

## *Narrative Writing Rubric-Grades 6-12*

<b>Writing Descriptors Score Points</b>	<b>4 Deep Command</b>	<b>3 Sufficient Command</b>	<b>2 Partial Command</b>	<b>1 Minimal Command</b>
<p><b>Statement of Purpose/Focus</b></p> <p><b>Instructional Strategies to support development</b></p> <ul style="list-style-type: none"> <li>• Use mentor text to support the form of writing.</li> <li>• Model this form of writing using the SURE student rubric for narrative writing</li> </ul>	<p>The narrative, real or imagined, is clearly focused and maintained throughout:</p> <ul style="list-style-type: none"> <li>• Effectively establishes a setting, narrator and/or characters, and point of view</li> </ul>	<p>The narrative, real or imagined, is adequately focused and generally maintained throughout:</p> <ul style="list-style-type: none"> <li>• Adequately establishes a setting, narrator and/or characters, and point of view</li> </ul>	<p>The narrative, real or imagined, is somewhat maintained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>• Inconsistently establishes a setting, narrator and/or characters, and point of view</li> </ul>	<p>The narrative, real or imagined, may be maintained but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>• May be very brief</li> <li>• May have a major drift</li> <li>• Focus may be confusing or ambiguous</li> </ul>
<p><b>Organization</b></p> <p><b>Instructional Strategies to support development</b></p> <ul style="list-style-type: none"> <li>• Use the student SURE rubric and teach the components of narrative writing.</li> <li>• Teach text features (graphics, bold type) &amp; structure(s) (sequence (procedure), chronology (time-order), description, definition, compare/contrast, cause-effect, problem-solution)</li> <li>• Teach semantic clues or signal (linking) words and phrases that help writer to compose text with coherence &amp; clarity.(Hess &amp; Hervey, 2010)</li> </ul>	<p>The narrative, real or imagined, has an effective plot helping create unity and completeness:</p> <ul style="list-style-type: none"> <li>• Effective, consistent use of a variety of transitional strategies</li> <li>• Logical progression of ideas from beginning to end</li> <li>• Effective opening and closure for audience and purpose</li> </ul>	<p>The narrative, real or imagined, has an evident plot helping to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> <li>• Adequate use of a variety of transitional strategies</li> <li>• Adequate sequence of events from beginning to end</li> <li>• Adequate opening and closure for audience and purpose</li> </ul>	<p>The narrative, real or imagined, has an inconsistent plot, and flaws are evident:</p> <ul style="list-style-type: none"> <li>• Inconsistent use of basic transitional strategies with little variety.</li> <li>• Uneven sequence of events from beginning to end.</li> <li>• Opening and closure, if present, are weak.</li> <li>• Weak connection among ideas</li> </ul>	<p>The narrative, real or imagined, has little or no discernible plot:</p> <ul style="list-style-type: none"> <li>• Few or no transitional strategies are evident.</li> <li>• Frequent extraneous ideas are included.</li> </ul>

Writing Descriptors Narrative	4-Deep Command	3 Sufficient Command	2-Partial Command	1-Minimal Command
<p><b>Elaboration of Evidence</b></p> <p><b>Instructional Strategies to support Elaboration</b></p> <ul style="list-style-type: none"> <li>• Use non-fiction text on a consistent basis.</li> <li>• Conduct close reads of texts.</li> <li>• Frequently engage students in discussions of texts with text dependent questions (DOK Levels 1, 2, 3 &amp; 4)</li> <li>• Use author’s Craft/literary devices</li> <li>• Teach the FACADES strategy. (Incorporate various contextual clues into the writing)</li> </ul>	<p>The narrative, real or imagined, provides thorough and effective elaboration using details, dialogue and description:</p> <ul style="list-style-type: none"> <li>• Effective use of a variety of narrative techniques that advance the story or illustrate the experience</li> </ul>	<p>The narrative, real or imagined, provides adequate elaboration using details, dialogue, and description:</p> <ul style="list-style-type: none"> <li>• Adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience</li> </ul>	<p>The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue and description:</p> <ul style="list-style-type: none"> <li>• Narrative techniques, if present, are uneven and inconsistent</li> </ul>	<p>The narrative, real or imagined, provides minimal elaboration using little or no details, dialogue, and description:</p> <ul style="list-style-type: none"> <li>• Use of narrative techniques is minimal, absent, in error, or irrelevant</li> </ul>
<p><b>Language &amp; Vocabulary</b></p> <p><b>Instructional Strategies to support development</b></p> <ul style="list-style-type: none"> <li>• <b>FACADES</b> (Write examples of formal, apposition, example, description, synonym &amp; structural analysis definitions)</li> </ul>	<p>The narrative, real or imagined, clearly and effectively expresses experiences or events:</p> <ul style="list-style-type: none"> <li>• Effective use of sensory, concrete, and figurative language clearly advance the purpose.</li> </ul>	<p>The narrative, real or imagined, adequately expresses experiences or events:</p> <ul style="list-style-type: none"> <li>• Adequate use of sensory, concrete, and figurative language generally advance the purpose</li> </ul>	<p>The narrative, real or imagined, unevenly expresses experiences or events:</p> <ul style="list-style-type: none"> <li>• Partial or weak use of sensory, concrete, and figurative language that may not advance the purpose.</li> </ul>	<p>The narrative, real or imagined, expression of ideas is vague, lacks clarity, or is confusing</p> <ul style="list-style-type: none"> <li>• Use of limited language</li> <li>• May have little sense of purpose.</li> </ul>
<p><b>Conventions</b></p> <p><b>Instructional Strategies to support development</b></p> <ul style="list-style-type: none"> <li>• Embed lessons on punctuation, capitalization and usage in actual writing tasks.</li> <li>• Confer with students about writing.</li> <li>• Engage students in peer editing &amp; revising.</li> </ul>	<p>The narrative, real or imagined, response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> <li>• Few, if any, errors in usage and sentence formation.</li> <li>• Effective and consistent use of punctuation, (e.g. quotation marks), capitalization, and spelling.</li> </ul>	<p>The narrative, real or imagined, demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>• Some errors in usage and sentence formation are present, but no systematic pattern of error is displayed.</li> <li>• Adequate use of punctuation, capitalization, and spelling.</li> </ul>	<p>The narrative, real or imagined, demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>• Frequent errors in usage may obscure meaning.</li> <li>• Inconsistent use of punctuation, capitalization, and spelling.</li> </ul>	<p>The narrative, real or imagined, demonstrates a lack of command of conventions.</p> <ul style="list-style-type: none"> <li>• Errors are frequent and severe and meaning is often obscured.</li> </ul>

