

Grade Six Narrative Assessment Rubric

	Meets Grade Five Learning Outcome Standards	Approaches Six	<b>Meets Grade Six Learning Outcome Standards</b>	Excels at Six	Meets Grade Seven Learning Outcome Standards
Content	<ul style="list-style-type: none"> <li>- Content is developed with an audience/purpose in mind</li> <li>- Content includes “why” and “how” actions/events occur</li> <li>- Story problem is clearly stated</li> <li>- Ideas can be plentiful but not all are significant to the plot</li> <li>- Supporting details                             <ul style="list-style-type: none"> <li>o describe characters</li> <li>o describe setting</li> <li>o dialogue serves to advance the plot, but may be overused</li> </ul> </li> <li>- Writing shows an attempt to integrate ideas from personal experiences and different sources into fictional account</li> </ul>		<ul style="list-style-type: none"> <li>- Content is developed for a specific audience/purpose</li> <li>- Majority of events in the story are connected to the story problem</li> <li>- Integrates ideas from personal experiences and different sources into fictional account</li> <li>- Dialogue and action work together to advance the plot</li> <li>- Context and characters are generally developed and sustained throughout story</li> <li>- Includes descriptive details</li> </ul>		
Organization	<ul style="list-style-type: none"> <li>- Beginning of story establishes                             <ul style="list-style-type: none"> <li>o Context (background information) is typically stated,</li> <li>o characters (main and minor),</li> <li>o setting (time/place),</li> <li>o story problem</li> </ul> </li> <li>- Middle includes actions/events and details, and follows logical sequence</li> <li>- Ending is often contrived, but attempts to resolve story problem</li> </ul>		<ul style="list-style-type: none"> <li>- Beginning of story establishes key information for the story                             <ul style="list-style-type: none"> <li>o Context (background information) is used to stage the story problem</li> <li>o characters [main and minor],</li> <li>o setting [time/place],</li> <li>o problem,</li> </ul> </li> <li>- Middle develops plot                             <ul style="list-style-type: none"> <li>o rising actions/events are selected to move the plot forward (few distractors)</li> <li>o establishes connections among actions/events</li> </ul> </li> <li>- Ending is connected to actions/events and resolves the story problem</li> <li>- Writing is organized in paragraphs</li> </ul>		

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Word Choice	<ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses precise vocabulary related to story</li> <li>- Uses expressive language (interesting words including adjectives, adverbs, synonym, and/or similes) to create images or effects</li> </ul>		<ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses precise vocabulary</li> <li>- Uses descriptive and figurative language to create desired effects</li> </ul>		
Sentence Fluency	<ul style="list-style-type: none"> <li>- Uses a variety of simple, compound, and some complex sentences</li> <li>- Uses varied sentence lengths</li> <li>- Uses some transition words</li> </ul>		<ul style="list-style-type: none"> <li>- Uses simple, compound, and complex sentences effectively</li> <li>- Uses a variety of sentence lengths</li> <li>- Uses a variety of transition words</li> </ul>		
Voice	<ul style="list-style-type: none"> <li>- Voice is evident (writing creates tone that reflects feelings/emotions consistent with the story/characters). May use <ul style="list-style-type: none"> <li>o Restating or repetition of title or important phrase</li> <li>o Different sizes of print</li> <li>o Punctuation</li> <li>o Layout or positioning on page</li> </ul> </li> <li>- Reading evokes a feeling or response on the part of the reader</li> </ul>		<ul style="list-style-type: none"> <li>- Voice is evident (writing creates tone that reflects feelings/emotions consistent with the story/characters).</li> <li>- May use <ul style="list-style-type: none"> <li>o Organization of ideas</li> <li>o Formatting</li> </ul> </li> <li>- Writing evokes a feeling or response in the reader</li> </ul>		
Conventions	<ul style="list-style-type: none"> <li>- Uses correct capitalization</li> <li>- Uses correct punctuation <ul style="list-style-type: none"> <li>o End punctuation</li> <li>o Commas</li> </ul> </li> <li>- Uses appropriate prepositions</li> <li>- Spells most words correctly, errors do not significantly impede meaning</li> </ul>		<ul style="list-style-type: none"> <li>- Uses correct capitalization</li> <li>- Uses correct punctuation <ul style="list-style-type: none"> <li>o End punctuation</li> <li>o Commas and semi-colons</li> </ul> </li> <li>- Uses appropriate noun-pronoun agreement</li> <li>- Spells most words correctly, errors do not significantly impede meaning</li> </ul>		