiple grammatical errors.</p>
1	<p>Writer manifests no imaginative skills and original thinking as may be evidenced by the following: (see above list)</p>	<p>The original writing shows no focus or organization. Writer's intention is unclear to the reader.</p>	<p>Minimal control of grammar, mechanics, spelling and usage, and sentence formation. Most sentences are punctuated incorrectly; there are numerous spelling and/or grammatical errors.</p>



## ONSITE AUDITION

Upon completion of the Off Site Writing Portfolio select applicants are invited to the On-Site Audition for the Literary Arts Program. At this On-Site Audition selected applicants will be asked to do the following tasks.

1. **Craft Lesson and Discussion:** Applicants will participate in a craft lesson and discussion led by a faculty member of the literary arts program. Applicants will be assessed on their engagement with the lesson and subsequent discussion.
2. **Reading Comprehension and On-Site Writing Prompt:** Applicants will individually read a prose piece; answer textual based questions; and complete a writing prompt.
3. **Literary Arts Interview Questions:** Applicants will answer a series of questions about themselves and why they wish to join the writing community at CAPA.
4. **Performance:** Literary Artists don't just write—we share and perform our work on a regular basis. Prepare 1 poem or 1 page of prose from your portfolio to share at the audition. The work does not need to be memorized, but you will need to present your work in front of an audience at a podium using a microphone.



**ONSITE RUBRIC: MINI LESSON OBSERVATION TOOL**

Central to each course in the literary arts program is the element of classroom craft lessons and in class discussions. We are looking for students who are engaged and active learners. It is not okay to be a passive participant in the literary arts program. During the audition we will engage in a craft mini lesson and discussion. Applicants will be assessed on their engagement with the mini lesson and discussion.

<b>Body Language:</b> <i>Shows appropriate body language to demonstrate active listening. For example, the applicant is leaning towards the speaker, faces the speaker, nods head and is clearly engaged with the lesson</i>	
Eye Contact	5 4 3 2 1
Posture	5 4 3 2 1
Non-Verbal Responses	5 4 3 2 1
<b>Participation:</b> <i>Actively engaged in the lesson and contributes ideas to the discussion without repeating the same ideas.</i>	
Expresses interest in the lesson and shares ideas	5 4 3 2 1
Engaged with the discussion and listens while others are speaking	5 4 3 2 1
Volunteering Appropriately	5 4 3 2 1
Confidently and clearly expresses thoughts	5 4 3 2 1
Offers an opinion and is able to give reasons for the opinion.	5 4 3 2 1

TOTAL POINTS \_\_\_\_\_/40



**ONSITE RUBRIC: READING COMPREHENSION**

Writers are readers. In Literary Arts we are looking for avid lovers of reading. Reading is central to each of our classes in literary arts. Applicants must pay particular attention to detail when reading and discussing text.

Category	4	3	2	1
Interpretation	Answers are correct and show excellent comprehension. Opinions are always justified.	Answers are mostly correct and demonstrate good comprehension. Opinions are adequately justified.	Answers are rarely correct and demonstrate an incomplete comprehension. Opinions are rarely justified.	Answers do not reflect accurate comprehension. Opinions are unjustified.
Detail	Answers are complete, extensive, and include many details.	Answers are mostly complete and include several details.	Answers contain some details.	Answers lack the required details and are incomplete.
Use of Information	Answers include supporting evidence from text when necessary. Quotations or paraphrases are included in the answers.	Answers mostly include supporting evidence from text when necessary. Quotations or paraphrases are sometimes included in the answers.	Answers include occasional supporting evidence from the text when necessary.	Answers do not include supporting evidence from the text when necessary.
Clarity	Answers are easy to understand and are clear and concise.	Answers are mostly easy to understand but not clear and concise.	Answers are sometimes understandable but need to be more to the point.	Answers are difficult to understand.
Mechanics	Conventional spelling and grammar is correct.	Conventional spelling and grammar is mostly correct	Answers contains many spelling and grammar errors	Answers are unreadable due to spelling and grammar errors.

