

**Sample Generic 4-point Narrative Writing Rubric (Grade 3-8)**

Score	Establishment of Narrative Focus and Organization		Development: Language and 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: <ul style="list-style-type: none"> <li>effectively establishes a setting, narrator and/or characters, and point of view*</li> </ul>	The narrative, real or imagined, has an effective plot helping create unity and completeness: <ul style="list-style-type: none"> <li>effective, consistent use of a variety of transitional strategies</li> <li>logical sequence of events from beginning to end</li> <li>effective opening and closure for audience and purpose</li> </ul>	The narrative, real or imagined, provides thorough and effective elaboration using details, dialogue, and description: <ul style="list-style-type: none"> <li>effective use of a variety of narrative techniques that advance the story or illustrate the experience</li> </ul>	The narrative, real or imagined, clearly and effectively expresses experiences or events: <ul style="list-style-type: none"> <li>effective use of sensory, concrete, and figurative language clearly advance the purpose</li> </ul>	The narrative, real or imagined, demonstrates a strong command of conventions: <ul style="list-style-type: none"> <li>few, if any, errors in usage and sentence formation</li> <li>effective and consistent use of punctuation, capitalization, and spelling</li> </ul>
3	The narrative, real or imagined, is adequately focused and generally maintained throughout: <ul style="list-style-type: none"> <li>adequately establishes a setting, narrator and/or characters, and point of view*</li> </ul>	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: <ul style="list-style-type: none"> <li>adequate use of a variety of transitional strategies</li> <li>adequate sequence of events from beginning to end</li> <li>adequate opening and closure for audience and purpose</li> </ul>	The narrative, real or imagined, provides adequate elaboration using details, dialogue, and description: <ul style="list-style-type: none"> <li>adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience</li> </ul>	The narrative, real or imagined, adequately expresses experiences or events: <ul style="list-style-type: none"> <li>adequate use of sensory, concrete, and figurative language generally advance the purpose</li> </ul>	The narrative, real or imagined, demonstrates an adequate command of conventions: <ul style="list-style-type: none"> <li>some errors in usage and sentence formation but no systematic pattern of errors is displayed</li> <li>adequate use of punctuation, capitalization, and spelling</li> </ul>
2	The narrative, real or imagined, is somewhat maintained and may have a minor drift in focus: <ul style="list-style-type: none"> <li>inconsistently establishes a setting, narrator and/or characters, and point of view*</li> </ul>	The narrative, real or imagined, has an inconsistent plot, and flaws are evident: <ul style="list-style-type: none"> <li>inconsistent use of basic transitional strategies with little variety</li> <li>uneven sequence of events from beginning to end</li> <li>opening and closure, if present, are weak</li> <li>weak connection among ideas</li> </ul>	The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and description: <ul style="list-style-type: none"> <li>narrative techniques, if present, are uneven and inconsistent</li> </ul>	The narrative, real or imagined, unevenly expresses experiences or events: <ul style="list-style-type: none"> <li>partial or weak use of sensory, concrete, and figurative language that may not advance the purpose</li> </ul>	The narrative, real or imagined, demonstrates a partial command of conventions: <ul style="list-style-type: none"> <li>frequent errors in usage may obscure meaning</li> <li>inconsistent use of punctuation, capitalization, and spelling</li> </ul>
1	The narrative, real or imagined, may be maintained but may provide little or no focus: <ul style="list-style-type: none"> <li>may be very brief</li> <li>may have a major drift</li> <li>focus may be confusing or ambiguous</li> </ul>	The narrative, real or imagined, has little or no discernable plot: <ul style="list-style-type: none"> <li>few or no transitional strategies are evident</li> <li>frequent extraneous ideas may intrude</li> </ul>	The narrative, real or imagined, provides minimal elaboration using little or no details, dialogue, and description: <ul style="list-style-type: none"> <li>use of narrative techniques is minimal, absent, in error, or irrelevant</li> </ul>	The narrative, real or imagined, expression of ideas is vague, lacks clarity, or is confusing: <ul style="list-style-type: none"> <li>uses limited language</li> <li>may have little sense of purpose</li> </ul>	The narrative, real or imagined, demonstrates a lack of command of conventions: <ul style="list-style-type: none"> <li>errors are frequent and severe and meaning is often obscured</li> </ul>
0	A response gets no credit if it provides no evidence of the ability to (fill in with any key language from the intended target).				

