Narrative Assessment Rubric

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| --- | --- | --- | --- | --- |
| Name: |  | | Date: | |
| Draft shows evidence of editing  5 | Some evidence of editing  3 | | No evidence of editing  0 | |
| Attractive writing and presentation 15 | Writing / presentation needs improvement 10 | | Difficult to read / untidy  5 | |
| Story has introduction, paragraphs and conclusion that make sense / are easy to read 20 | Some parts need improvement to make sense and be easy to read  15 | | Story is difficult to read / needs more detail / doesn’t make sense  10 | |
| All elements of narrative included – characters, setting, problem and solution 15 | Most elements of narrative included  10 | | Some element of narrative included  5 | |
| Story gives enough detail for reader to understand / enjoy, and finishes well 15 | More detail needed for reader to understand / enjoy ending  10 | | Difficult to understand because of missing detail.  5 | |
| Correct spelling  15 | Some spelling errors  10 | | Lots of spelling errors  5 | |
| Correct use of punctuation and grammar 15 | Mostly correct use of punctuation and grammar 10 | | Missing punctuation / errors in grammar make reading difficult 5 | |
| Total =  / 100 | A+ 91-100 | B 71-80 | | D 51-60 |
| A 81-90 | C 61-70 | | E/F under 50 |

Recount Assessment Rubric

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| --- | --- | --- | --- | --- |
| Name: |  | | Date: | |
| Draft shows evidence of editing  5 | Some evidence of editing  3 | | No evidence of editing  0 | |
| Attractive writing and presentation 15 | Writing / presentation needs improvement 10 | | Difficult to read / untidy  5 | |
| Recount has introduction, paragraphs, conclusion that make sense 15 | Introduction, paragraphs, conclusion needs improvement / more detail 10 | | Introduction, paragraphs, conclusion difficult to read / don’t make sense 5 | |
| Events written in time order and include who, what, when, where  15 | Events need more detail / correct order  10 | | Order of events / who, what, when, where not clear  5 | |
| Recount gives enough detail for reader to understand and enjoy, including personal reactions and feelings 20 | More detail needed for reader to understand, including personal reactions and feelings  15 | | Difficult to understand because of missing detail.  10 | |
| Correct spelling  15 | Some spelling errors  10 | | Lots of spelling errors  5 | |
| Correct use of punctuation and grammar 15 | Mostly correct use of punctuation and grammar 10 | | Missing punctuation / errors in grammar make reading difficult 5 | |
| Total =  / 100 | A+ 91-100 | B 71-80 | | D 51-60 |
| A 81-90 | C 61-70 | | E/F under 50 |

Procedure Assessment Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name: |  | | Date: | |
| Draft shows evidence of editing  5 | Some evidence of editing  3 | | No evidence of editing  0 | |
| Attractive writing and presentation 15 | Writing / presentation needs improvement 10 | | Difficult to read / untidy  5 | |
| Materials clearly listed in dot points with accurate quantities  15 | Materials list needs improvement / more detail  10 | | Materials list is difficult to read / missing / doesn’t make sense  5 | |
| Numbered steps give detailed direction in order  15 | Numbered steps needs improvement / more detail  10 | | Numbered steps is difficult to read / doesn’t make sense  5 | |
| Clear information with enough detail for the reader to follow  20 | Information needs improvement / more detail  15 | | Information is difficult to read / doesn’t make sense  10 | |
| Correct spelling  15 | Some spelling errors  10 | | Lots of spelling errors  5 | |
| Correct use of punctuation and grammar 15 | Mostly correct use of punctuation and grammar 10 | | Missing punctuation / errors in grammar make reading difficult 5 | |
| Total =  / 100 | A+ 91-100 | B 71-80 | | D 51-60 |
| A 81-90 | C 61-70 | | E/F under 50 |

Persuasive Text Assessment Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name: |  | | Date: | |
| Draft shows evidence of editing  5 | Some evidence of editing  3 | | No evidence of editing  0 | |
| Attractive writing and presentation 15 | Writing / presentation needs improvement 10 | | Difficult to read / untidy  5 | |
| First paragraph introduces topic and argument  15 | First paragraph needs improvement / more detail  10 | | First paragraph is difficult to read / doesn’t make sense / missing  5 | |
| Each paragraph gives an argument and makes sense / is easy to read 20 | Each paragraph needs improvement / more detail  15 | | Paragraphs are difficult to read / don’t make sense  10 | |
| Conclusion sums up argument  15 | Conclusion needs improvement / more detail 10 | | Conclusion is difficult to read / doesn’t make sense / missing 5 | |
| Correct spelling  15 | Some spelling errors  10 | | Lots of spelling errors  5 | |
| Correct use of punctuation and grammar 15 | Mostly correct use of punctuation and grammar 10 | | Missing punctuation / errors in grammar make reading difficult 5 | |
| Total =  / 100 | A+ 91-100 | B 71-80 | | D 51-60 |
| A 81-90 | C 61-70 | | E/F under 50 |

Report Assessment Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name: |  | | Date: | |
| Draft shows evidence of editing  5 | Some evidence of editing  3 | | No evidence of editing  0 | |
| Attractive writing and presentation 15 | Writing / presentation needs improvement 10 | | Difficult to read / untidy  5 | |
| First paragraph introduces the topic and grabs the reader’s attention 10 | First paragraph needs improvement / more detail  5 | | First paragraph introducing topic not clear / missing  0 | |
| Paragraphs contain groups of facts about the topic  20 | Paragraphs needs improvement / more facts  15 | | Paragraphs difficult to read / contain little information  10 | |
| Report contains lots of clear information about the topic  20 | More detail needed for reader to gain information  15 | | Little information about the topic.  10 | |
| Correct spelling  15 | Some spelling errors  10 | | Lots of spelling errors  5 | |
| Correct use of punctuation and grammar 15 | Mostly correct use of punctuation and grammar 10 | | Missing punctuation / errors in grammar make reading difficult 5 | |
| Total =  / 100 | A+ 91-100 | B 71-80 | | D 51-60 |
| A 81-90 | C 61-70 | | E/F under 50 |

Limerick Assessment Rubric

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| --- | --- | --- | --- | --- |
| Name: |  | | Date: | |
| Draft shows evidence of editing  5 | Some evidence of editing  3 | | No evidence of editing  0 | |
| Attractive writing and presentation 15 | Writing / presentation needs improvement 10 | | Difficult to read / untidy  5 | |
| Correct Limerick format: | Mostly correct format | | Some correct format | |
| 1st line: 3 beats, rhymes with 2 and 5  2nd line: 3 beats, rhymes with 1 and 5  3rd line: 2 beats, rhymes with 4  4th line: 2 beats, rhymes with 3  5th line: 3 beats, rhymes with 1 and 2 | | | | |
| 40 | 30 | | 25 | |
| Last line contains the joke or surprise twist to the verse  10 | Last line needs improvement / more twist  5 | | Last line not clear / doesn’t make sense  0 | |
| Correct spelling  15 | Some spelling errors  10 | | Lots of spelling errors  5 | |
| Correct use of punctuation and grammar 15 | Mostly correct use of punctuation and grammar 10 | | Missing punctuation / errors in grammar make reading difficult 5 | |
| Total =  / 100 | A+ 91-100 | B 71-80 | | D 51-60 |
| A 81-90 | C 61-70 | | E/F under 50 |