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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 |  |
| * 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 |  |
| * 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 |  |
| * 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.** |  |

**Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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