Sun Valley Elementary School SLO Writing Rubric
SBAC- Narrative
Performance Task Writing (Grades 3-8)

High-(mostly 4's) Exceeds Low-(mostly 4's some 3's)	38-40→ **8**
	35-37→ **7**
High-(mostly 3's some 4's) Meets Low-(mostly 3's some 2's)	31-34→ 6
	26-30→ **5**
High-(mostly 2's some 3's) Approaches Low-(mostly 2's some 1's)	21-25→ **4**
	15-20→ **3**
High-mostly-(mostly1's some 2's) Emergent Low-(all 1's)	11-14→ **2**
	1-10→ **1**

4-Point
Narrative
Performance Task Writing Rubric (Grades 3–8)

Score	4	3	2	1	NS
Purpose/Organization	**The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:**	**The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:**	**The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:**	**The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:**	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose
	• an effective plot helps to create a sense of unity and completeness	• an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected	• there may be an inconsistent plot, and/or flaws may be evident	• there is little or no discernible plot or there may just be a series of events	
	• effectively establishes and maintains setting, develops narrator/characters, and maintains point of view*	• adequately maintains a setting, develops narrator/characters, and/or maintains point of view*	• unevenly or minimally maintains a setting, develops narrator and/or characters, and/or maintains point of view*	• may be brief or there is little to no attempt to establish a setting, narrator and/or characters, and/or point of view*	
	• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas	• adequate use of a variety of transitional strategies to clarify the relationships between and among ideas	• uneven use of appropriate transitional strategies and/or little variety	• few or no appropriate transitional strategies may be evident	
	• natural, logical sequence of events from beginning to end	• adequate sequence of events from beginning to end	• weak or uneven sequence of events	• little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident	
	• effective opening and closure for audience and purpose	• adequate opening and closure for audience and purpose	• opening and closure, if present, are weak	• opening and/or closure may be missing	

*point of view begins at grade 7

4-Point
Narrative
Performance Task Writing Rubric (Grades 3–8)

Score	4	3	2	1	NS
Development/Elaboration	**The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and description:** • experiences, characters, setting and events are clearly developed • connections to source materials may enhance the narrative • effective use of a variety of narrative techniques that advance the story or illustrate the experience • effective use of sensory, concrete, and figurative language that clearly advances the purpose • effective, appropriate style enhances the narration	**The narrative, real or imagined, provides adequate elaboration using details, dialogue, and description:** • experiences, characters, setting, and events are adequately developed • connections to source materials may contribute to the narrative • adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience • adequate use of sensory, concrete, and figurative language that generally advances the purpose generally appropriate style is evident	**The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and description:** • experiences, characters, setting, and events are unevenly developed • connections to source materials may be ineffective, awkward or vague but do not interfere with the narrative • narrative techniques are uneven and inconsistent • partial or weak use of sensory, concrete, and figurative language that may not advance the purpose • inconsistent or weak attempt to create appropriate style	**The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:** • experiences, characters, setting, and events may be vague, lack clarity, or confusing • connections to source materials, if evident, may detract from the narrative • use of narrative techniques may be minimal, absent, incorrect, or irrelevant • may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose • little or no evidence of appropriate style	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

		2-Point Narrative Performance Task Writing Rubric (Grades 3-11)		
Score	**2**	**1**	**0**	**NS**
Conventions	**The response demonstrates an adequate command of conventions:** • adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates a partial command of conventions:** • limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates little or no command of conventions:** • infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Unintelligible • In a language other than English • Off-topic • Copied text (Off-purpose responses will still receive a score in Conventions.)

Holistic Scoring:

- **Variety**: A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.