Grades 3-8: Generic 4-Point Narrative Writing Rubric

| | Grades 3-8: Generic 4-Point Narrative Writing Rubric | | | | | | |
|-------|--|---|--|--|--|--|--|
| Score | Establishment of | Narrative Focus and Organization | Development: Elaboration | and Language | Conventions | | |
| | Narrative Focus | Organization | Elaboration of Narrative | Language and Vocabulary | | | |
| 4 | The narrative, real or imagined, is clearly focused and maintained throughout: • effectively establishes a setting, narrator and/or characters, and point of view* | The narrative, real or imagined, has an effective plot helping create unity and completeness: • effective, consistent use of a variety of transitional strategies • logical sequence of events from beginning to end • effective opening and closure for audience and purpose | The narrative, real or imagined, provides thorough and effective elaboration using details, dialogue, and description: • effective use of a variety of narrative techniques that advance the story or illustrate the experience | The narrative, real or imagined, clearly and effectively expresses experiences or events: • effective use of sensory, concrete, and figurative language clearly advance the purpose | The narrative, real or imagined, demonstrates a strong command of conventions: • few, if any, errors in usage and sentence formation • effective and consistent use of punctuation, capitalization, and spelling | | |
| 3 | The narrative, real or imagined, is adequately focused and generally maintained throughout: • adequately establishes a setting, narrator and/or characters, and point of view* | The narrative, real or imagined, has an evident plot helping create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected: • adequate use of a variety of transitional strategies • adequate sequence of events from beginning to end • adequate opening and closure for audience and purpose | The narrative, real or imagined, provides adequate elaboration using details, dialogue, and description: adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience | The narrative, real or imagined, adequately expresses experiences or events: • adequate use of sensory, concrete, and figurative language generally advance the purpose | The narrative, real or imagined, demonstrates an adequate command of conventions: • some errors in usage and sentence formation but no systematic pattern of errors is displayed • adequate use of punctuation, capitalization, and spelling | | |
| 2 | The narrative, real or imagined, is somewhat maintained and may have a minor drift in focus: • inconsistently establishes a setting, narrator and/or characters, and point of view* | The narrative, real or imagined, has an inconsistent plot, and flaws are evident: • inconsistent use of basic transitional strategies with little variety • uneven sequence of events from beginning to end • opening and closure, if present, are weak • weak connection among ideas | The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and description: • narrative techniques, if present, are uneven and inconsistent | The narrative, real or imagined, unevenly expresses experiences or events: • partial or weak use of sensory, concrete, and figurative language that may not advance the purpose | The narrative, real or imagined, demonstrates a partial command of conventions: • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling | | |
| 1 | The narrative, real or imagined, may be maintained but may provide little or no focus: may be very brief may have a major drift focus may be confusing or ambiguous | The narrative, real or imagined, has little or no discernable plot: • few or no transitional strategies are evident • frequent extraneous ideas may intrude | The narrative, real or imagined, provides minimal elaboration using little or no details, dialogue, and description: use of narrative techniques is minimal, absent, in error, or irrelevant | The narrative, real or imagined, expression of ideas is vague, lacks clarity, or is confusing: uses limited language may have little sense of purpose | The narrative, real or imagined, demonstrates a lack of command of conventions: • errors are frequent and severe and meaning is often obscured | | |
| 0 | A response gets no credit if it provides no evidence of the ability to (fill in with key language from the intended target). | | | | | | |

