DJUSD 2 - 6 Grade Writing Rubric

updated 12/2007

Narrative Rubric - Ideas and Content

This Paper is clear and focused. It holds the readers attention. Relevevant anecdotes and details enrich the central theme.**(5)**

A. The topic is narrow and manageable.
B. Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.
C. Reasonably accurate details are present to support the main ideas.
D. The writer seems to be writing from knowledge or experience; the ideas are fresh and original.
E. The reader's questions are anticipated and answered
F. Insight--an understanding of life and a knack for picking out what is significant-is an indicator of high level performance, though not required.

The writer is beginning to define the topic, even though development is still basic or general. **(3)**

A. The topic is fairly broad; however, you can see where the writer is headed.
B. Support is attempted, but doesn't go far enough yet in fleshing out the key issues or story line.
C. Ideas are reasonably clear, though they may not be detailed, personalized, accurate, or expanded enough to show in-depth understanding or a strong sense of purpose.
D. The writer seems to be drawing on knowledge or experience, but has difficulty going from general observations to specifics.
E. The reader is left with questions. More information is needed to "fill in the blanks".
F. The writer generally stays on the topic but does not develop a clear theme. The writer has not yet focused the topic past the obvious.

As yet, the paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details. The writing relects more than one of these problems. **(1)**

A. The writer is still in search of a topic, brainstorming, or has not yet decided what the main idea of the piece will be.
B. Information is limited or unclear or the length is not adequate for development.
C. The idea is a simple restatement of the topic or an answer to the question with little or no attention to detail.
D. The writer has not begun to define the topic in a meaningful, personal way.
E. Everything seems as important as everything else; the reader has a hard time sifting out what is important.
F. The text may be repetitious, or may read like a collection of disconnected, random thoughts with no discernable point.
G. Does not address the prompt.

Narrative Rubric - Organization

The organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text. **(5)**

A. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution
B. Thoughtful transitions clearly show how ideas connect.
C. Details seem to fit where they're placed; sequencing is logical and effective
D. Pacing is well controlled; the writer knows when to slow down and elaborate, and when to pick up the pace and move on.
E. Organization flows so smoothly the reader hardly thinks about it; the choice of structure matches the purpose and audience.

The organizational structure is strong enough to move the reader through the text without too much confusion.**(3)**

A. The paper has a recognizable introduction and conclusion. The introduction may not create a strong sense of anticipation; the conclusion may not tie up all loose ends.
B. Transitions often work well; at other times, connections between ideas are fuzzy.
C. Sequencing shows some logic, but not under control enough that it consistently supports the ideas. In fact, sometimes it is so predictable and rehearsed that the structure takes attention away from the content.
D. Pacing is fairly well controlled, though the writer sometimes lunges ahead too quickly or spends too much time on details that do not matter.
E. The organization sometimes supports the main point or storyline; at other times, the reader feels an urge to slip in a transition or move things around.

The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure. The writing reflects more than one of these problems. **(1)**

A. There is no real lead to set up what follows, no real conclusion to wrap things up.
B. Connections between ideas are confusing or not even present.
C. Sequencing needs lots and lots of work.
D. Pacing feels awkward; the writer slows to a crawl when the reader wants to get on with it, and vice versa.
E. Problems with organization make it hard for the reader to get a grip on the main point or story line.

Narrative Rubric - Conventions

The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar usage, paragraphing) and uses conventions effectively to enhance readability. Errors tend to be so few that just minor touch-ups would get this piece ready to publish. **(5)**

A. Spelling is generally correct, even on more difficult words.
B. The punctuation is accurate, even creative, and guides the the reader through the text.
C. A thorough understanding and consistent application of capitalization skills are present.
D. Grammar and usage are correct and contribute to clarity and style.
E. Paragraphing tends to be sound and reinforces the organizational structure.
F. The writer may manipulate conventions for stylistic effect-and it works! The piece is very close to being ready to publish.

Grades 7 and up ONLY: The writing is sufficiently complex to allow the writer to show skill in using a wide range of conventions. For writers at younger ages, the writing shows control over those conventions that are grade/age appropriate.

The writer shows reasonable control over limited range of standard writing conventions. Conventions are sometimes handled well & enhance readability; at other times, errors are distracting & impair readability. **(3)**

A. Spelling is usually correct or reasonably phonetic on common words, but more difficult words are problematic.
B. End punctuation is usually correct; internal punctuation *(commas, apostrophes, semicolons, dashes, colons, parentheses)* is sometimes missing/wrong.
C. Most words are capitalized correctly; control over more sophisticated capitalization skills may be spotty.
D. Problems with grammar are not serious enough to distort meaning but may not be correct or accurately applied.
E. Paragraphing is attempted but may run together or begin in the wrong places.
F. Moderate (a little of this, a little of that) editing would be required to polish the text for publication.

Errors in spelling, punct., capital., usage & grammar and/or paragraphing distract the reader & make text difficult to read. Writing reflects more than one of these problems. **(1)**

A. Spelling errors are frequent, even on common words.
B. Punctuation (including terminal punctuation) is often missing or incorrect.
C. Capitalization is random and only the easiest rules show awareness of correct use.
D. Errors in grammar or usage are very noticeable, frequent, and affect meaning.
E. Paragraphing is missing, irregular, or so frequent (every sentence) that it has no relationship to the organizational structure of the text.
F. The teacher must read once to decode, then again for meaning. Extensive editing would be required to polish the text for publication.

Scoring

Reader One

Ideas & Content _____
Organization _____
Conventions _____

Reader Two

Ideas & Content _____
Organization _____
Conventions _____

Average

Ideas & Content _____
Organization _____
Conventions _____

Adjudicated

I _____
O _____
C _____

Total Average _____

Comments: