Name: _____ Date: _____

Rubric for Argument Writing—Fifth Grade

	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer told readers her opinion and ideas on a text or a topic and helped them understand her reasons.	Mid-level	The writer made a claim about a topic or a text and tried to support his reasons.	Mid-level	The writer made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.	Mid-level	The writer explained the topic/text and staked out a position that can be supported by a variety of trustworthy sources. Each part of the text built her argument, and led to a conclusion.	
Lead	The writer wrote a beginning in which he not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about his opinion.	Mid-level	The writer wrote a few sentences to hook her readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information. The writer stated her claim.	Mid-level	The writer wrote an introduction that led to a claim or thesis and got his readers to care about his opinion. He got readers to care by not only including a cool fact or jazzy question, but also figuring out what was significant in or around the topic and giving readers information about what was significant about the topic. The writer worked to find the precise words to state his claim; he let readers know the reasons he would develop later.	Mid-level	The writer wrote an introduction to interest readers and help them understand and care about a topic or text. She thought backward between the piece and the introduction to make sure that the introduction would fit with the whole. Not only did the writer clearly state her claim, she also told her readers how her text would unfold.	

	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
	STRUCTURE (cont.)							
Transitions	The writer connected her ideas and reasons with her examples using words such as *for example* and *because*. She connected one reason or example using words such as *also* and *another*.	Mid-level	The writer used words and phrases to glue parts of his piece together. He used phrases such as *for example, another example, one time,* and *for instance* to show when he was shifting from saying reasons to giving evidence and *in addition to, also,* and *another* to show when he wanted to make a new point.	Mid-level	The writer used transition words and phrases to connect evidence back to her reasons using phrases such as *this shows that. . . .* The writer helped readers follow her thinking with phrases such as *another reason* and *the most important reason.* She used phrases such as *consequently* and *because of* to show what happened. The writer used words such as *specifically* and *in particular* in order to be more precise.	Mid-level	The writer used transitions to help readers understand how the different parts of his piece fit together to explain and support his argument. The writer used transitions to help connect claim(s), reasons, and evidence and to imply relationships, such as when material exemplifies, adds to, is similar to, explains, is a result of, or contrasts. The writer used transitions such as *for instance, in addition, one reason, furthermore, according to, this evidence suggests,* and *thus we can say that.*	
Ending	The writer worked on an ending, perhaps a thought or comment related to his opinion.	Mid-level	The writer wrote an ending for her piece in which she restated and reflected on her claim, perhaps suggesting an action or response based on what she had written.	Mid-level	The writer worked on a conclusion in which he connected back to and highlighted what the text was mainly about, not just the preceding paragraph.	Mid-level	In the conclusion, the writer restated the important points and offered a final insight or implication for readers to consider. The ending strengthened the overall argument.	
Organization	The writer wrote several reasons or examples of why readers should agree with her opinion and wrote at least several sentences about each reason. The writer organized her information so that each part of her writing was mostly about one thing.	Mid-level	The writer separated sections of information using paragraphs.	Mid-level	The writer grouped information and related ideas into paragraphs. She put the parts of her writing in the order that most suited her purpose and helped her prove her reasons and claim.	Mid-level	The writer organized his argument into sections: he arranged reasons and evidence purposefully, leading readers from one claim or reason to another. The order of the sections and the internal structure of each section made sense.	
								TOTAL:

5 OPINION/ARGUMENT
Teaching Rubrics

	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
DEVELOPMENT								
Elaboration*	The writer not only named his reasons to support his opinion, but also wrote more about each one.	Mid-level	The writer gave reasons to support her opinion. She chose the reasons to convince her readers. The writer included examples and information to support her reasons, perhaps from a text, her knowledge, or her life.	Mid-level	The writer gave reasons to support his opinion that were parallel and did not overlap. He put them in an order that he thought would be most convincing. The writer included evidence such as facts, examples, quotations, micro-stories, and information to support his claim. The writer discussed and unpacked the way that the evidence went with the claim.	Mid-level	The writer included and arranged a variety of evidence such as facts, quotations, examples, and definitions. The writer used trusted sources and information from experts and gave the sources credit. The writer worked to explain how the reasons and evidence she gave supported her claim(s) and strengthened her argument. To do this the writer referred to earlier parts of her text, summarized background information, raised questions, or highlighted possible implications.	(×2)
Craft*	The writer not only told readers to believe her, but also wrote in ways that got them thinking or feeling in certain ways.	Mid-level	The writer made deliberate word choices to convince his readers, perhaps by emphasizing or repeating words that would make his readers feel emotions. If it felt right to do so, the writer chose precise details and facts to help make his points and used figurative language to draw the readers into his line of thought. The writer made choices about which evidence was best to include or not include to support his points. The writer used a convincing tone.	Mid-level	The writer made deliberate word choices to have an effect on her readers. The writer reached for the precise phrase, metaphor, or image that would convey her ideas. The writer made choices about how to angle her evidence to support her points. When it seemed right to do so, the writer tried to use a scholarly voice and varied her sentences to create the pace and tone of the different sections of her piece.	Mid-level	The writer chose his words carefully to support his argument and to have an effect on his reader. The writer worked to include concrete details, comparisons, and/or images to convey his ideas, build his argument, and keep his reader engaged. When necessary, the writer explained terms to readers, providing definitions, context clues or parenthetical explanations. The writer made his piece sound serious.	(×2)
								TOTAL:

* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
			LANGUAGE CONVENTIONS					
Spelling	The writer used what he knew about word families and spelling rules to help him spell and edit. The writer got help from others to check his spelling and punctuation before he wrote his final draft.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.	Mid-level	The writer used what he knew about word patterns to spell correctly and he used references to help him spell words when needed. He made sure to correctly spell words that were important to his topic.	Mid-level	The writer used resources to be sure the words in her writing were spelled correctly, including returning to sources to check spelling.	
Punctuation	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct. The writer used periods to fix his run-on sentences.	Mid-level	The writer used commas to set off introductory parts of sentences, for example, *At this time in history,* and *it was common to . . . .* The writer used a variety of punctuation to fix any run-on sentences. The writer used punctuation to cite her sources.	Mid-level	The writer used punctuation such as dashes, colons, parentheses, and semicolons to help him include or connect information in some of his sentences. The writer punctuated quotes and citations accurately.	
								TOTAL:

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If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: _____

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

5 OPINION/ARGUMENT
Teaching Rubrics

Name: _____   Date: _____

Rubric for Information Writing—Fifth Grade

	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer taught readers information about a subject. She put in ideas, observations, and questions.	Mid-level	The writer taught readers different things about a subject. He put facts, details, quotes, and ideas into each part of his writing.	Mid-level	The writer used different kinds of information to teach about the subject. Sometimes she included little essays, stories, or how-to sections in her writing.	Mid-level	The writer conveyed ideas and information about a subject in a well-structured text. Sometimes she incorporated arguments, explanations, stories, or procedural passages.	
Lead	The writer wrote a beginning in which he got readers ready to learn a lot of information about the subject.	Mid-level	The writer hooked her readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. She let readers know that she would teach them different things about a subject.	Mid-level	The writer wrote an introduction in which he helped readers get interested in and understand the subject. He let readers know the subtopics that he would develop later as well as the sequence.	Mid-level	The writer wrote an introduction in which she interested readers, perhaps with a quote or significant fact. She let readers know the subtopics that she would develop later and how her text would unfold.	
Transitions	The writer used words to show sequence such as *before*, *after*, *then*, and *later*. She also used words to show what did not fit such as *however* and *but*.	Mid-level	The writer used words in each section that helped readers understand how one piece of information connected with others. If he wrote the section in sequence, he used words and phrases such as *before*, *later*, *next*, *then*, and *after*. If he organized the section in kinds or parts, he used words such as *another*, *also*, and *for example*.	Mid-level	When the writer wrote about results, she used words and phrases such as *consequently*, *as a result*, and *because of this*. When she compared information, she used phrases such as *in contrast*, *by comparison*, and *especially*. In narrative parts, she used phrases that go with stories such as *a little later* and *three hours later*. If she wrote sections that stated an opinion, she used words such as *but the most important reason*, *for example*, and *consequently*.	Mid-level	The writer used transitions to help readers understand how different bits of information and different parts of his writing fit together. He used transitions to help connect ideas, information, and examples, and to imply relationships such as when material exemplifies, adds to, is similar to, explains, is a result of, or contrasts. He used transitions such as *for instance*, *such as*, *similarly*, *therefore*, *as a result*, *in contrast to*, and *on the other hand*.	

