**6th Grade Writing Rubric – Narrative Writing**

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| **Standards** | **4 – Excelling** | **3 – Meeting** | **2 – Approaching** | **1 – Minimal Progress** | **NS** |
| W.6.3.a | * Skillfully engages and orients the reader by establishing a context. * Effectively introduces a narrator and/or characters. * Skillfully organizes an event sequence that unfolds naturally and logically. | * Engages or orients the reader by establishing a context. * Introduces a narrator, and/or characters. * Organizes an event sequence that unfolds naturally and logically. | * Partially establishes a context. * Attempts to introduce a narrator,   and/or characters   * Event sequence may be somewhat confusing. | * Does not establish a context. * Does not introduce one or more of the following: a narrator, and/or characters. * Event sequence unfolds illogically. | Incoherent, Off-task, Illegible |
| W.6.3.b | * Effectively uses a variety of narrative techniques such as dialogue, pacing, and description to develop setting, experiences, events, and/or characters. | * Uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. | * Limited and/or ineffective use of narrative techniques. | * Narrative techniques are missing or misapplied. |
| W.6.3.c | * Skillful use of a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one setting to another and show the relationships between experiences and events. | * Uses a variety of transition words, phrases, and clauses to convey sequence and/or show the relationships between experiences and event. | * Limited and/or ineffective use of transition words, phrases, and clauses. | * Minimal or lack of transition words, phrases, and clauses. |
| W.6.3.d | * Effective use of precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | * Uses precise words and phrases, relevant descriptive details, and sensory language, to convey experiences and events. | * Limited and/or ineffective use of precise words and phrases, relevant descriptive details and sensory language. | * Minimal or lack of precise words and phrases, relevant descriptive details and sensory language. |
| W.6.3.e | * Provides an insightful conclusion that clearly follows from the narrated experiences or events. | * Provides a conclusion that follows from the narrated experiences or events. | * Provides a weak conclusion that may or may not connect to the narrated experiences or events. | * Provides no conclusion or one that is not connected to the narrated experiences or events. |
|  | **STUDENT’s HOLISTIC SCORE for the NARRATIVE, circle one: 4 3 2 1 NS** | | | |
| L.6.1,2 | * Sophisticated and purposeful sentence structures. * Skillful use of punctuation, capitalization, grammar usage, and spelling to enhance meaning. | * Purposeful sentence structures. * Appropriate use of punctuation, capitalization, grammar usage, and spelling. Minor errors do not interfere with meaning. | * Some weakness in sentence structures. * Partial use of punctuation, capitalization, grammar usage, and spelling. Errors partially interfere with meaning. | * Weak and/or confusing sentence structures. * Punctuation, capitalization, grammar usage, and spelling, errors interfere with meaning. |
|  | **STUDENT’S HOLISTIC SCORE for LANGUAGE USE and CONVENTIONS, circle one: 4 3 2 1 NS** | | | |  |