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|  | Content | Organization | Sentence  Structure | Vocabulary | Conventions | Voice |
| Excellence  4 | -Has clear characters with defined roles and details.  -Characters and setting are described in detail.  -Problem is clear throughout the story and solved at the end.  -Story has 5+ events related to the problem. | -the introduction is purposeful and establishes events characters and setting.  -Events are developed in paragraphs.  -events link to the problem.  -the ending ties events together. | -Uses complete sentences with occasional error.  -Uses a variety of sentence structures.  -sentence lengths are varied and effective. | -Strengths in vocabulary  -Creative with use of words  -precise words are used to create vivid images and enrich details. | -Punctuation and capitalization mistakes are minimal or non-existent.  -Spelling errors are minimal.  -Dictionary use is obvious in story. | -Strong connection with the reader.  -Shows emotion in writing  -Expressive and engaging |
| Approaching  Excellence  3 | -Includes characters that have roles in the story.  -Problem is clear but inconsistent in story.  -Story has 4+ events that attempt to link to the story. | -Ideas are linked and sequenced appropriately.  -Several ideas with supporting details are developed into paragraphs.  -Connections between characters and events are maintained throughout. | -Usually uses complete sentences but sometimes leaves fragments.  -Uses some different types of sentence structures.  -Sentence length is often varied. | -Adequate vocabulary usage.  -Words and expressions are descriptive.  -Words are specific and effective to create an image in the readers mind. | -Generally appropriate grammar use with occasional errors.  - Punctuation and Capitalization are usually correct.  -Familiar words are spelled correctly.  -Errors do not affect the communication in the story. | -Commitment to topic  -Inconsistent emotion and attachment to reader. |
| Meet  2 | -Has a mixture of defined characters and characters that do not contribute to the story.  -Ideas are vague and undeveloped and repetitive.  -Problem is not clear.  -Story has 3+events that may link to the problem.  -Problem is partially solved but there is confusion. | -Ideas lack unity and sequencing.  -Some ideas but only one or two supporting details.  -writing lacks direction.  -the ending is predictable and not connected to the actions. | -Uses a mixture of complete and incomplete sentences.  -Uses largely simple and some compound sentences.  -Very little sentence variety. | -Simple words are used.  -Words and expressions are basic and do not add to the writing.  -Expressions are general. | -A mixture of errors and good grammar usage.  -Punctuation and capitalization are inconsistent.  -Familiar words are misspelled.  -Errors interfere with communication. | -Voice is inappropriate or non-existent.  -Writing seems mechanical.  -No emotional attachment to the reader. |
| Below  1 | -Does not include defined characters.  -Supporting details are few or non-existent.  -Story has no problem.  -Story has only 1-2 events.  -the writing is confusing. | -Ideas lack connection and sequencing.  -Limited ideas with no supporting details.  -connections between details are not made. | -Uses only simple or partial sentences.  -Uses incomplete sentences.  -No variation in the length or type of sentences.  No variety in sentence beginnings. | -Limited word usage.  -Some words are misused.  -Words and expressions are simple. | -Many grammatical errors.  - The writer does not understand punctuation or capitalization.  -Words are difficult to make out and generally spelt phonetically. | -Writing is life-less.  -No emotional attachment to reader. |

Grade 6 Writing Rubric