

Writing Rubric – Extended Response: Narrative (5th grade only)

6

- story line is organized in an engaging, effective way
- has a problem and solution
- chooses language effectively to create relevant and descriptive details
- develops characters
- uses a variety of sentence structures purposefully
- consistent application of the rules of grade-level grammar, usage, and mechanics

5

- contains a clear, understandable story line with a beginning, middle, and end
- has a problem and a solution
- uses language to create relevant and descriptive details
- identifies characters
- uses a variety of correct sentence structures
- consistent application of the rules of grade-level grammar, usage, and mechanics

4

- contains an understandable story line with a beginning, middle, and end
- has a problem and solution
- uses language adequately to create relevant details
- identifies characters
- uses correct sentence structures
- may show inconsistent control of grade-level grammar, usage, and mechanics

3

- story topic is clear
- has a beginning, middle, and end
- uses some relevant details
- identifies characters
- uses language adequately; may show little variety of sentence structures
- may contain some serious errors in grammar, usage, and mechanics

2

- attempts story line
- may lack effective beginning, or end abruptly
- uses few relevant details
- names characters
- lacks sentence control
- errors in grammar, usage, and mechanics are distracting

1

- story topic may not be clear
- incoherent or underdeveloped story line
- uses little or no relevant details
- rudimentary or deficient use of language
- serious and persistent errors in grammar, usage, and mechanics throughout

Writing Rubric – Extended Response: Informational (Report) Writing

6

- purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing
- intentionally organized for effect
- fully developed details, rich and/or insightful elaboration supports purpose
- distinctive voice, tone, and style enhance meaning
- consistent application of the rules of grade-level grammar, usage, and mechanics

5

- purpose is clear; focus/controlling idea is maintained throughout
- well- organized and coherent throughout
- details are relevant and support purpose; details are sufficiently elaborated
- strong command of sentence structure;; uses language to enhance meaning
- consistent application of the rules of grade-level grammar, usage, and mechanics

4

- purpose is evident; focus/controlling idea may not be maintained
- generally organized and coherent
- details are relevant and mostly support purpose
- well-constructed sentences; uses language well
- may show inconsistent control of grade-level grammar, usage, and mechanics

3

- writing has a general purpose
- some sense of organization; may have lapses in coherence
- some relevant details support purpose
- uses language adequately; may show little variety of sentence structures
- may contain some serious errors in grammar, usage, and mechanics

2

- attempted or vague purpose; stays on topic
- little evidence of organization; lapses in coherence
- generalizes or lists details
- lacks sentence control; uses language poorly
- errors in grammar, usage, and mechanics are distracting

1

- lack of evident purpose; topic may not be clear
- incoherent or underdeveloped organization
- random information
- rudimentary or deficient use of language
- serious and persistent errors in grammar, usage, and mechanics throughout

Writing Rubric – Extended Response: Response to Literary or Informational Text

6

- purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing
- intentionally organized for effect
- fully developed details,; rich and/or insightful elaboration supports purpose
- distinctive voice, tone, and style enhance meaning
- consistent application of the rules of grade-level grammar, usage, and mechanics

5

- purpose is clear; focus/controlling idea is maintained throughout
- well- organized and coherent throughout
- details are relevant and support purpose; details are sufficiently elaborated
- strong command of sentence structure; uses language to enhance meaning
- consistent application of the rules of grade-level grammar, usage, and mechanics

4

- purpose is evident; focus/controlling idea may not be maintained
- generally organized and coherent
- details are relevant and mostly support purpose
- well-constructed sentences; uses language well
- may show inconsistent control of grade-level grammar, usage, and mechanics

3

- writing has a general purpose
- some sense of organization; may have lapses in coherence
- some relevant details support purpose
- uses language adequately; may show little variety of sentence structures
- may contain some serious errors in grammar, usage, and mechanics

2

- attempted or vague purpose; stays on topic
- little evidence of organization; lapses in coherence
- generalizes or lists details
- lacks sentence control; uses language poorly
- errors in grammar, usage, and mechanics are distracting

1

- lack of evident purpose; topic may not be clear
- incoherent or underdeveloped organization
- random information
- rudimentary or deficient use of language
- serious and persistent errors in grammar, usage, and mechanics throughout

Writing Rubric – Extended Response: Persuasive (8th grade only)

6

- purpose/position is clear throughout; strong focus/position; OR strongly stated purpose/opinion focuses the writing
- intentionally organized for effect
- fully developed arguments and reasons; rich, insightful elaboration supports purpose/opinion
- distinctive voice, tone, and style effectively support position
- consistent application of the rules of grade-level grammar, usage, and mechanics

5

- purpose/ position is clear; stated focus/opinion maintained consistently throughout
- well-organized and coherent throughout
- arguments/reasons are relevant and support purpose/opinion; arguments/reasons are sufficiently elaborated
- strong command of sentence structure; uses language to support position
- consistent application of the rules of grade-level grammar, usage and mechanics

4

- purpose/ position and focus are evident, but may not be maintained
- generally well organized and coherent
- arguments are appropriate and mostly support purpose/opinion
- well-constructed sentences; uses language well
- may show inconsistent control of grammar, usage, and mechanics

3

- writing has a general purpose/position
- some sense of organization; may have lapses in coherence
- some relevant details support purpose
- arguments are thinly developed
- generally correct sentence structure; uses language adequately
- may contain some serious errors in grammar, usage, and mechanics

2

- attempted or vague purpose /position
- little evidence of organization; lapses in coherence
- generalizes or lists details/reasons
- lacks sentence control; uses language poorly
- errors in grammar, usage, and mechanics are distracting

1

- purpose/ position may be undeveloped or unclear
- incoherent or underdeveloped organization
- random information
- rudimentary or deficient use of language
- serious and persistent errors in grammar, usage, and mechanics throughout