### ISAT Writing Rubric – Grade 6 Narrative

<table>
<thead>
<tr>
<th>Focus</th>
<th>Elaboration</th>
<th>Organization</th>
<th>Integration</th>
</tr>
</thead>
</table>
| **6** | • Subject and unifying event clear and maintained with the event commented upon by the end of the composition  
• Reactions are relevant to unifying event  
• Has effective closing | • All major episodes/reactions developed by specific detail  
• Some episodes and reactions may be developed with more detail than others (not necessarily balanced or even)  
• Development in depth  
• Word choice enhances specificity  
• Voice is appropriate for topic, purpose, and audience | • Narrative structure is clear – sequence of episodes moves through time with a beginning, a middle, and an ending without noticeable gaps  
• Most major episodes appropriately paragraphed  
• Coherence and cohesion demonstrated with effective devices (e.g., transitions, pronouns, parallel structure, etc.)  
• Varied sentence structure and/or word choice produce cohesion | • Fully-developed composition for grade level  
• Clear and purposeful Focus; in-depth, balanced Elaboration; sequence of episodes is coherently and cohesively developed throughout the composition |
| **5** | • Subject and unifying event clear and maintained with the event commented upon by the end of the composition  
• Reactions are present, most are relevant to unifying event  
• Has closing | • Most episodes/reactions developed by specific detail; some may be general  
• Some depth  
• Word choice may enhance specificity  
• Voice may be appropriate for topic, purpose, and audience | • Narrative structure is evident – sequence of episodes moves through time with a beginning, a middle, and an ending with few gaps  
• Most major episodes appropriately paragraphed  
• Coherence and cohesion demonstrated with most transitional devices appropriate (not redundant or intrusive)  
• Coherence may depend on holistic structure (e.g., chronology)  
• May include minor digressions  
• Some varied sentence structure and/or word choice produce cohesion | • Developed composition for grade level  
• All features are not equally well-developed throughout the composition |
| **4** | • Subject and unifying event clear and maintained  
• Reactions are present, but still may be implied  
• May lack closing | • Some episodes/reactions developed by specific detail; some may be general  
• Sufficient Elaboration but has limited depth  
• Voice may be present but inconsistent | • Narrative structure is evident – sequence of episodes moves through time with a beginning, a middle, and an ending  
• Some appropriate paragraphing  
• Some evidence of coherence (paragraph to paragraph) and cohesion (sentence to sentence); may depend on holistic structure (e.g., chronology)  
• If present, transitions may be simplistic, but not intrusive  
• May include minor digressions | • Bare-bones-developed composition for grade level  
• Simple and clear, presenting nothing more than the essentials  
• Limited depth |
| **3** | • Subject clear, but unifying event is not; reader can infer unifying event  
• Multiple events without unifying umbrella statement  
• No reactions – or reactions are inappropriate to subject/event  
• Lacks sufficiency to demonstrate a developed Focus | • A list of episodes and/or reactions that may have some extensions  
• May be mostly general  
• Lacks sufficiency to demonstrate developed Elaboration  
• No evidence of suitable voice | • Noticeable narrative structure but the reader must infer it; movement through time with significant gaps  
• May evidence some inappropriate paragraphing  
• May include inappropriate transitions that disrupt progression of ideas  
• May have major digressions  
• Lacks sufficiency to demonstrate developed Organization | • Partially developed  
• Some (or one) of the feature(s) are not sufficiently formed but all are present  
• Inference is usually required |
### ISAT Writing Rubric – Grade 6 Narrative

**Focus**
- Subject and event may be vague or lack clarity
- Unrelated ideas or major drift from Focus
- No reactions
- Off-mode response (NOT narrative structure showing a sequence through time)
- Insufficient writing to determine that the subject and/or unifying event can be maintained

**Elaboration**
- A list of episodes or reactions
- There may be insufficient writing to determine that Elaboration can be maintained

**Organization**
- Structure attempted but may not be narrative (Off-mode)
- Limited evidence of understanding paragraphing
- Lacks purposeful ordering of sentences (e.g., sentences could be arranged in almost any order)
- Insufficient writing to determine that Organization can be sustained

**Integration**
- Attempts to address the assignment, but only rudiments of techniques for forming Focus, Elaboration, and Organization can be detected
- Some confusion and/or disjointedness
- Lacks narrative structure
- May be insufficient writing to determine that the features can be maintained

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<tbody>
<tr>
<td>2</td>
<td>Subject and event may be vague or lack clarity</td>
<td>A list of episodes or reactions</td>
<td>Structure attempted but may not be narrative (Off-mode)</td>
<td>Attempts to address the assignment, but only rudiments of techniques for forming Focus, Elaboration, and Organization can be detected</td>
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<td></td>
<td>Unrelated ideas or major drift from Focus</td>
<td>There may be insufficient writing to determine that Elaboration can be maintained</td>
<td>Limited evidence of understanding paragraphing</td>
<td>Some confusion and/or disjointedness</td>
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<tr>
<td></td>
<td>No reactions</td>
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<td>Lacks purposeful ordering of sentences (e.g., sentences could be arranged in almost any order)</td>
<td>Lacks narrative structure</td>
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<td>Off-mode response (NOT narrative structure showing a sequence through time)</td>
<td></td>
<td>Insufficient writing to determine that Organization can be sustained</td>
<td>May be insufficient writing to determine that the features can be maintained</td>
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<tr>
<td>1</td>
<td>Subject and event may be absent, or if present, may be limited or confusing</td>
<td>Elaboration absent or confusing</td>
<td>Confusing; little or no attempt at structure</td>
<td>Does not fulfill the assignment; barely deals with the topic; or does not present most or all of the features</td>
</tr>
<tr>
<td></td>
<td>Insufficient writing to show that criteria are met</td>
<td>Insufficient writing to show that criteria are met</td>
<td>Little or no evidence of understanding paragraphing</td>
<td>Insufficient writing to show that criteria are met</td>
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### Conventions

**Conventions**
- Strong knowledge of Conventions is demonstrated
- Standards of punctuation, capitalization, and spelling are consistently followed – may have minor lapses
- May have minor errors in usage and sentence formation
- A variety of sentence structures is evident

**Conventions**
- Partial knowledge of Conventions is evident
- Severity and density of errors constitute a noticeable pattern
- Little attempt at varying sentence structures

**Conventions**
- Little or no discernable knowledge of Conventions
- Severity and density of errors is such that meaning is impaired
- Sentence structure is simplistic or in error

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<thead>
<tr>
<th>Score</th>
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<tbody>
<tr>
<td>3</td>
<td>Strong knowledge of Conventions is demonstrated</td>
</tr>
<tr>
<td></td>
<td>Standards of punctuation, capitalization, and spelling are consistently followed – may have minor lapses</td>
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<tr>
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<td>Partial knowledge of Conventions is evident</td>
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<tr>
<td></td>
<td>Severity and density of errors constitute a noticeable pattern</td>
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<tr>
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<td>Little attempt at varying sentence structures</td>
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