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. |
| **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. |
| **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. |
| **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. |