

6+ 1 Traits Rubric for Story Map Writing

Unlike the previous rubrics used with the alternative Language Arts Assessment program, this rubric may be used with any type of Story Map Writing:

- Problem – Solution
- Cause – Effect
- Character Trait

The rubric is two-sided. The first side assesses the trait of content/ideas. If the student did not fill out the Story Map on his/her own, then this side does not need to be used – except for, perhaps, the Introductory and Concluding Sentences. If the students did write the paragraph from a Story Map that they filled out themselves, then they may attempt to score this side on their own prior to conferencing with the teacher, or it may be scored by the teacher and student together.

The second side assesses the traits of Organization, Sentence Fluency, Word Choice, Conventions, and Presentation. This side is designed for the student to score on his/her own before conferencing with the teacher. Sentence Fluency may need to be scored by the teacher, or it can be crossed out.

6+ 1 Traits Rubric for Story Map Writing

	EXEMPLARY "4"	PROFICIENT "3"	DEVELOPING "2"	UNSATISFACTORY "1"
CONTENT and IDEAS	The introductory sentence introduces the title of the story, the main idea of the story or character, and the purpose of the paragraph. (For a problem-solution paragraph, it does not give away the problem!)	The introductory sentence introduces the title, and attempts to introduce the main idea of the story or character, or to introduce the purpose of the paragraph.	The introductory sentence introduces the title of the story, and gives information about the story or character that is out-of-place.	The introductory sentence is missing, or it only gives the title, or it is not true.
	If there is a sentence from the "beginning box," it explains the PROBLEM, or what someone/something is like BEFORE being changed. (If the paragraph is about the character trait of a character who doesn't change, then there is no sentence from the "beginning box." Skip this row.)	The sentence from the "beginning box" attempts to explain the PROBLEM, or what someone/something is like BEFORE being changed.	The sentence from the "beginning box" is not clear about what the PROBLEM is, or what something/someone is like BEFORE being changed.	There is no sentence from the "beginning box," and it is supposed to be there. Or, it is not true.
	The events clearly explain how the story goes from the "beginning box" to the "ending box." Each event is important because it either: 1) Helps solve the problem, or has to happen in order for the problem to be solved. 2) Explains why or how someone/something changes. 3) Helps proves the character trait. Also, it is clear how one event leads to the next.	The events attempt to explain how the story goes from the "beginning box" to the "ending box." Most of the events are important because they either: 1) Helps solve the problem. 2) Explains why or how someone/something changes. 3) Helps proves the character trait. Also, it is mostly clear how one event leads to the next.	It is a little unclear how the events connect the "beginning box" to the ending box." Some important events may be missing, or some unimportant events may be included. Also, it may not be clear how one event leads to the next.	The events do not explain how the story goes from the "beginning box" to the "ending box." Important events are missing or untrue. Unimportant events are included. Also, the events may be out of order.
	If there is a sentence from the "ending box," it explains the SOLUTION, or what someone/something is like AFTER being changed (in a way that matches the "beginning box"). (If the paragraph is about the character trait of a character who doesn't change, then there is no sentence from the "ending box." Skip this row.)	The sentence from the "ending box" attempts to explain the solution, or what someone/something is like AFTER being changed (in a way that matches the "beginning box").	It is a little unclear how the sentence from the "ending box" matches the sentence from the "beginning box."	There is no sentence from the "ending box," and it is supposed to be there. Or, it is not true.
	The concluding sentence may restate a few key words from the introductory sentence. It reminds the reader what the purpose of the paragraph is: • that a mystery is solved, or • that someone/something is changed, or • that a character has a certain character trait. If someone/something changed in the story, it may explain a lesson that was learned, or what will be different from then on.	The concluding sentence attempts to tie back to the introductory sentence, and to remind the reader what the purpose of the paragraph is. This sentence may be a simple as, "As you can see, the mystery is solved."	It is a little unclear how the concluding sentence ties back to the introductory sentence, or what the purpose of the paragraph is. Or, the concluding sentence simply repeats the sentence from the "ending box."	The concluding sentence is missing, or it is not true.

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Organization: _____

Sentence Fluency: _____

Word Choice: _____

Conventions/Presentation: _____

	EXEMPLARY "4"	PROFICIENT "3"	DEVELOPING "2"	UNSATISFACTORY "1"
ORGANIZATION	<p>The paragraph follows the recipe:</p> <ol style="list-style-type: none"> 1. Introductory Sentence 2. "Beginning Box" (unless a character trait that doesn't change) 3. Events in order 4. "Ending Box" (unless a character trait that doesn't change) 5. Concluding Sentence 	<p>The paragraph follows the recipe by attempting each of these parts:</p> <ol style="list-style-type: none"> 1. Introductory Sentence 2. "Beginning Box" (unless a character trait that doesn't change) 3. Events in order 4. "Ending Box" (unless a character trait that doesn't change) 5. Concluding Sentence 	<p>The paragraph is missing one part of the recipe, or it is out of order.</p>	<p>The paragraph is missing more than one part of the recipe.</p>
SENTENCE FLUENCY	<p>Each sentence is a complete sentence.</p>	<p>Most of the sentences are complete.</p>	<p>Some of the sentences are complete.</p>	<p>Lack of complete sentences makes the writing difficult to read.</p>
	<p>A variety of sentences are used effectively – to help the sentences flow from one to the next in a way that makes sense. (simple, compound, beginning or ending with a prepositional phrase or dependent clause, transitional words or phrases)</p>	<p>Different types of sentences are attempted. Not all sentences start the same way. Some of the transitions from sentence to sentence are a little unclear or choppy.</p>	<p>Most sentences begin the same way (repetition makes it sound choppy).</p>	<p>Simple sentences and fragments only</p>
WORD CHOICE	<p>A variety of "transitional words" are used (4+). All are used effectively. (first, then, next, after that, finally, as you can see, in the beginning, at the end, hence, so, when, since, while)</p>	<p>A few "transitional words" are used (3). All are used effectively.</p>	<p>Some "transitional words" are used (1 or 2) effectively.</p>	<p>No attempt at using "transitional words."</p>
	<p>Uses many juicy words (4+). All are used correctly (and without repetition).</p>	<p>A small number of juicy words are used (3). All are used correctly.</p>	<p>Some juicy words are used correctly (1 or 2).</p>	<p>No attempt at juicy words.</p>
CONVENTIONS	<p>All capitals are used correctly.</p>	<p>Most capitals are used correctly.</p>	<p>Some capitals are used correctly.</p>	<p>Lack of capitals makes the writing difficult to read.</p>
	<p>All punctuation is used correctly.</p>	<p>Most punctuation is used correctly.</p>	<p>Some punctuation is used correctly.</p>	<p>Lack of punctuation makes the writing difficult to read.</p>
	<p>All spelling is correct.</p>	<p>Most spelling is correct.</p>	<p>Some spelling is correct.</p>	<p>Lack of correct spelling makes the writing difficult to read.</p>
PRESENTATION	<p>First line of the paragraph is indented, and all other lines make a straight edge.</p>	<p>First line of the paragraph is indented, but other lines do not make a straight edge.</p>	<p>First line of the paragraph is not indented. Other lines make a straight left edge.</p>	<p>First line of the paragraph is not indented. Lines do not make a straight left edge.</p>
	<p>Handwriting is very neat ("best handwriting") and there is space between words.</p>	<p>Handwriting is readable but could be neater. There is space between words.</p>	<p>Handwriting is sloppy. There is space between words.</p>	<p>No space between words. OR Handwriting is difficult to read.</p>