^{*}Point of view begins in 7 grade

Grades 3-5: Generic 4-Point Informative/Explanatory Writing Rubric

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|--|--|--|---|---|---|--|--|
| Score | | Purpose/Focus and Organization | Development: Language and Elab | oration of Evidence | Conventions | | |
| | Statement of Purpose/Focus | Organization | Elaboration of Evidence | Language and Vocabulary | | | |
| 4 | The response is fully sustained and consistently and purposefully focused: controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained controlling idea or main idea of a topic is introduced and communicated clearly within the context | The response has a clear and effective organizational structure creating unity and completeness: use of a variety of transitional strategies logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose | The response has a clear and effective organizational structure creating unity and completeness: • use of a variety of transitional strategies • logical progression of ideas from beginning to end • effective introduction and conclusion for audience and purpose | The response clearly and effectively expresses ideas, using precise language: • use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose | The response demonstrates a strong command of conventions: • few, if any, errors in usage and sentence formation • effective and consistent use of punctuation, capitalization, and spelling | | |
| 3 | The response is adequately sustained and generally focused: • focus is clear and for the most part maintained, though some loosely related material may be present • some context for the controlling idea or main idea of the topic is adequate | The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected: • adequate use of transitional strategies with some variety • adequate progression of ideas from beginning to end • adequate introduction and conclusion | The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details: • some evidence from sources is integrated, though citations may be general or imprecise • adequate use of some elaborative techniques | The response adequately expresses ideas, employing a mix of precise with more general language use of domain-specific vocabulary is generally appropriate for the audience and purpose | The response demonstrates an adequate command of conventions: • some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed • adequate use of punctuation, capitalization, and spelling | | |
| 2 | The response is somewhat sustained and may have a minor drift in focus: may be clearly focused on the controlling or main idea, but is insufficiently sustained controlling idea or main idea may be unclear and somewhat unfocused | The response has an inconsistent organizational structure, and flaws are evident: • inconsistent use of transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak | The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details: • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques | The response expresses ideas unevenly, using simplistic language: use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose | The response demonstrates a partial command of conventions: • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling | | |
| 1 | The response may be related to the topic but may provide little or no focus: may be very brief may have a major drift focus may be confusing or ambiguous | The response has little or no discernible organizational structure: few or no transitional strategies are evident frequent extraneous ideas may intrude | The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details: use of evidence from the source material is minimal, absent, in error, or irrelevant | The response expression of ideas is vague, lacks clarity, or is confusing: • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose | The response demonstrates a lack of command of conventions: errors are frequent and severe and meaning is often obscure | | |
| 0 | A response gets no credit if it provides no evidence of the ability to [fill in with key language from the intended target]. | | | | | | |

