Standards-Based Assessment Rubric

Mode and Grade of Writing: Sixth Grade Narrative

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|  | **Exceeds Expectations****4** | **Meets Expectations****3** | **Approaching Expectations****2** | **Expectations Not Met****1** |
| **Ideas** | * Rich sensory details (vivid verbs and adverbs) that describe events, characters and setting.
* The plot is fully developed throughout the paper.
 | * Sensory details that describe events, characters or setting.
* The plot is developed throughout the majority of the paper.
 | * Some details that describe events, characters or setting.
* The plot is developed through some of the paper.
 | * No use of details to describe events, characters and setting.
* Little or no plot development.
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| **Organization** | * 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 linhk ideas and parts of the paper.
 | * Clear beginning, middle and end.
* Sense of completeness evident.
* Transitions evident through the majority of the paper.
 | * Beginning, middle or end may be incomplete or undeveloped.
* Sense of completeness lacking.
* Some transitions between ideas.
 | * Bbeginning, middle or end is not apparent.
* No planning evident; disorganized.
* No transitions evident.
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| **Style** | * 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.
 | * 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 ar at times fails to engage the reader
 | * Little variety in sentence beginnings, structures, and lengths.
* Occassionally 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.
 | * 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 noticable.
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| **Conventions** | * Contains correct sentences, usage, grammar and spellikng that make the writer's ideas understandable.
 | * Some errors are present, but they do not interfere with meaning.
 | * Errors interrupt the flow of communication and may interfere with meaning.
 | * Errors prevent the reader from understanding the writer's message.
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