

| Rubric 1: Narrative Writing Rubric | | | | | |
|------------------------------------|--------------|--|---|---|--|
| | | Red (40%) 1 point | Orange (60%) 2 point | Yellow (80%) 3 point | Green (100%) 4 point |
| Structure | Overall | <input type="checkbox"/> Wrote a story that is minimally developed with few narrative elements and is limited in its appropriateness to the task | <input type="checkbox"/> Wrote a story that is developed with some narrative elements and is generally appropriate to the task | <input type="checkbox"/> Wrote a story that is mostly effectively developed with narrative elements and is mostly appropriate to the task | <input type="checkbox"/> Wrote a story that is effectively developed with narrative elements and is consistently appropriate to the task <input type="checkbox"/> Developed an idea, lesson, or theme |
| | Lead | <input type="checkbox"/> Wrote a beginning that included relevant details to set the story in motion | <input type="checkbox"/> Wrote a beginning that included relevant details to set the story in motion <input type="checkbox"/> Introduced a narrator and/or characters | <input type="checkbox"/> Wrote a beginning that included relevant details to set the story in motion <input type="checkbox"/> Introduced a narrator and/or characters <input type="checkbox"/> Grounded the story in a place or situation | <input type="checkbox"/> Wrote a beginning that included relevant details to set the story in motion <input type="checkbox"/> Introduced a narrator and/or characters using point of view <input type="checkbox"/> Grounded the story in a place or situation <input type="checkbox"/> Gave some clues to what would later become a problem for the main character |
| | Transition | <input type="checkbox"/> Did not use transition words to show the passage of time | <input type="checkbox"/> Used transition words some of the time to show the passage of time | <input type="checkbox"/> Used transitions most of the time to signal the passage of time and change in setting | <input type="checkbox"/> Used transitions all of the time to signal changes in time and setting <input type="checkbox"/> When appropriate, used transitions to signal complicated changes in time (meanwhile, at the same time, suddenly, unlike before) |
| | Ending | <input type="checkbox"/> Wrote an ending that connected to the main part of the story | <input type="checkbox"/> Wrote an ending that connected to the main part of the story <input type="checkbox"/> Used action, dialogue, or feeling to bring the story to a close | <input type="checkbox"/> Wrote an ending that connected to the main part of the story <input type="checkbox"/> Used action, dialogue, or feeling to bring the story to a close <input type="checkbox"/> Gave readers a sense of closure | <input type="checkbox"/> Wrote an ending that connected to the main part of the story <input type="checkbox"/> Used action, dialogue, or feeling to bring the story to a close <input type="checkbox"/> Gave readers a sense of closure by showing a new realization or insight or change in the character/narrator <input type="checkbox"/> Circled back to a central idea or theme |
| | Organization | <input type="checkbox"/> Created a logical, clear sequence of events | <input type="checkbox"/> Created a logical, clear sequence of events <input type="checkbox"/> Used paragraphs to separate the different parts or times of the story | <input type="checkbox"/> Created a logical, clear sequence of events <input type="checkbox"/> Used paragraphs to separate the different parts or times of the story <input type="checkbox"/> Some parts of the story are longer and more developed than others. | <input type="checkbox"/> Created a logical, clear sequence of events <input type="checkbox"/> Used paragraphs to separate the different parts or times of the story <input type="checkbox"/> Some parts of the story are longer and more developed than others. <input type="checkbox"/> Used paragraphs purposefully, perhaps to show time and setting changes, new parts of the story, or to create tension for readers |

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| | | Red (40%) 1 point | Orange (60%) 2 point | Yellow (80%) 3 point | Green (100%) 4 point |
| Development | Elaboration | <input type="checkbox"/> Added more to the heart of the story, using at least one of the following: dialogue, inner thoughts, precise actions, and/or sensory details | <input type="checkbox"/> Added more to the heart of the story through a combination of actions, dialogue, inner thoughts, and/or sensory details | <input type="checkbox"/> <i>Developed</i> characters, setting, and plot <i>throughout</i> the story using a combination of actions, dialogue, inner thoughts, and/or sensory details | <input type="checkbox"/> Developed characters, setting, and plot <i>throughout the story</i> using a combination of actions, dialogue, inner thoughts, and/or sensory details in a way that contributed to more fully developed characters, setting, or plot <input type="checkbox"/> Showed character flaws as well as strengths to show nuance |
