

Draft

English Language Arts
Text-based Writing Rubrics
Grades 6–HS: Narrative

Grades 6-HS
Narrative Writing Rubric
 (Score points within each domain include most of the characteristics below.)

Score	Purpose, Focus, and Organization (4-point Rubric)	Development and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	<p>The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout. The response includes most of the following:</p> <ul style="list-style-type: none"> • an effective plot helps to create a sense of unity and completeness • effectively established a setting, narrator/characters, and/or point of view* • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas • natural, logical sequence of events from beginning to end • effective opening and closing for audience and purpose <p><i>*Point of view is introduced at grade 7.</i></p>	<p>The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and/or description. The response includes most of the following:</p> <ul style="list-style-type: none"> • clearly developed experiences, characters, setting, and/or events • effective use of a variety of narrative techniques that advance the story or illustrate the experience • effective use of sensory, concrete, and figurative language that clearly advances the purpose • effective, appropriate style and voice that enhances the narration 	
3	<p>The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained. The response includes most of the following:</p> <ul style="list-style-type: none"> • an evident plot that helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected • adequately established a setting, narrator/characters, and/or point of view* • adequate use of a variety of transitional strategies to clarify the relationships between and among ideas • adequate sequence of events from beginning to end • adequate opening and closing for audience and purpose 	<p>The narrative, real or imagined, provides adequate elaboration using details, dialogue, and/or description. The response includes most of the following:</p> <ul style="list-style-type: none"> • adequately developed experiences, characters, setting, and/or events • adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience • adequate use of sensory, concrete, and figurative language that generally advances the purpose • generally appropriate style and voice 	

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2	<p>The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus. The response may include the following:</p> <ul style="list-style-type: none"> • an inconsistent plot and/or flaws may be evident • unevenly or minimally established a setting, narrator/characters, and/or point of view* • uneven use of appropriate transitional strategies and/or little variety • weak or uneven sequence of events • opening and closing, if present, are weak 	<p>The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and/or description. The response may include the following:</p> <ul style="list-style-type: none"> • unevenly developed experiences, characters, setting, and/or events • uneven and inconsistent narrative techniques • partial or weak use of sensory, concrete, and figurative language that may not advance the purpose • inconsistent or weak attempt to create appropriate style or voice 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • some minor errors in grammar usage but no patterns of errors • adequate use of punctuation, capitalization, sentence formation, and spelling
1	<p>The organization of the narrative, real or imagined, may be maintained but may provide little or no focus. The response may include the following:</p> <ul style="list-style-type: none"> • little or no discernible plot or just a series of events • writing that may be brief or that exhibits little to no attempt to establish a setting, narrator and/or characters, and/or point of view* • few or no appropriate transitional strategies • little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident • no opening and/or closing 	<p>The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description. The response may include the following:</p> <ul style="list-style-type: none"> • experiences, characters, setting, and events that lack clarity and/or be vague or confusing • use of narrative techniques that may be minimal, absent, incorrect, or irrelevant • little or no use of sensory, concrete, or figurative language; language that does not advance and may interfere with the purpose • little or no evidence of appropriate style or voice 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • various errors in grammar usage • inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0			<p>The response demonstrates a lack of command of conventions, which frequent and severe errors often obscuring meaning</p>