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| **7th Grade Narrative Writing Rubric****Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Rubric’s Components** | **Point Scale** |  |  |
| **Structure & Development** | **0** | **1** | **2** | **3** | **4** | **Score** |
| **Introduction****Organization****Plot Development****Conclusion****Coherence** | * Students response is flawed for various reasons (blank, copied, illegible, off topic)
 | * Provides a **weak or minimal introduction** of a situation or character
* Response is a summary
 | * Introduces a **vague situation** and at least one character
 | * **Establishes** a situation and introduces one or more characters
 | * **Effectively** establishes a situation and point of view and introduces a narrator and/or characters
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| * Sequence not in logical order
 | * **Too brief** to demonstrate a complete sequence of events
 | * Organizes events in a sequence but with **some gaps or ambiguity**
 | * **Organizes events** in a clear, logical order
 | * Organizes an event sequence that unfolds **naturally and logically**
 |  |
| * Doesn’t use signal words to convey shifts in time or setting
 | * **Too brief** to signal shifts in time frame or setting to another
 | * Uses **occasional signal words inconsistently and ineffectively** to indicate sequence of events and signal shifts in one time frame or setting to another
 | * **Uses words and/or phrases** to indicate sequence of events and signal shifts in one time frame or setting to another
 | * Uses a **variety** of words and phrases to convey the sequence of events and signal shifts in one time frame or setting to another
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| * Copied from the text so much that there is no sufficient original work to be scored
 | * **Shows little or no attempt** to use dialogue, description, and pacing to develop experiences, events, and/or characters
 | * **Attempts** to use dialogue, description and pacing, to develop experiences, events, and or characters.
 | * **Uses** dialogue, description, and pacing, to develop experiences, events, and/or characters
 | * **Effectively** uses dialogue, rich vocabulary, and descriptions to develop interesting experiences, events and characters
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| * Doesn’t have a conclusion
 | * Provides a **minimal** or no conclusion

(The end!) | * Provides a **weak and ambiguous** conclusion
 | * Provides an **appropriate** conclusion
 | * Provides a conclusion that **follows from the narrated experiences**

**or events** |  |
| **Supporting Details:**(Key Details) | * Students response is flawed for various reasons (blank, copied, illegible, off topic
 | * Provides **few**, if any, words that convey experiences, or events
* Uses words that are inappropriate, overly simple, or unclear
 | * Uses **some** words or phrases inconsistently and ineffectively to convey experiences and events and capture the action
 | * **Uses** words, phrases, and details to capture the action and convey experiences and events.
 | * Uses **precise** words, phrases, and sensory language consistently and effectively to convey experiences or events and capture the action
 |  |
| * No details
 | * May use **few**, if any, ideas or details from source material
 | * **Attempts** to integrate ideas or details from sources material
 | * Integrates **some** ideas and/or details from source material
 | * **Integrates** ideas and details from source material effectively
 |  |
| **Conventions:**(Extended Writing Task Usage) | * Students response is flawed for various reasons (blank, copied, illegible, off topic
 | * Errors **interfere** with context of paper
 | * **Has** fragments, run-ons, and/or other sentence structure errors
 | * **Varies** some sentence patterns
 | * **Effectively** varies sentence patterns
 |  |
|  | * Has **major errors** in language and conventions.
 | * Shows little knowledge of language and conventions. Has **frequent errors** that interfere with meaning.
 | * Shows some knowledge of language and conventions. Has **minor errors** in usage and conventions.
 | * Shows command of language and conventions. Any errors **do not interfere with meaning.**
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**Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Grading Scale: 1-8pts. = 1 9-17pts. =2 18-26pts. =3 27-36pts. = 4**