




# NARRATIVE WRITING RUBRIC

## California Common Core Standards Based - SIXTH GRADE



Level	NARRATIVE WRITING	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
<p><b>4</b> Exceeds</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meets all expectation in level 3</li> <li><input type="checkbox"/> Effective opening and closure for audience and purpose</li> <li><input type="checkbox"/> Effective use of precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events</li> <li><input type="checkbox"/> Effective use of a variety of narrative techniques that advance the story or illustrate the experience</li> </ul>	<p><b>Mostly correct</b> use of language conventions, and some above grade level skills used, for example:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meets all expectations in level 3</li> <li><input type="checkbox"/> Uses phrases and clauses within a sentence, avoiding dangling modifiers</li> </ul> <p>Refers to reference material to determine best word choices in writing</p>	<p>Guidance &amp; Support</p> 
<p><b>3</b> Meets</p>	<p><b>NARRATIVE WRITING (W3)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engages and orients the reader by establishing a context and introducing a narrator and/or characters (W3a)</li> <li><input type="checkbox"/> Organizes event sequence that unfolds naturally and logically (W3a)</li> <li><input type="checkbox"/> Uses narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters (W3b)</li> <li><input type="checkbox"/> Uses a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to another (W3c)</li> <li><input type="checkbox"/> Uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events (W3d)</li> <li><input type="checkbox"/> Provides a conclusion that follows from the narrated experiences or events (W3e)</li> </ul> <hr/> <p><b>WRITING PROCESS (W4-W8)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses clear/coherent writing where development, organization and style are appropriate to task, purpose, and audience (W4)</li> <li><input type="checkbox"/> <b>WGASFA*</b> Develops and strengthens writing by planning, revising, and editing, rewriting, or trying a new approach (W5)</li> <li><input type="checkbox"/> Uses technology to produce writing (W6)</li> <li><input type="checkbox"/> Uses keyboarding skills to minimum of 3 pages in a single sitting (W6)</li> <li><input type="checkbox"/> Conducts research drawing on several resources (W7)</li> <li><input type="checkbox"/> Assesses credibility of sources; quotes or paraphrases the data and conclusions (W8)</li> <li><input type="checkbox"/> Avoids plagiarism and provides basic bibliographic information (W8)</li> </ul>	<p><b>Adequate</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses a variety of pronouns effectively (L1a-d)</li> <li><input type="checkbox"/> Uses a variation of simple, compound, complex, and compound-complex sentences for meaning and interest (L3a)</li> <li><input type="checkbox"/> Ensures that verbs agree with compound subjects</li> <li><input type="checkbox"/> Uses commas when linking two clauses with a conjunction in compound sentences</li> <li><input type="checkbox"/> Uses correct capitalization</li> <li><input type="checkbox"/> Spells correctly (L2b)</li> </ul>	<p>Level of guidance and support from adults before writing:</p> <p>Check off what was done before the student wrote the piece being scored.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discussion</li> <li><input type="checkbox"/> Read aloud or shared reading</li> <li><input type="checkbox"/> Drawing</li> <li><input type="checkbox"/> Vocabulary word bank</li> <li><input type="checkbox"/> Shared or interactive writing</li> <li><input type="checkbox"/> Graphic organizer</li> <li><input type="checkbox"/> Language frames</li> </ul>
<p><b>2</b> Almost Meets</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uneven development of setting, characters, and plot</li> <li><input type="checkbox"/> Events are unevenly developed</li> <li><input type="checkbox"/> Some use of precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events</li> <li><input type="checkbox"/> May not write multi-paragraphs</li> <li><input type="checkbox"/> Planning for writing is limited</li> <li><input type="checkbox"/> Uses some linking words and phrases</li> </ul>	<p><b>Limited</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contains some run-on sentences</li> <li><input type="checkbox"/> Uses mostly simple or compound sentences</li> <li><input type="checkbox"/> Uses propositional phrases, appositives, dependent and independent clauses, transitions or conjunctions incorrectly</li> <li><input type="checkbox"/> Contains some punctuation errors</li> <li><input type="checkbox"/> Contains some capitalization and/or spelling errors</li> </ul>	
<p><b>1</b> Does Not Meet</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has little or no plot, may be just a series of events</li> <li><input type="checkbox"/> Provides few details or descriptions</li> <li><input type="checkbox"/> Uses no or few transitions</li> <li><input type="checkbox"/> Does not write multiple paragraphs</li> <li><input type="checkbox"/> Planning for writing is absent or disorganized</li> </ul>	<p><b>Infrequent</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contains many run-on sentences</li> <li><input type="checkbox"/> Contains many punctuation errors</li> <li><input type="checkbox"/> Contains many capitalization and/or spelling errors</li> </ul>	

\* **WGASFA:** "with guidance and support from adults"

This rubric was adapted from rubrics at sbusd.org and information from Smarter Balanced Assessments ([www.smarterbalanced.org](http://www.smarterbalanced.org)) using the California Common Core Standards at [www.cde.ca.gov](http://www.cde.ca.gov).