

6th Grade Narrative Rubric
Unit:

Name:
Date:

Score:

| | 4 | 3 | 2 | 1 |
|------------------------------|--|---|---|--|
| Beginning W.6.3 | - The author engages and orients the reader by establishing a unique or appealing context, and introducing a narrator and/or characters of a real or imagined experience. | - The author engages and orients the reader by establishing a context and introducing a narrator and/or characters of a real or imagined experience. | - The author introduces, but may not fully describe, a narrator or characters of a real or imagined experience. | - The context, narrator, and/or characters of the narrative were not made obvious to the reader. |
| Main Idea & Details W.6.3 | - The author successfully uses relevant descriptive details and organizes an event sequence that unfolds naturally and logically. - The author effectively uses narrative techniques, such as dialogue, pacing, description, to develop experiences, events, and characters. | - The author uses relevant descriptive details and organizes an event sequence that unfolds naturally and logically. - The author uses narrative techniques, such as dialogue, pacing, description, to develop experiences, events, and/or characters. | - There were parts in the narrative with detailed description and a coherent sequence of events. - The author attempts to use some narrative techniques, such as dialogue or description, in order to describe experiences, events, and/or characters. | - The narrative lacks detailed description and/or a coherent sequence of events. - It is not clear whether the author attempted to use any narrative techniques to describe events or characters. |
| Ending W.6.3 | - The author provides an interesting ending or conclusion that follows from, and reflects on, the narrated experiences or events. | - The author provides an ending or conclusion that follows from the narrated experiences or events. | - The author provides an ending to the narrated experiences or events. | - The narrated experiences or events stop abruptly and/or lack a resolution. |
| Craft & Style W.6.3 | - The author uses a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and to create a personal writing style. - The author uses imaginative language that includes precise words and phrases, relevant descriptive details, and sensory language throughout the entire narrative, in order to convey experiences and events. | - The author uses a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another. - The author uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | - The author uses some transition words, phrases, and clauses to convey sequence, or to signal shifts from one time frame or setting to another. - There were some parts of the narrative where the author uses precise words and phrases, descriptive details, or sensory language. | - There are little to no transitional words or phrases used, and shifts from one time frame or setting to another are abrupt. - Much of the language throughout the writing is unclear, inaccurate and/or careless. |
| Genre W.6.4 | - The author produces clear, coherent, and innovative writing in which the development, organization, and style are appropriate to the set task, purpose, and audience. | - The author produces clear and coherent writing in which the development, organization, and style are appropriate to the set task, purpose, and audience. | - The development, organization, and style of the writing are suitable to the set task, purpose, and audience. | - The development, organization, and/or style of the writing does not address the set task, purpose, and audience. |
| Process W.6.5 | - There is significant evidence of planning, revising, editing, rewriting, or trying a new approach in order to develop and perfect the writing. | - There is evidence of planning, revising, rewriting, editing, or trying a new approach in order to develop or strengthen the writing. | - There is some evidence of planning, revising, rewriting, or editing to develop the writing. | - There is little to no evidence of planning, revising, rewriting, or editing to develop the writing. |

Student Goal: [To be filled out **during a writing conference** with the teacher.]

Write the statement from the rubric that represents your goal.

Quality & Standard: _____ W.6.____ Level: _____

Statement: _____

Teacher's Comments about the Writing: [To be filled out **when grading** the student's writing piece.
Should include a critique of the piece and whether or not the student reached his/her goal.]

Student Reflection: [To be filled out **after** the piece is graded.]

What was your favorite part of this writing assignment? Why was that your favorite part?

Did you reach your goal? If so, explain how. If not, explain what you still have to do to reach it.
