

Correlation Copy for Teachers: Use this version of the rubric to correlate the Student Rubric to the Level 3 Proficiency criteria on the Teacher Rubric. The Teacher Rubrics used for grading describe four levels of student work. A score of 4 reflects work that goes beyond the best self-assessment ranking a student might give. For more information, see the pertinent Teacher Rubric and the Rubrics Introduction in the TEACHER RESOURCE GUIDE.

3 (Meets expectations)		Ask yourself: <i>Did I...?</i>
Focus on Task and Text	<ul style="list-style-type: none"> <input type="checkbox"/> Provides complete responses to all elements of the prompt (ns) <input type="checkbox"/> Establishes a tone that is appropriate to the task and audience (ns) <input type="checkbox"/> If prompt is text-based: narrative demonstrates novel insight into text(s) by discussing relevant events, main ideas, details, and/or other reading standards to draw evidence from literary or informational texts (W.8.9) 	<ul style="list-style-type: none"> <input type="checkbox"/> complete all parts of the prompt, and respond to each part completely? <input type="checkbox"/> use a tone that fits the writing task and audience? (Examples: humorous, suspenseful) <input type="checkbox"/> Show insight into the topic or text by describing relevant and believable events, characters, settings, and themes?
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> Engages and orients the reader by establishing context and author's point of view (i.e., introduction foreshadows meaning or creates suspense) and developing narrator and characters through detailed actions and reactions (W.8.3.A) <input type="checkbox"/> Organizes a clear, detailed, and specific event sequence that unfolds naturally and logically; skillfully uses organizational structures such as flashbacks, flash-forwards, dream sequences, or multiple points of view (W.8.3.A) 	<p>invite readers into my story, by showing</p> <ul style="list-style-type: none"> <input type="checkbox"/> showing who is important including the main characters and the narrator? <input type="checkbox"/> showing where the events begin and the important problems or challenges that propel them? <input type="checkbox"/> hinting at something exciting or interesting? <input type="checkbox"/> include details that clearly show narrator/characters actions and reactions? <input type="checkbox"/> organize events in a logical sequence? (Example: the order in which events happen) <input type="checkbox"/> use special structures that make stories more interesting or exciting? (Examples: flashbacks, flash-forwards, and multiple points of view or narrators)

3 (Meets expectations)		Ask yourself: <i>Did I...?</i>
Organization (cont.)	<input type="checkbox"/> Uses a variety of sophisticated, well-chosen narrative techniques, such as dialogue, description, pacing, and reflection, to develop experiences, events, and/or characters' point of view (W.8.3.B)	<input type="checkbox"/> choose the best story-telling techniques to make events and characters believable? (Examples: dialogue, description, story pacing, character reflection)
	<input type="checkbox"/> Uses a variety of well-chosen transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show relationships among experiences and events (W.8.3.C) <input type="checkbox"/> Provides a conclusion that follows from and reflects on narrated experiences or events (W.8.3.E)	<p>use many different transition words and phrases to</p> <input type="checkbox"/> connect events in time? <input type="checkbox"/> show relationships among experiences and events? Examples: show sequence of events, shifts from one time frame or setting to another) <input type="checkbox"/> end with a conclusion that fits with the experiences and events in my story, such as by concluding the main problem?

3 (Meets expectations)

Ask yourself: *Did I...?*

Development and Support

- ☐ Uses a variety of well-chosen, precise words and phrases, relevant descriptive details, and sensory language to create suspense and tension, bring a resolution, and take the narrative beyond general plot points (W.8.3.D)
- ☐ Develops the narrative by gathering specific, relevant information from multiple print and digital sources, assessing the credibility and accuracy of each source; quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation, as needed (W.8.8)
- ☐ Demonstrates purposeful use of setting as a technique to build emotional impact or to convey meaning through interaction with characters and plot (ns)
- ☐ Demonstrates purposeful use of foreshadowing or changes in environment to hint at a future action or plot twist (ns)

Add exciting and interesting details, by using

- ☐ specific words that show exactly what is happening?
- ☐ relevant descriptive details, such as figurative language, that help readers form a mental picture?
- ☐ sensory language that help create suspense, excitement, or other emotions in readers?
- ☐ include relevant evidence and details to make my story accurate and believable? (using a text if the prompt is text-based or print and digital sources if the prompt asks for additional research)

create a setting that helps readers

- ☐ get engaged and feel part of my story?
- ☐ clearly imagine where and when the story events happen?
- ☐ show how characters interact with the setting (Example: how characters respond to the setting or its challenges)
- ☐ show how the setting affects the plot, such as by creating problems for characters?
- ☐ hint throughout at exciting or unexpected events that might come later?

3 (Meets expectations)		Ask yourself: <i>Did I...?</i>
Language	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes an appropriate style; maintains consistency in style and tone; the style is effective and attends to the norms and conventions of the discipline (W.8.4) <input type="checkbox"/> Uses precise language and academic and domain-specific vocabulary appropriate to the task and audience, with minimal errors (L.8.6) <input type="checkbox"/> Varies sentence patterns for clarity, interest, and style; uses different sentence lengths; uses simple sentences, compound sentences, complex sentences, and complex-compound sentences (ns) <input type="checkbox"/> Uses language that expresses ideas precisely and concisely, without wordiness or redundancy (L.7.3.A) 	<ul style="list-style-type: none"> <input type="checkbox"/> use a style that fits the story and its characters? <input type="checkbox"/> keep the same style throughout the writing, unless there's a reason to change it? <input type="checkbox"/> keep the same tone through the writing? (Remember: Tone is the author's attitude about the story, which might be expressed through a narrator or character.) <input type="checkbox"/> use precise language? (Example: Avoid overly general words like <i>nice, fun, pretty</i>.) <input type="checkbox"/> use domain-specific language? (Example: Words particular to a topic or setting, such as unusual animals in that place.) <input type="checkbox"/> use words that fit my audience and writing purpose? (Example: to tell a story to a young child) <input type="checkbox"/> include different kinds of sentences so my writing is clear and interesting? <input type="checkbox"/> write concisely, without extra words or repetition?
Conventions	<ul style="list-style-type: none"> <input type="checkbox"/> Shows proficient command of grade level grammar, mechanics, and usage, with few errors that do not impede readability or comprehension; correctly uses verbs in a variety of moods and voice (L.8.1) <input type="checkbox"/> Shows proficient command of grade level capitalization, punctuation, and spelling, with minimal or no errors (L.8.2) 	<ul style="list-style-type: none"> <input type="checkbox"/> use the rules I know about writing, including grammar? <input type="checkbox"/> check my writing so that it has no errors? <input type="checkbox"/> use many different verb types correctly? (Examples: active, passive and conditional verb tenses such as: <u>considered</u>; <u>were considered</u>; <u>consider this</u>; <u>If I were to consider</u>) <p>follow writing rules to correctly use</p> <ul style="list-style-type: none"> <input type="checkbox"/> punctuation to show a pause or break? (Examples: comma, dash) <input type="checkbox"/> an ellipsis to show something has been left out? <input type="checkbox"/> use the rules I know to spell correctly?