|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **(4) Advanced** | **(3) Proficient** | **(2) Developing** | **(1) Emerging** |
| Development | The writing – * **skillfully** develops real or imagined experiences or events using relevant descriptive details
* **skillfully** uses narrative techniques (such as dialogue, pacing, and description) to develop experiences, events, and/or characters
* **skillfully** uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events
 | The writing – * develops real or imagined experiences or events using relevant descriptive details
* uses narrative techniques (such as dialogue, pacing, and description) to develop experiences, events, and/or characters
* uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events
 | The writing – * develops real or imagined experiences or events using **insufficient** descriptive details
* **inconsistently** uses narrative techniques (such as dialogue, pacing, and description) to develop experiences, events, and/or characters
* **inconsistently** uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events
 | The writing – * develops real or imagined experiences or events using **little or no** descriptive detail
* **uses few**, if any, narrative techniques (such as dialogue, pacing, and description) to develop experiences, events, and/or characters
* **uses few**, if any, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events
 |
| Organization | The writing –* **skillfully** engages and orients the reader by establishing a context and, when appropriate, introducing a narrator and/or characters
* **skillfully** organizes an event sequence that unfolds naturally and logically
* **skillfully** uses a variety of transition words, phrases, and/or clauses to convey sequence and signal shifts from one time frame or setting to another
* **skillfully** provides a conclusion that follows from the narrated experiences or events
 | The writing – * engages and orients the reader by establishing a context and, when appropriate, introducing a narrator and/or characters
* organizes an event sequence that unfolds naturally and logically
* uses a variety of transition words, phrases, and/or clauses to convey sequence and signal shifts from one time frame or setting to another
* provides a conclusion that follows from the narrated experiences or events
 | The writing – * **inconsistently** engages and orients the reader by ineffectively establishing a context and, when appropriate, introducing a narrator and/or characters
* **inconsistently** organizes an event sequence that unfolds naturally and logically
* **inconsistently** uses a variety of transition words, phrases, and/or clauses to convey sequence and signal shifts from one time frame or setting to another
* provides a conclusion that **ineffectively** follows from the narrated experiences or events
 | The writing – * develops real or imagined experiences or events **using little or no descriptive detail**
* **uses few,** if any, narrative techniques (such as dialogue, pacing, and description) to develop experiences, events, and/or characters
* **uses few**, if any, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events
* **No Conclusion**
 |
| Language/Conventions | The writing – * demonstrates an **exemplary** command of standard English conventions
* **skillfully** employs language and tone appropriate to audience and purpose
* has sentences that are **skillfully** constructed with appropriate variety in length and structure
 | The writing – * demonstrates an command of standard English conventions; errors do not interfere with understanding
* employs language and tone appropriate to audience and purpose
* has sentences that are generally complete with sufficient variety in length and structure
 | The writing – * demonstrates a **limited** and/or **inconsistent** command of standard English conventions; errors may interfere with understanding
* **inconsistently** employs language and tone appropriate to audience and purpose
* has some sentence formation **errors** and/or a lack of sentence variety
 | The writing – * demonstrates a **weak** command of standard English conventions; errors i**nterfere** with understanding
* employs language and tone that are i**nappropriate** to audience and purpose
* has **frequent and severe sentence formation errors** and/or a lack of sentence variety
 |
|  | **32 31 29****A+ A A-** | **28 27 26****B+ B B-** | **25 24 23****C+ C C-** | **22 21 20****D+ D D-** |

Adapted from the Delaware Department of Education Narrative Text-Based Writing Rubric for Grade 6