| | Craft | <input type="checkbox"/> Established a style that is either inappropriate or ineffective Ex: It was cold. | <input type="checkbox"/> Established a style that is somewhat effective Ex: It was incredibly cold. OR It was freezing. | <input type="checkbox"/> Established a mostly effective style Ex: It was as cold as the North Pole on Christmas. | <input type="checkbox"/> Established <i>and maintained</i> an effective style <input type="checkbox"/> Varied tone to match the variety of emotions experienced Ex: The freezing air stung her skin as soon as she stepped outside. |
| Conventions | Spelling | <input type="checkbox"/> Spelled 0–50% of key words and words copied directly from the text CORRECTLY | <input type="checkbox"/> Spelled 50–70% of key words and words copied directly from the text CORRECTLY | <input type="checkbox"/> Spelled 70–80% of key words and words copied directly from the text CORRECTLY | <input type="checkbox"/> Spelled 80–100% of key words and words copied directly from the text CORRECTLY |
| | Punctuation and Sentence Structure | <input type="checkbox"/> Used periods and capitalization appropriately with some consistency | <input type="checkbox"/> Used periods and capitalization appropriately with some consistency <input type="checkbox"/> Used quotation marks to denote dialogue | <input type="checkbox"/> Used periods and capitalization appropriately with consistency <input type="checkbox"/> Used quotation marks to denote dialogue <input type="checkbox"/> Used commas when appropriate to vary the pacing of sentences and dialogue | <input type="checkbox"/> Used periods and capitalization appropriately with consistency <input type="checkbox"/> Used quotation marks to denote dialogue <input type="checkbox"/> Used commas when appropriate to vary the pacing of sentences and dialogue <input type="checkbox"/> Varied sentence patterns for meaning, engagement, and style |

| Rubric 2: Literary Essay Writing Rubric | | | | | |
|---|--------------|---|--|--|---|
| | | Red (40%) 1 point | Orange (60%) 2 point | Yellow (80%) 3 point | Green (100%) 4 point |
| Structure | Overall | <input type="checkbox"/> Made a claim about a topic or text <input type="checkbox"/> Tried to support claim with reasons | <input type="checkbox"/> Addressed the prompt <input type="checkbox"/> Made a structured claim on a topic or text <input type="checkbox"/> Supported it with reasons | <input type="checkbox"/> Addressed the prompt <input type="checkbox"/> Made a structured and accurate claim <input type="checkbox"/> Provided one to two pieces of evidence for each reason (can be paraphrased or a direct quote) | <input type="checkbox"/> Addressed the prompt <input type="checkbox"/> Made a structured and accurate claim <input type="checkbox"/> Provided one to two pieces of evidence for each reason (can be paraphrased or a direct quote) <input type="checkbox"/> Each part of the text built the argument and led to a conclusion without redundancies. |
| | Lead | <input type="checkbox"/> Stated the claim | <input type="checkbox"/> Stated the claim <input type="checkbox"/> Previewed the reasons that would be used to support the claim | <input type="checkbox"/> Stated the claim and previewed reasons that accurately support the claim <input type="checkbox"/> Got readers to care by including a cool fact or jazzy question about the topic <input type="checkbox"/> Matched the Introduction to the organization of the body paragraphs | <input type="checkbox"/> Stated the claim and previewed reasons that accurately support the claim <input type="checkbox"/> Got readers to care by including a cool fact or jazzy question about the topic <input type="checkbox"/> Matched the Introduction to the organization of the body paragraphs <input type="checkbox"/> Interested readers in the argument and helped them to understand the backstory through purposeful word choice |
| | Transition | <input type="checkbox"/> Did not use transition words | <input type="checkbox"/> Used transition words some of the time | <input type="checkbox"/> Appropriately used transitions most of the time <input type="checkbox"/> At a minimum, used transitions between body paragraphs and between new pieces of evidence | <input type="checkbox"/> Consistently used transitions fluently in order to introduce new body paragraphs, evidence, and explanation, and used transitions within explanation when appropriate <input type="checkbox"/> Used transitions lead readers across parts of the text and relate to earlier parts (despite this, as stated earlier, by doing so, etc.) |
| | Ending | <input type="checkbox"/> Restated the claim | <input type="checkbox"/> Restated the claim using different language and vocabulary | <input type="checkbox"/> Restated claim using different language and vocabulary, and attempted to state why the argument was important | <input type="checkbox"/> Restated claim using different language and vocabulary <input type="checkbox"/> Restated main points and eloquently connected main points to a larger theme (life lesson) <input type="checkbox"/> Offered new insights, possible solutions, applications, or consequences |