	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
STRUCTURE (cont.)								
Ending	The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	Mid-level	The writer wrote an ending in which she reminded readers of her subject and may either have suggested a follow-up action or left readers with a final insight. She added her thoughts, feelings, and questions about the subject at the end.	Mid-level	The writer wrote a conclusion in which he restated the main points and may have offered a final thought or question for readers to consider.	Mid-level	The writer wrote a conclusion in which she restated the important ideas and offered a final insight or implication for the reader to consider.	
Organization	The writer grouped her information into parts. Each part was mostly about one thing that connected to her big topic.	Mid-level	The writer grouped information into sections and used paragraphs and sometimes chapters to separate those sections. Each section had information that was mostly about the same thing. He may have used headings and subheadings.	Mid-level	The writer organized her writing into a sequence of separate sections. She may have used headings and subheadings to highlight the separate sections. The writer wrote each section according to an organizational plan shaped partly by the genre of the section.	Mid-level	The writer chose a focused subject. The writer used subheadings and/or clear introductory transitions to separate sections. The writer made deliberate choices about how to order sections and about the sequence of information and ideas within sections. He chose structures such as compare and contrast, categories, or claim and support to organize information and ideas. Some sections are written as argument, explanation, stories, or procedural passages.	
								TOTAL:
DEVELOPMENT								
Elaboration*	The writer wrote facts, definitions, details, and observations about his topic and explained some of them.	Mid-level	The writer taught her readers different things about the subject. She chose those subtopics because they were important and interesting. The writer included different kinds of facts and details such as numbers, names, and examples.	Mid-level	The writer explained different aspects of a subject. He included a variety of information such as examples, details, dates, and quotes. The writer used trusted sources and gave credit when appropriate. He made sure to research any details that would add to his writing.	Mid-level	The writer included varied kinds of information such as facts, quotations, examples, and definitions. The writer used trusted sources and information from authorities on the topic and gave the sources credit.	(×2)

* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

5 INFORMATION Teaching Rubrics

5 INFORMATION
Teaching Rubrics

	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
DEVELOPMENT (cont.)								
Elaboration* *(cont.)*			The writer got her information from talking to people, reading books, and from her own knowledge and observations. The writer made choices about organization, perhaps using compare/contrast, cause/effect, or pro/con. She may have used diagrams, charts, headings, bold words, and definition boxes to help teach her readers.		The writer worked to make his information understandable to readers. To do this, he may have referred to earlier parts of his text and summarized background information. He let readers know when he was discussing facts and when he was offering his own thinking.		The writer worked to make his information understandable and interesting. To do this, he referred to earlier parts of his text, summarized background information, raised questions, or considered possible implications.	
Craft*	The writer chose expert words to teach readers a lot about the subject. She taught information in a way to interest readers. She may have used drawings, captions, or diagrams.	Mid-level	The writer made deliberate word choices to teach his readers. He may have done this by using and repeating key words about his topic. When it felt right to do so, the writer chose interesting comparisons and used figurative language to clarify his points. The writer made choices about which information was best to include or not include. The writer used a teaching tone. To do so, he may have used phrases such as *that means . . . , what that really means is . . . ,* and *let me explain. . . .*	Mid-level	The writer made deliberate word choices to have an effect on her readers. She used the vocabulary of experts and explained key terms. The writer worked to include the exact phrase, comparison, or image that would explain information and concepts. The writer not only made choices about which details and facts to include but also made choices about how to convey her information so it would make sense to readers. She blended storytelling, summary, and other genres as needed and used text features. The writer used a consistent, inviting, teaching tone and varied her sentences to help readers take in and understand the information.	Mid-level	The writer chose her words carefully to explain her information and ideas and to have an effect on the reader. The writer worked to include concrete details, comparisons, and/or images to explain information and concepts and to keep her reader engaged. The writer incorporated domain-specific vocabulary and, when necessary, she explained terms to readers, providing context clues, parenthetical explanations, text boxes, or similar support. The writer supported readers' learning by using a teaching tone and a formal style, as appropriate.	(×2)
								TOTAL:

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	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
	LANGUAGE CONVENTIONS							
Spelling	The writer used what he knew about spelling patterns to help him spell and edit before he wrote his final draft. The writer got help from others to check his spelling and punctuation before he wrote his final draft.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.	Mid-level	The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries to help him when needed.	Mid-level	The writer used resources to be sure the words in his writing were spelled correctly, including technical vocabulary.	
Punctuation	The writer punctuated dialogue correctly, with commas and quotation marks. The writer put punctuation at the end of every sentence while writing. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct.	Mid-level	The writer used commas to set off introductory parts of sentences (for example, *As you might know,*). The writer used a variety of punctuation to fix any run-on sentences. She used punctuation to cite her sources.	Mid-level	The writer used punctuation such as dashes, parentheses, colons, and semicolons to help her include extra information and explanation in some of her sentences. The writer accurately cited her references, using appropriate punctuation.	
								TOTAL:

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Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (*2, 3, 4, 5, 6, 7,* or *8* instead of *1, 1.5, 2, 2.5, 3, 3.5,* or *4*).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: _____

