# CCSS.W.6.3 Rubric



| | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|---|---|---|---|---|---|
| **ESTABLISHING SETTING, POINT OF VIEW AND CHARACTERS** | Does not establish the setting, point of view, or characters. | Introduces the setting, but the point of view is vague and/or the characters are undeveloped. | Clearly establishes one or two of the essential elements that orients a reader (setting, character, point of view). | Sets up the narrative by establishing a clear setting and point of view and by introducing a narrator and/or characters. | Creatively engages the reader with a well-developed setting, establishes one or multiple points of view, and introduces a narrator and/or complex characters. |
| **NARRATIVE TECHNIQUES** | Does not use include narrative techniques such as dialogue, pacing, and description. | Attempts to includes narrative techniques such as dialogue, pacing, and description but does so incorrectly. | Includes some narrative techniques such as dialogue, pacing, and description but does not fully develop the experiences, events, and/or characters accurately. | Includes narrative techniques such as dialogue, pacing, and description to elaborate details and develop the experiences, events, and/or characters accurately. | Includes a variety of narrative techniques such as engaging dialogue, strategic pacing, and vivid descriptions that develop and advance the story. |
| **THEME/ MESSAGE** | Does not include a theme or message. | Intended theme or message is unclear due to unfocused writing. | Attempts to create a theme or message but it is not fully developed. | Theme or message is developed throughout the writing. | Theme or message is clear and developed to enhance the reader's understanding. |

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| | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|---|---|---|---|---|---|
| **ORGANIZATION** | Lacks a sequence of experiences or events.<br><br>Does not include transitions to clarify relationships between ideas. | Follows an illogical sequence of experiences or events.<br><br>May include incorrect use of transitions, that limit cohesion. | Follows a sequence of experiences or events, but contains inconsistencies.<br><br>Inconsistently includes transitions. | Follows a sequence of experiences or events.<br><br>Includes transitions to clarify relationships between ideas. | Logically progresses through experiences or events that build on one another.<br><br>Uses appropriate and varied transitions to link sections of the text, create cohesion, and clarify relationships between ideas. |
| **AUDIENCE APPROPRIATE LANGUAGE (STYLE & WORD CHOICE)** | Use of words and phrases, relevant descriptive details, and sensory language is very limited and severely limits understanding of the experiences and events.<br><br>Does not attempt to vary sentence patterns for meaning, interest, or style. | Use of words and phrases, relevant descriptive details, and sensory language is limited and limits understanding of the experiences and events.<br><br>Uses minimal variation in sentence patterns for meaning, interest, or style | Use of words and phrases, relevant descriptive details, and sensory language is often insufficient and/or partially limits understanding of the experiences and events.<br><br>Attempts to vary sentence patterns for meaning, interest, or style, but this often interferes with meaning. | Use of words and phrases, relevant descriptive details, and sensory language is sufficient but at times can limit understanding of the experiences and events.<br><br>Varies sentence patterns for meaning, interest, or style. | Uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.<br><br>Skillfully varies sentence patterns for meaning, interest, and style to enhance the plot. theme, and/or character development. |
| **CONVENTIONS OF ENGLISH** | Does not demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br><br>Many significant errors in conventions that are identified as a focus for this assignment. | Demonstrates little to no command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br><br>Many errors in conventions that are identified as a focus for this assignment. | Demonstrates a partial command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br><br>Errors in conventions that affect the overall meaning. | Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br><br>Some errors in conventions but they do not affect meaning. | Demonstrates a skillful command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br><br>Few or no errors in conventions. |