

Narrative Writing Rubric Grade 6

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> engages and orients the reader by establishing a context and point of view (7W3a) skillfully introduces a narrator and/or characters (7W3a) skillfully organizes an event sequence that unfolds naturally and logically (7W3a) skillfully uses a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (7W3c) provides a conclusion that follows from and reflects on the narrated experiences or events (7W3e) skillfully produces clear and coherent writing appropriate to task, purpose, and audience (7W4) 	<p>The writing –</p> <ul style="list-style-type: none"> engages and orients the reader by establishing a context (6W3a) introduces a narrator and/or characters (6W3a) organizes an event sequence that unfolds naturally and logically (6W3a) uses a variety of transitions words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (6W3c) skillfully provides a conclusion that follows from the narrated experiences or events (6W3e) skillfully produces clear and coherent writing appropriate to task, purpose, and audience (6W4) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to engage and orient the reader by establishing a context attempts to introduce a narrator and/or characters attempts to organize an event sequence that unfolds naturally and logically attempts to use a variety of transitions words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another attempts to provide a conclusion that follows from the narrated experiences or events attempts to produce clear and coherent writing appropriate to task, purpose, and audience 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to engage and orient the reader by establishing a context makes little or no attempt to introduce a narrator and/or characters makes little or no attempt to organize an event sequence that unfolds naturally and logically makes little or no attempt to use a variety of transitions words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another makes little or no attempt to provide a conclusion that follows from the narrated experiences or events makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience 	<p>Organization/Purpose 2 X _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters (7W3b) uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (7W3d) uses relevant information from multiple print and digital sources, when appropriate (7W8) skillfully quotes or paraphrases while avoiding plagiarism (7W8) follows a standard format for citation, when appropriate (7W8) 	<p>The writing –</p> <ul style="list-style-type: none"> uses narrative techniques such as dialogue, pacing, and description, to develop experiences, events, and/or characters (6W3b) uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events (6W3d) uses relevant information from multiple print and digital sources, when appropriate (6W8) appropriately quotes or paraphrases while avoiding plagiarism (6W8) provides basic bibliographic information for sources, when appropriate (6W8) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to use narrative techniques such as dialogue, pacing, and description, to develop experiences, events, and/or characters attempts to use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events attempts to use relevant information from multiple print and digital sources, when appropriate attempts to appropriately quote or paraphrase while avoiding plagiarism attempts to provide basic bibliographic information for sources, when appropriate 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to use narrative techniques such as dialogue, pacing, and description, to develop experiences, events, and/or characters makes little or no attempt to use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events makes little or no attempt to use relevant information from multiple print and digital sources, when appropriate makes little or no attempt to appropriately quote or paraphrase while avoiding plagiarism makes little or no attempt to provide basic bibliographic information for sources, when appropriate 	<p>Evidence/Elaboration 2 X _____ = _____</p>

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> skillfully maintains consistency in style and tone (L3)* demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (7L1-2)* has errors that do not interfere with understanding (7L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> maintains consistency in style and tone (6L3b) demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (6L1-2)* has errors that do not interfere with understanding (6L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to maintain consistency in style and tone attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to maintain consistency in style and tone makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that interfere with understanding 	<p>Language/Conventions 1 X</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

*Conventions Chart p. 3

**CONVENTION CHART
GRADE 6**

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Spells words at grade level and below correctly (6L2b) 	<ul style="list-style-type: none"> Uses capitalization rules from the previous grades (L2a) 	<p>Commas, parenthesis or dash (6W1a)</p> <ul style="list-style-type: none"> To set off nonrestrictive/parenthetical information (e.g., appositives, explanatory phrases/ clauses such as Batman, the famous caped crusader, battled the Joker; Our teacher, who loves cake, enjoyed the birthday party we threw her)* 	<p>Pronouns:</p> <ul style="list-style-type: none"> Correctly uses pronoun case (subject, object, possessive) (6L1a) Correctly uses intensive pronouns (e.g., myself; ourselves) (6L1b) Avoids inappropriate shifts in pronoun number and person* (6L1c) Avoids vague or ambiguous or unclear pronoun references* (6L1d) <p>Verbs:</p> <ul style="list-style-type: none"> Avoids inappropriate shifts in verb tense* (previous grade) (L1) <p>Agreement:</p> <ul style="list-style-type: none"> Pronouns and antecedents agree (<i>Everybody wants his or her own book bag VS They all want their own book bags</i>) (previous grade) (L1) Subjects and verbs agree (<i>People who forget the words just hum the tune</i>) (previous grade) (L1) <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> Uses frequently confused words* correctly (L1g) 	<ul style="list-style-type: none"> Varies sentence patterns for meaning, reader/listener interest, and style* (6WL3a)

* as appropriate for grade level (see progression chart on page 56, of the CCSS, for progressive skills)

Adapted from the Smarter Balanced – Conventions Chart – April, 2014

* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.