**TOTAL POINTS** \_\_\_\_\_ /20





**ONSITE PROSE RUBRIC**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Organization:	The plot is <i>thoroughly</i> developed. The story is interesting and logically organized: there is clear exposition, rising action and climax. The story has a clear resolution or surprise ending.	Plot is <i>adequately</i> developed. The story has a clear beginning, middle and end. The story is arranged in logical order.	The plot is <i>minimally</i> developed. The story does not have a clear beginning, middle, and end. The sequence of events is sometimes confusing and may be hard to follow.	The story <i>lacks</i> a developed plot line. It is missing either a beginning or an end. The relationship between the events is often confusing.
Setting	The setting is clearly described through <i>vivid</i> sensory language.	The setting is clearly identified with <i>some</i> sensory language.	The setting is identified but not clearly described. It has <i>minimal</i> sensory language.	The setting may be <i>vague</i> or <i>hard to identify</i> .
Characters	Major characters are <i>well developed</i> through dialogue, actions, and thoughts. Main characters change or grow.	Major and minor characters are <i>somewhat developed</i> through dialogue, actions, and thoughts. Main characters change or grow.	Characters are <i>minimally</i> developed. They are described rather than established through dialogue, actions and thoughts. They show little growth.	Main characters are <i>lacking</i> development. They are described rather than established. They lack individuality and do not change.
Dialogue	<i>All</i> dialogue sounds realistic and advances the plot. It exhibits dialect and a distinct voice.	<i>Most</i> dialogue sounds realistic and advances the plot. It may exhibit dialect and a distinct voice.	<i>Some</i> dialogue sounds realistic and may have some elements of dialect and voice. It advances the plot minimally.	Dialogue may be <i>nonexistent</i> , or it may all sound alike. No elements of dialect and voice are present. It does not advance the plot.
Conflict	The conflict is <i>clearly established</i> , developed and resolved after a gripping climax.	The conflict is <i>established</i> , developed, and resolved after a climax.	The conflict is <i>minimally established</i> and resolved, but lacks development.	The conflict is <i>vague</i> and hard to identify. It may not be resolved in a logical way.
Suspense	The rising action <i>builds intense suspense</i> , which <i>thoroughly</i> provides growing tension, anxiety, fear and/or wonder.	The rising action <i>builds suspense</i> , and <i>adequately</i> provides growing tension, anxiety, fear and/or wonder.	The rising action <i>builds suspense</i> , but <i>minimally</i> provides growing tension, anxiety, fear and/or wonder.	The suspense in the rising action is <i>lacking</i> or <i>missing</i> .
Point of View	Maintains a <i>consistent</i> point of view.	The point of view is <i>clear</i> , but may be inconsistent in some places.	The point of view is <i>often inconsistent</i> .	The point of view is <i>inconsistent</i> .
Transitions	Uses <i>carefully chosen transitions</i> to help the reader along.	Uses <i>transitions</i> to help the reader along.	Uses <i>few</i> transitions.	Uses <i>no</i> transitions.
Grammar, Usage, Mechanics, Spelling	There are <i>few</i> or <i>no errors</i> in grammar, usage, mechanics, or spelling. Dialogue is punctuated and formatted correctly.	There are <i>some errors</i> in grammar, usage, mechanics, or spelling. Dialogue may have minor errors in punctuation and format.	There are <i>many errors</i> in grammar, usage, mechanics, or spelling. These sometimes make the story hard to understand. Dialogue is punctuated and formatted inconsistently.	There are <i>numerous errors</i> in grammar, usage, mechanics, or spelling that interferes with the meaning of the story. Dialogue may not be distinguishable from narrative, or lacks correct punctuation.



TOTAL POINTS \_\_\_\_\_/36

**ONSITE RUBRIC: LITERARY ARTS INTERVIEW QUESTIONS**

**SCORING:** Applicants will be scored on the quality of their responses to the Literary Arts Interview Questions

**5-Exceptional**

**4-Above Average**

**3-Average**

**2-Satisfactory**

**1-Unsatisfactory**

Questions

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

TOTAL POINTS \_\_\_\_\_/40



ON-SITE PERFORMANCE RUBRIC

	4	3	2	1
<b>Content/Familiarity with Writing</b>	The performer knows the writing well and has obviously practiced reciting the piece several times. The performer speaks with confidence.	The performer knows the writing pretty well and has evidently practiced reciting the writing once or twice. The performer is relatively confident.	The performer knows some of the writing, but does not appear to have practiced. The performer appears ill-at-ease.	The performer does not know the writing and does not appear to have practiced. The performer is not prepared.
<b>Speaks Clearly</b>	Speaks clearly and distinctly all the time, and mispronounces no words.	Speaks clearly and distinctly all the time, but mispronounces one word.	Speaks clearly and distinctly most of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood or mispronounces more than one word.
<b>Posture and Eye Contact</b>	Uses posture appropriate for the poem, looks relaxed and confident. Establishes eye contact with all members of the audience during the reading.	Uses posture appropriate for the poem and establishes eye contact with all members of the audience during the reading.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at or try to involve audience during reading.
<b>Volume/Voice</b>	Performer uses consistent voice inflection, facial expressions, and movement to make the poem more believable, more entertaining, and more easily understood.	Performer often uses voice inflection, facial expressions, and movement to make the poem more believable, more entertaining, and more easily understood.	Performer tries to use voice inflection, facial expressions, and movement to make the poem more believable, more entertaining, and more easily understood.	Performer recites the poem, but does not use voice inflection, facial expressions, or movement to make the poem more believable, interesting, or clear.



**Pittsburgh's Creative and Performing Arts Magnet**  
**LITERARY ARTS: AUDITION RUBRICS**