



Literary Arts Audition Rubric (Grades 6–12)

LITERARY ARTS 2025–26

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

Qualifying Score (9th stanine) on Iowa Reading _____

FINAL TOTAL: _____/48

OR Profile of Creative Abilities (PCA) Test _____

PERCENTAGE: _____%

*Students must score in the 9th stanine (96th percentile) on either Iowa Reading or PCA for possible gifted and talented identification.

**Students must also score 80% or above to be considered for possible placement at SCAPA Lafayette.



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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.

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