^{*}Begins in 7 grade

Grades 3-5: Generic 4-Point Opinion Writing Rubric

| The response is fully sustained and consistently and purposeduly focused: • opinion is communicated clearly within the context • opinion is clear and for the context provided for the claim is adequate the claim is adequate with some variety related material may be present • context provided for the claim is adequate introduction and conclusion of the cipinion on the issue may be unclear and unforcused • The response has an inconsistent organizational structure, and flaws are evident: • The response has an inconsistent organizational structure, and flaws are evident: • context provided for the claim is adequate introduction and conclusion on the issue may be unclear and unforcused • The response has an inconsistent organizational structure, and flaws are evident: • The response has an inconsistent organizational structure, and flaws are evident: • nontext provided for the claim is adequate introduction and conclusion or the issue may be unclear and unforcused • The response has an inconsistent organizational structure; • not the claim is adequated. • The response has an inconsistent organizational structure, and flaws are evident: • notice the provided for the claim is adequated. • conclusion and introduction, if present, are widering to end • conclusion and introduction, if present, are widering or many be unclear and unforcused. • The response has an inconsistent use of transitional structure; • now be clearly focused: • no pleaning to end • context provided for | | Grades 3-5: Generic 4-Point Opinion Writing Rubric | | | | | | |
|--|-------|---|---|---|--|--|--|--|
| he response is fully sustained and consistent use of a variety of transitional structure creating unity and purposefully focused: opinion is clearly stated, focused, and stronged and opinion is clearly stated, focused; opinion is clearly and for the most part maintained, focused; opinion is clear and for the most part maintained and generally focused; opinion is clear and for the most part maintained and generally focused; opinion is clear and for the most part maintained and generally focused; opinion is clear and for the collection of the structure, though some loosely related material may be present of though some loosely related material may be present opinion that includes the use of sources, facts, and details: The response is an adequated support/evidence for the virtler's opinion that includes the use of sources, facts, and details: adequate use of sveriety of the most provided for the claim is adequated with some extransous material or a minor drift in focus; and purpose is somewhat sustained with some extransous material or a minor drift in focus; and purpose is somewhat sustained with some extransous material or a minor drift in focus; and purpose is somewhat assistance and purpose of the opinion but is insufficiently sustained. The response has a lared redive with most general provided for the clear provided for the clear provided for the clear provided for the collection of the provided for the collection of the provided for the collection of the provided for the collect | Score | | I | | | Conventions | | |
| sustained and consistently and purposefully focused to forused, and strongly maintained opinion is clearly stated, for some clearly within the context opinion is clearly stated, opinion is communicated clearly within the context or adjusted and generally focused: The response is adequated and consistent use of a variety of transitional structure, though there may be merent or called in substanced and generally focused through some loosey present or called in substanced and generally focused or the called in substanced with some extraneous material or a minor drift in focus: The response is somewhat sustained and generally content provided for the called in substanced with some extraneous material or a minor drift in focus. The response is somewhat sustained and equate introduction and conclusion of the provision of the substance of the point but is insufficiently sustained and opinion but is unaufficiently sustained and point pose unclear and unfocused or the opinion but is insurficiently sustained and point pose unclear and unfocused or the opinion but is unaufficiently sustained and point pose unclear and unfocused or the opinion but is unaufficiently sustained and point pose unclear and unfocused or the opinion but is unaufficiently sustained and point pose unclear and unfocused or the opinion but is unsufficiently sustained and point pose unclear and unfocused or the opinion but is unsufficiently sustained and point pose unclear and unfocused or the opinion but is unsufficiently sustained and point pose unclear and unfocused or the opinion but is unsufficiently sustained and point pose unclear and unfocused or the opinion but is unsufficiently sustained and point pose unclear and unfocused or the opinion but is unsufficiently sustained and point pose unclear and unfocused or the opinion but is unsufficiently | | | | | | | | |
| adequately sustained and generally focused: opinion is clear and for the most part maintained, though some loosely connected: ocontext provided for the claim is adequate context provided for the claim is adequate tough some loosely context provided for the claim is adequate context provided for the claim is adequate The response is somewhat sustained with some extraneous material or a minor drift in focus: may be clearly focused on the opinion but is inconsistent organizational structure, and flaws are evident: meximized in though some loosely connected: ocontext provided for the claim is adequate to context provided for the claim is adequate The response is somewhat sustained with some extraneous material or a minor drift in focus: may be clearly focused on the opinion but is inconsistent organizational structure, and flaws are evident: meximized, though some loosely connected: ocontext provided for the claim is adequate and equate is provided for the claim is adequate to progression of ideas from beginning to end The response lass an inconsistent organizational structure, and flaws are evident: inconsistent use of transitional strategies with little variety ocolusion and introduction, if present, are weak The response may be related to the purpose but may offer little or no focus: may obe very brief may have little sense of audience and purpose The response has little or no