\* Point of view begins in Grade 7

**Sample Generic 4-point Argumentative Writing Rubric (Grade 6-11)**

Score	Statement of Purpose/Focus and Organization			Development: Language and Elaboration of Evidence		Language and Vocabulary	Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	Conventions		
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>claim is clearly stated, focused and strongly maintained</li> <li>alternate or opposing claims are clearly addressed*</li> <li>claim is introduced and communicated clearly within the context</li> </ul>	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> <li>effective, consistent use of a variety of transitional strategies</li> <li>logical progression of ideas from beginning to end</li> <li>effective introduction and conclusion for audience and purpose</li> <li>strong connections among ideas, with some syntactic variety</li> </ul>	<p>The response provides thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> <li>use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete</li> <li>effective use of a variety of elaborative techniques</li> </ul>	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <li>use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</li> </ul>	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> <li>few, if any, errors are present in usage and sentence formation</li> <li>effective and consistent use of punctuation, capitalization, and spelling</li> </ul>		
3	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>claim is clear and for the most part maintained, though some loosely related material may be present</li> <li>context provided for the claim is adequate</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>adequate use of transitional strategies with some variety</li> <li>adequate progression of ideas from beginning to end</li> <li>adequate introduction and conclusion</li> <li>adequate, if slightly inconsistent, connection among ideas</li> </ul>	<p>The response provides adequate support/evidence for writer's claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:</p> <ul style="list-style-type: none"> <li>some evidence from sources is integrated, though citations may be general or imprecise</li> <li>adequate use of some elaborative techniques</li> </ul>	<p>The response adequately expresses ideas, employing a mix of precise with more general language</p> <ul style="list-style-type: none"> <li>use of domain-specific vocabulary is generally appropriate for the audience and purpose</li> </ul>	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed</li> <li>adequate use of punctuation, capitalization, and spelling</li> </ul>		
2	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>may be clearly focused on the claim but is insufficiently sustained</li> <li>claim on the issue may be somewhat unclear and unfocused</li> </ul>	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> <li>inconsistent use of basic transitional strategies with little variety</li> <li>uneven progression of ideas from beginning to end</li> <li>conclusion and introduction, if present, are weak</li> <li>weak connection among ideas</li> </ul>	<p>The response provides uneven, cursory support/evidence for the writer's claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:</p> <ul style="list-style-type: none"> <li>evidence from sources is weakly integrated, and citations, if present, are uneven</li> <li>weak or uneven use of elaborative techniques</li> </ul>	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>use of domain-specific vocabulary may at times be inappropriate for the audience and purpose</li> </ul>	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>frequent errors in usage may obscure meaning</li> <li>inconsistent use of punctuation, capitalization, and spelling</li> </ul>		
1	<p>The response may be related to the purpose but may offer little relevant detail:</p> <ul style="list-style-type: none"> <li>may be very brief</li> <li>may have a major drift</li> <li>claim may be confusing or ambiguous</li> </ul>	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> <li>few or no transitional strategies are evident</li> <li>frequent extraneous ideas may intrude</li> </ul>	<p>The response provides minimal support/evidence for the writer's claim that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>use of evidence from sources is minimal, absent, in error, or irrelevant</li> </ul>	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>uses limited language or domain-specific vocabulary</li> <li>may have little sense of audience and purpose</li> </ul>	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> <li>errors are frequent and severe and meaning is often obscure</li> </ul>		
0	<p>A response gets no credit if it provides no evidence of the ability to (fill in with any key language from the intended target).</p>						

\* Begins in 7<sup>th</sup> Grade

**Sample Generic 4-point Informative-Explanatory Writing Rubric (Grade 6-11)**

Score	Statement of Purpose/Focus and Organization			Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	Evidence	
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained</li> <li>controlling idea or main idea of a topic is introduced and communicated clearly within the context</li> </ul>	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> <li>use of a variety of transitional strategies</li> <li>logical progression of ideas from beginning to end</li> <li>effective introduction and conclusion for audience and purpose</li> <li>strong connections among ideas, with some syntactic variety</li> </ul>	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> <li>use of evidence from sources is smoothly integrated, comprehensive, and concrete</li> <li>effective use of a variety of elaborative techniques</li> </ul>	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <li>use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</li> </ul>	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> <li>few, if any, errors are present in usage and sentence formation</li> <li>effective and consistent use of punctuation, capitalization, and spelling</li> </ul>	
3	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>focus is clear and for the most part maintained, though some loosely related material may be present</li> <li>some context for the controlling idea or main idea of the topic is adequate</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>adequate use of transitional strategies with some variety</li> <li>adequate progression of ideas from beginning to end</li> <li>adequate introduction and conclusion</li> <li>adequate, if slightly inconsistent, connection among ideas</li> </ul>	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>some evidence from sources is integrated, though citations may be general or imprecise</li> <li>adequate use of some elaborative techniques</li> </ul>	<p>The response adequately expresses ideas, employing a mix of precise with more general language</p> <ul style="list-style-type: none"> <li>use of domain-specific vocabulary is generally appropriate for the audience and purpose</li> </ul>	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed</li> <li>adequate use of punctuation, capitalization, and spelling</li> </ul>	
2	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>may be clearly focused on the controlling or main idea but is insufficiently sustained</li> <li>controlling idea or main idea may be unclear and somewhat unfocused</li> </ul>	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> <li>inconsistent use of transitional strategies with little variety</li> <li>uneven progression of ideas from beginning to end</li> <li>conclusion and introduction, if present, are weak</li> <li>weak connection among ideas</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>evidence from sources is weakly integrated, and citations, if present, are uneven</li> <li>weak or uneven use of elaborative techniques</li> </ul>	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose</li> </ul>	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>frequent errors in usage may obscure meaning</li> <li>inconsistent use of punctuation, capitalization, and spelling</li> </ul>	
1	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>may be very brief</li> <li>may have a major drift</li> <li>focus may be confusing or ambiguous</li> </ul>	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> <li>few or no transitional strategies are evident</li> <li>frequent extraneous ideas may intrude</li> </ul>	<p>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>use of evidence from the source material is minimal, absent, in error, or irrelevant</li> </ul>	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>uses limited language or domain-specific vocabulary</li> <li>may have little sense of audience and purpose</li> </ul>	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> <li>errors are frequent and severe and meaning is often obscure</li> </ul>	
0	A response gets no credit if it provides no evidence of the ability to (fill in with any key language from the intended target).					

<b>Sample Generic 2-point Research Grades 6-11 Analyze/Integrate Information Rubric (Claim 4, Target 2)</b>	
2	The response gives sufficient evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.
1	The response gives limited evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.
0	A response gets no credit if it provides no evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.

<b>Sample Generic 2-point Research Grades 6-11 Evaluate Information/Sources on Rubric (Claim 4, Target 3)</b>	
2	The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy and/or accuracy of the information and sources.
1	The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy and/or accuracy of the information and sources.
0	A response gets no credit if it provides no evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion.

<b>Sample Generic 2-point Research Grades 6-11 Use Evidence Rubric (Claim 4, Target 4)</b>	
2	The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.
1	The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.
0	A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.