

6th Grade Writing Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Expectations Not Met 1
Ideas	<ul style="list-style-type: none"> ♦ Rich sensory details (vivid verbs and adverbs) that describe events, characters and setting. ♦ The plot is fully developed throughout the paper. 	<ul style="list-style-type: none"> ♦ Sensory details that describe events, characters or setting. ♦ The plot is developed throughout the majority of the paper. 	<ul style="list-style-type: none"> ♦ Some details that describe events, characters or setting. ♦ The plot is developed through some of the paper. 	<ul style="list-style-type: none"> ♦ No use of details to describe events, characters and setting. ♦ Little or no plot development.
Organization	<ul style="list-style-type: none"> ♦ Clear beginning, middle and end that represents plot. ♦ Solid development of story from beginning to end; a thorough sense of completeness. ♦ Varied transitional elements effectively link ideas and parts of the paper. 	<ul style="list-style-type: none"> ♦ Clear beginning, middle and end. ♦ Sense of completeness evident. ♦ Transitions evident through the majority of the paper. 	<ul style="list-style-type: none"> ♦ Beginning, middle or end may be incomplete or undeveloped. ♦ Sense of completeness lacking. ♦ Some transitions between ideas. 	<ul style="list-style-type: none"> ♦ Beginning, middle or end is not apparent. ♦ No planning evident; disorganized. ♦ No transitions evident.
Style	<ul style="list-style-type: none"> ♦ Effective variety of sentence beginnings, structures, and lengths. ♦ Frequently includes the writer's imagination and personal experiences that are related to the story. ♦ Contains narrative elements such as characters, plot, point of view, setting, conflict and significant events. ♦ Successfully incorporates narrative strategies such as flashback, foreshadowing, dialogue, tension, and/or suspense ♦ Uses a lively writing voice to engage the reader. 	<ul style="list-style-type: none"> ♦ Attempts to vary sentence beginnings, structures, and lengths. ♦ Sometimes includes the writer's imagination and personal experiences that are related to the story. ♦ Contains narrative elements but some may not be consistent throughout the story. ♦ Some successful attempts to incorporate narrative strategies ♦ Writing voice is bland at times fails to engage the reader 	<ul style="list-style-type: none"> ♦ Little variety in sentence beginnings, structures, and lengths. ♦ Occasionally includes the writer's imagination and personal experiences that are related to the story. ♦ Narrative elements are not consistent throughout the story. ♦ Few successful attempts to incorporate narrative strategies. ♦ Writing voice is bland and fails to engage the reader. 	<ul style="list-style-type: none"> ♦ Assortment of incomplete and/or incorrect sentence beginnings, structures, and lengths. ♦ Fails to include the writer's imagination and personal experiences that are related to the story. ♦ Narrative elements are missing from the story. ♦ Does not attempt to incorporate narrative strategies. ♦ Writing voice is not noticeable.
Conventions	<ul style="list-style-type: none"> ♦ Contains correct sentences, usage, grammar and spelling that make the writer's ideas understandable. 	<ul style="list-style-type: none"> ♦ Some errors are present, but they do not interfere with meaning. 	<ul style="list-style-type: none"> ♦ Errors interrupt the flow of communication and may interfere with meaning. 	<ul style="list-style-type: none"> ♦ Errors prevent the reader from understanding the writer's message.

NOTE: A zero point paper cannot be graded based on the low quality or amount of work submitted. Extra assistance and/or a teacher-parent conference may be needed if student's work is mostly scoring 0-2 points.