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

5

INFORMATION
Teaching Rubrics

Name: _____   Date: _____

Rubric for Narrative Writing—Fifth Grade

	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer told the story bit by bit.	Mid-level	The writer wrote the important part of an event bit by bit and took out unimportant parts.	Mid-level	The writer wrote a story of an important moment. It read like a story, even though it might be a true account.	Mid-level	The writer wrote a story that has tension, resolution, and realistic characters, and also conveys an idea, lesson, or theme.	
Lead	The writer wrote a beginning in which he helped readers know who the characters were and what the setting was in his story.	Mid-level	The writer wrote a beginning in which she showed what was happening and where, getting readers into the world of the story.	Mid-level	The writer wrote a beginning in which he not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character.	Mid-level	The writer wrote a beginning that not only set the plot/story in motion, but also hinted at the larger meaning the story would convey. It introduced the problem, set the stage for the lesson that would be learned, or showed how the character relates to the setting in a way that matters in the story.	
Transitions	The writer told her story in order by using phrases such as *a little later* and *after that*.	Mid-level	The writer showed how much time went by with words and phrases that mark time such as *just then* and *suddenly* (to show when things happened quickly) or *after a while* and *a little later* (to show when a little time passed).	Mid-level	The writer used transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (*meanwhile, at the same time*) or flashback and flash-forward (*early that morning, three hours later*).	Mid-level	The writer not only used transitional phrases and clauses to signal complicated changes in time, she also used them to alert her readers to changes in the setting, tone, mood, point of view, or time in the story (such as *suddenly, unlike before, if only she had known*).	
Ending	The writer chose the action, talk, or feeling that would make a good ending and worked to write it well.	Mid-level	The writer wrote an ending that connected to the beginning or the middle of the story. The writer used action, dialogue, or feeling to bring her story to a close.	Mid-level	The writer wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened in the story. The writer gave readers a sense of closure.	Mid-level	The writer wrote an ending that connected to what the story is really about. She gave the reader a sense of closure by showing a new realization or insight or a change in the character/narrator. The writer showed this through dialogue, action, inner thinking, or small actions the character takes.	

	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
	STRUCTURE (cont.)							
Organization	The writer used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in her story.	Mid-level	The writer used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.	Mid-level	The writer used paragraphs to separate different parts or time of the story and to show when a new character was speaking. Some parts of the story were longer and more developed than others.	Mid-level	The writer used paragraphs purposefully, perhaps to show time and setting changes, new parts of the story, or to create suspense for readers. She created a logical, clear sequence of events.	
								TOTAL:
	DEVELOPMENT							
Elaboration*	The writer worked to show what was happening to (and in) his characters.	Mid-level	The writer added more to the heart of her story, including not only actions and dialogue but also thoughts and feelings.	Mid-level	The writer developed characters, setting, and plot throughout his story, especially the heart of the story. To do this, he used a blend of description, action, dialogue, and thinking.	Mid-level	The writer developed realistic characters, and developed the details, action, dialogue, and internal thinking that contribute to the deeper meaning of the story.	(×2)
Craft*	The writer not only told her story, but also wrote it in ways that got readers to picture what was happening and that brought her story to life.	Mid-level	The writer showed *why* characters did what they did by including their thinking. The writer made some parts of the story go quickly, some slowly. The writer included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring his story to life.	Mid-level	The writer showed *why* characters did what they did by including their thinking and their responses to what happened. The writer slowed down the heart of the story. She made less important parts shorter and less detailed and blended storytelling and summary as needed.	Mid-level	The writer developed some relationship between characters to show *why* they act and speak as they do. He told the internal, as well as the external story. The writer wove together precise descriptions, figurative language, and some symbolism to help readers picture the setting, actions, and events and to bring forth meaning.	(×2)

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5

NARRATIVE Teaching Rubrics

	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
DEVELOPMENT (cont.)								
Craft* (cont.)			The writer used a storytelling voice and conveyed the emotion or tone of his story through description, phrases, dialogue, and thoughts.		The writer included precise details and used figurative language so that readers could picture the setting, characters, and events. She used some objects or actions as symbols to bring forth her meaning. The writer varied her sentences to create the pace and tone of her narrative.		The writer used language that fit his story's meaning and context (e.g., different characters use different kinds of language).	
								TOTAL:
LANGUAGE CONVENTIONS								
Spelling	The writer used what he knew about spelling patterns to help him spell and edit before he wrote his final draft. The writer got help from others to check his spelling and punctuation before he wrote his final draft.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries when needed.	Mid-level	The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries when needed.	Mid-level	The writer used resources to be sure the words in her writing are spelled correctly.	

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	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
LANGUAGE CONVENTIONS (cont.)								
Punctuation	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct.	Mid-level	The writer used commas to set off introductory parts of sentences, such as *One day at the park, I went on the slide*; she also used commas to show when a character is talking directly to someone, such as *"Are you mad, Mom?"*	Mid-level	The writer used punctuation such as dashes, parentheses, colons, and semicolons to help him include extra detail and explanation in some of his sentences. The writer used commas and quotation marks or italics or some other way to make clear when characters are speaking.	
								TOTAL:

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Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: _____

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

Number of Points	Scaled Score
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33.5–38.5	3.5
39–44	4

5

NARRATIVE
Teaching Rubrics