discernible organizational structure: frequent extraneous ideas may intrude organizational structure, though there may offer little or no focus: may have larged (though clations may be general or imprecise adequate use of some elaborative techniques The response provides uneven, cursopy support/evidence for the writer's opinion that includes the use of sources, facts, and details: The response organizational structure; may developed for the device from sources is weakly integrated, and adequate use of some elaborative techniques The response may be related to the purpose but may offer little or no focus: may | 4 | sustained and consistently and purposefully focused: opinion is clearly stated, focused, and strongly maintained opinion is communicated | organizational structure creating unity and completeness: • effective, consistent use of a variety of transitional strategies • logical progression of ideas from beginning to end • effective introduction and conclusion for | convincing support/evidence for the writer's opinion that includes the effective use of sources, facts, and details: use of evidence from sources is smoothly integrated, comprehensive, and relevant effective use of a variety of | and effectively expresses ideas, using precise language: use of academic and domain-specific vocabulary is clearly appropriate for the audience and | a strong command of conventions: • few, if any, errors in usage and sentence formation • effective and consistent use of punctuation, | | |
| sustained with some extraneous material or a minor drift in focus: • may be clearly focused on the opinion but is insufficiently sustained • opinion on the issue may be related to the purpose but may offer little or no focus: • may be very brief • may be very brief • may be confusing or ambiguous organizational structure, and flaws are evident: organizational structure, and flaws are evident or uneven use of sources, facts, and details: organizational structure, simplistic language: organizational structure, and flaws are evident or uneven use of sources, facts, and details: organizational structure, simplistic language: organizational structure, and flaws are evident or uneven use of sources, facts, and details: organizational structure, and flaws are evident or uneven use of sources, facts, and details: organizational structure, and flaws are evident or uneven use of sources, facts, and details: organizational structure, and flaws are evident or uneven use of sources, facts, and details: organizational structure, and flaws are evident or uneven use of sources is walkly integrated, and citations, if present, are uneven or weak or uneven use of elaborative techniques The response may be related to the purpose but may offer little or no discernible organizational structure: organizational structure, organizational structure organization, in present, are evident or uneven use of elaborative techniques organizational structure, organization, and citations, if p | 3 | adequately sustained and generally focused: opinion is clear and for the most part maintained, though some loosely related material may be present context provided for the | organizational structure, though there may be minor flaws and some ideas may be loosely connected: adequate use of transitional strategies with some variety adequate progression of ideas from beginning to end | support/evidence for the writer's opinion that includes the use of sources, facts, and details: • some evidence from sources is integrated, though citations may be general or imprecise • adequate use of some elaborative | adequately expresses ideas, employing a mix of precise with more general language use of domain-specific vocabulary is generally appropriate for the audience and | an adequate command of conventions: some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed adequate use of punctuation, | | |
| related to the purpose but may offer little or no focus: • may be very brief • may have a major drift • opinion may be confusing or ambiguous organizational structure: • few or no transitional strategies are evident • frequent extraneous ideas may intrude support/evidence for the writer's opinion that includes little or no use of sources, facts, and details: • use of evidence from sources is minimal, absent, in error, or irrelevant organizational structure: • few or no transitional strategies are evident • frequent extraneous ideas may intrude organizational structure: • few or no transitional strategies are evident • frequent extraneous ideas may intrude organizational structure: • few or no transitional strategies are evident • frequent extraneous ideas may intrude • frequent extraneous ideas may intrude • frequent extraneous ideas may intrude • may have a major drift • opinion may be confusing: • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose | 2 | sustained with some extraneous material or a minor drift in focus: may be clearly focused on the opinion but is insufficiently sustained opinion on the issue may | organizational structure, and flaws are evident: • inconsistent use of transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are | cursory support/evidence for the writer's opinion that includes partial or uneven use of sources, facts, and details: evidence from sources is weakly integrated, and citations, if present, are uneven weak or uneven use of elaborative | expresses ideas unevenly, using simplistic language: • use of domain-specific vocabulary that may at times be inappropriate for the audience and | ideas unevenly, using simplistic language: use of domain-specific vocabulary that may at times be inappropriate for | | |
| A second | 1 | related to the purpose but may offer little or no focus: may be very brief may have a major drift opinion may be confusing | organizational structure: few or no transitional strategies are evident | support/evidence for the writer's opinion that includes little or no use of sources, facts, and details: use of evidence from sources is minimal, absent, in error, or | expression of ideas is vague, lacks clarity, or is confusing: • uses limited language or domain-specific vocabulary • may have little sense of audience and | a lack of command of conventions: errors are frequent and severe and meaning is often | | |
| 0 A response gets no credit if it provides no evidence of the ability to [fill in with key language from the intended target]. | 0 | | | | | | | |

^{*}Begins in 7 grade