| | Organization | <input type="checkbox"/> Separated sections of information using paragraphs | <input type="checkbox"/> Grouped information and related ideas into paragraphs <input type="checkbox"/> Put the parts of the writing in the order that most suited the intended purpose and helped to prove the reasons and claim | <input type="checkbox"/> Grouped information and related ideas into paragraphs <input type="checkbox"/> Put the parts of the writing in the order that most suited the intended purpose and helped to prove the reasons and claim <input type="checkbox"/> Ordered the sections and the internal structure of each section in a way that makes sense | <input type="checkbox"/> Grouped information and related ideas into paragraphs <input type="checkbox"/> Put the parts of the writing in the order that most suited the intended purpose and helped to prove the reasons and claim <input type="checkbox"/> Ordered the sections and the internal structure of each section in a way that made sense. <input type="checkbox"/> Used topic sentences, transitions, and formatting (where appropriate) to clarify the structure of the piece and to highlight main points |

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| | | Red (40%) 1 point | Orange (60%) 2 point | Yellow (80%) 3 point | Green (100%) 4 point |
| Development | Elaboration | <input type="checkbox"/> Gave different reasons/examples and information to support the reasons, perhaps from a text, personal knowledge, or life experience, in order to support the claim <input type="checkbox"/> <i>Attempted</i> to explain evidence or examples | <input type="checkbox"/> Gave at least <i>two</i> accurate, parallel, and non-overlapping reasons/examples and information to support the reasons, perhaps from a text, personal knowledge, or life experience, in order to support the claim <input type="checkbox"/> Discussed and explained the way that the evidence went with the claim | <input type="checkbox"/> Gave at least <i>two</i> accurate, parallel, and non-overlapping reasons/examples and information to support the reasons, perhaps from a text, personal knowledge, or life experience, in order to support the claim <input type="checkbox"/> Discussed and explained the way that the evidence went with the claim in at least two sentences <input type="checkbox"/> Put reasons in an order that would be most convincing | <input type="checkbox"/> Gave at least <i>three</i> accurate, parallel, and non-overlapping reasons/examples and information to support the reasons, perhaps from a text, personal knowledge, or life experience, in order to support the claim <input type="checkbox"/> Discussed and explained the way that the evidence went with the claim in at least two sentences <input type="checkbox"/> Put reasons in an order that would be most convincing <input type="checkbox"/> Provided context for evidence/introduced quotations <input type="checkbox"/> Made choices about how to angle evidence to support main points |
| | Craft | <input type="checkbox"/> Made word choices to have an effect on readers, but tone is conversational/informal | <input type="checkbox"/> Made word choices to have an effect on readers <input type="checkbox"/> Made the piece sound serious | <input type="checkbox"/> Used words purposefully to affect meaning and tone <input type="checkbox"/> Made the piece sound serious <input type="checkbox"/> Uses varied words, avoiding repetition | <input type="checkbox"/> Used words purposefully to affect meaning and tone <input type="checkbox"/> Chose vivid and varied words that showcased advanced vocabulary, avoiding repetition <input type="checkbox"/> Used metaphors, images, or comparisons to explain in meaning when appropriate |
| Conventions | Spelling | <input type="checkbox"/> Spelled 0–50% of key words and words copied directly from the text CORRECTLY | <input type="checkbox"/> Spelled 50–70% of key words and words copied directly from the text CORRECTLY | <input type="checkbox"/> Spelled 70–80% of key words and words copied directly from the text CORRECTLY | <input type="checkbox"/> Spelled 80–100% of key words and words copied directly from the text CORRECTLY |
| | Punctuation and Sentence Structure | <input type="checkbox"/> Used periods and capitalization appropriately with some consistency | <input type="checkbox"/> Used periods and capitalization appropriately with some consistency <input type="checkbox"/> Used quotation marks when quoting text | <input type="checkbox"/> Used periods and capitalization appropriately <input type="checkbox"/> Used quotation marks and citations when quoting text Ex: (pg. 4) OR “In paragraph 4,...” <input type="checkbox"/> Used commas to set off introductory parts of sentences/around transitions (At this time in history,...) | <input type="checkbox"/> Used periods and capitalization appropriately <input type="checkbox"/> Used quotation marks and citations when quoting text Ex: (pg. 4) OR “In paragraph 4,...” <input type="checkbox"/> Used commas to set off introductory parts of sentences/around transitions (At this time in history,...) <input type="checkbox"/> Varied sentence structure, sometimes using simple and sometimes using complex sentence structure <input type="checkbox"/> Used ellipses to indicate an omission in a quotation |