

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

6	Commendations	Needs
<ul style="list-style-type: none"> • 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 grammar, usage, and mechanics 		
<p style="text-align: center;">5</p> <ul style="list-style-type: none"> • 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 		
<p style="text-align: center;">4</p> <ul style="list-style-type: none"> • 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 • inconsistent control of grade-level grammar, usage, and mechanics 		
<p style="text-align: center;">3</p> <ul style="list-style-type: none"> • story topic is clear • has a beginning, middle, and end • uses some relevant details • identifies characters • uses language adequately; little variety • may contain some serious errors in grammar, usage, and mechanics 		
<p style="text-align: center;">2</p> <ul style="list-style-type: none"> • attempts story line • may lack effective beginning or end abruptly • uses few relevant details • names characters • lacks sentence control • errors are distracting 		
<p style="text-align: center;">1</p> <ul style="list-style-type: none"> • 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 throughout 		

Writing Rubric – Extended Response: Informational (Report) Writing

6	Commendations	Needs
<ul style="list-style-type: none"> • 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 grammar, usage, and mechanics 		
5		
<ul style="list-style-type: none"> • stated focus maintained consistently throughout • well-organized and coherent throughout • 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		
<ul style="list-style-type: none"> • stated focus may not be used effectively to focus writing • generally well-organized and coherent • details are relevant and mostly support purpose • well-constructed sentences; uses language well • inconsistent control of grade-level grammar, usage, and mechanics 		
3		
<ul style="list-style-type: none"> • writing has a general purpose • some sense of organization; may have lapses in coherence • some relevant details support purpose • generally correct sentence structure; uses language adequately • may contain some serious errors in grammar, usage, and mechanics 		
2		
<ul style="list-style-type: none"> • lack of evident purpose; stays on topic • little evidence of organization; lapses in coherence • general or listed details • lacks sentence control; uses language poorly • errors are distracting 		
1		
<ul style="list-style-type: none"> • lack of evident purpose; topic may not be clear • incoherent or underdeveloped • random information • rudimentary or deficient use of language • serious and persistent errors throughout 		

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

6	Commendations	Needs
<ul style="list-style-type: none"> • 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 grammar, usage, and mechanics 		
5		
<ul style="list-style-type: none"> • stated focus maintained consistently 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		
<ul style="list-style-type: none"> • stated focus may not be used effectively to focus writing • generally well-organized and coherent • details are relevant and mostly support purpose • well-constructed sentences; uses language well • inconsistent control of grade-level grammar, usage, and mechanics 		
3		
<ul style="list-style-type: none"> • writing has a general purpose • some sense of organization; may have lapses in coherence • some relevant details support purpose • generally correct sentence structure; uses language adequately • may contain some serious errors in grammar, usage, and mechanics 		
2		
<ul style="list-style-type: none"> • lack of evident purpose; stays on topic • little evidence of organization; lapses in coherence • general or listed details • lacks sentence control; uses language poorly • errors are distracting 		
1		
<ul style="list-style-type: none"> • lack of evident purpose; topic may not be clear • incoherent or underdeveloped • random information • rudimentary or deficient use of language • serious and persistent errors throughout 		

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

6	Commendations	Needs
<ul style="list-style-type: none"> • 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 grammar, usage, and mechanics 		
5		
<ul style="list-style-type: none"> • 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 grammar, usage and mechanics 		
4		
<ul style="list-style-type: none"> • stated focus is evident, but may have minor lapses • generally well organized and coherent • arguments are appropriate and mostly support purpose/opinion • well-constructed sentences; uses language well • inconsistent control of grammar, usage, and mechanics 		
3		
<ul style="list-style-type: none"> • writing has a general purpose • 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		
<ul style="list-style-type: none"> • some evident purpose • little evidence of organization; lapses in coherence • general or listed details/reasons • lacks sentence control; uses language poorly • errors are distracting 		
1		
<ul style="list-style-type: none"> • focus may be undeveloped and/or unclear • incoherent or underdeveloped • random information • rudimentary or deficient use of language • serious and persistent errors throughout 		