

GRADE 8 – NARRATIVE WRITING TEACHER RUBRIC

	4 (Exceeds expectations)	3 (Meets expectations)	2 (Partially meets expectations)	1 (Does not yet meet expectations)
Focus on Task and Text	<ul style="list-style-type: none"> <input type="checkbox"/> Provides thorough responses to all elements of the prompt (ns) <input type="checkbox"/> Maintains a tone that is appropriate to the task and audience; maintains focus throughout (ns) <input type="checkbox"/> If prompt is text-based: narrative demonstrates novel insight into text(s) by discussing relevant themes, claims/arguments, and/or other reading standards to draw evidence from literary or informational texts (W.9-10.9) 	<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"/> Responds to only some elements of the prompt, or provides partial responses to all elements of the prompt (ns) <input type="checkbox"/> Establishes a tone that is appropriate at times to the task and audience (ns) <input type="checkbox"/> If prompt is text-based: narrative demonstrates insight into a topic or text(s) by discussing relevant events, main ideas, themes or central ideas, and/or other reading standards to draw evidence from literary or informational texts, with some errors (W.7.9) 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not respond to any elements of the prompt; off-topic (ns) <input type="checkbox"/> Establishes a tone that is appropriate at times to the task and audience (ns) <input type="checkbox"/> If prompt is text-based: narrative demonstrates insight into a topic or text(s) by discussing relevant events, main ideas, themes or central ideas, and/or other elements of the text (W.6.9)
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> Engages and orients the reader by setting out a problem, situation, or observation, establishing one or more points of view, and introducing a narrator and/or characters (W.9-10.3.A) <input type="checkbox"/> Creates a fluent progression of experiences or events; uses organizational structures such as flashbacks, flash-forwards, dream sequences, or multiple points of view consistently and accurately (W.9-10.3.A) 	<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) 	<ul style="list-style-type: none"> <input type="checkbox"/> Engages and orients the reader by establishing a context and clear point of view and developing a narrator and/or characters (W.7.3.A) <input type="checkbox"/> Organizes a clear, detailed event sequence that unfolds naturally and logically; uses sophisticated organizational structures such as flashbacks, flash-forwards, or dream sequences (W.7.3.A) 	<ul style="list-style-type: none"> <input type="checkbox"/> Attempts to orient the reader by establishing a context and point of view and developing a narrator and/or characters (W.7.3.A) <input type="checkbox"/> Organizes an event sequence that is frequently confusing or contains logical gaps; may attempt sophisticated organizational structures such as flashbacks, flash-forwards, dream sequences, or multiple points of view, with confusing results (W.7.3.A)

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Organization (cont.)	<ul style="list-style-type: none"> □ Uses a variety of well-chosen narrative techniques, such as dialogue, descriptions of actions, pacing, and multiple plot lines, to effectively and thoroughly develop experiences, events, and/or complex characters (W.9-10.3.B) □ Uses a variety of techniques, including well-chosen transition words, phrases, and clauses to sequence events so they build on one another to create a coherent whole (W.9-10.3.C) □ Provides a complete and thorough conclusion that strongly follows from and reflects on what is experienced, observed, or resolved over the course of the narrative, revealing character changes and/or connecting to the larger idea, theme, or context (W.9-10.3.E) 	<ul style="list-style-type: none"> □ 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) □ 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) □ Provides a conclusion that follows from and reflects on narrated experiences or events (W.8.3.E) 	<ul style="list-style-type: none"> □ Uses a variety of narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters (W.7.3.B) □ Uses a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (W.7.3.C) □ Provides a conclusion that follows from and reflects on narrated experiences or events (W.7.3.E) 	<ul style="list-style-type: none"> □ Attempts to use narrative techniques, such as dialogue, descriptions of actions, and pacing, to develop experiences, events, and/or characters, with errors (W.7.3.B) □ Uses transition words, phrases, and clauses inconsistently to convey sequence and signal time and setting shifts with frequent gaps or errors (W.7.3.C) □ Provides a partial conclusion that somewhat follows from and reflects on narrated experiences or events, with some errors (W.7.3.E)

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Development and Support	<ul style="list-style-type: none"> □ Uses a variety of well-chosen, precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters (W.9-10.3.B) □ Develops the narrative by gathering specific, relevant information from multiple authoritative print and digital sources, assessing the usefulness of each source; integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation, as needed (W.9-10.8) □ Demonstrates purposeful use of setting as a technique to establish or change the mood, to build emotional impact, to create foreshadowing, or to convey meaning through interaction with characters and plot (ns) □ Demonstrates purposeful use of changes in environment or character/narrator reactions to events as a technique to hint at a future action, character development, or plot twist (ns) 	<ul style="list-style-type: none"> □ 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) 	<ul style="list-style-type: none"> □ Attempts to use a variety of well-chosen, precise words and phrases and sensory details to create suspense and tension, bring a resolution, and take the narrative beyond general plot points, with some errors (W.7.3.D) □ Develops the narrative by gathering specific, relevant information from multiple print and digital sources; quotes or paraphrases the information and conclusions of others and following a standard format for citation, as needed (W.7.8) □ Demonstrates purposeful use of setting as a technique to build emotional impact or to convey meaning (ns) □ Foreshadows a future event or action in the text (ns) 	<ul style="list-style-type: none"> □ Uses some general words and phrases and sensory details, with some inconsistencies or generalities of tone (W.6.3.D) □ Attempts to develop the narrative by gathering information from print and digital sources; quotes or paraphrases the information and conclusions of others, with some errors; attempts to follow a standard format for citation, as needed (W.7.8) □ Provides a vague or incomplete description of the setting as part of the narrative structure (ns) □ Generally alludes to future events in the text (ns)

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Language	<input type="checkbox"/> Establishes and maintains a formal style and objective tone; maintains consistency in style and tone, attending to the norms and conventions of the discipline (W.9-10.4)	<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"/> Establishes an appropriate style; maintains consistency in style and tone; the style is mostly effective and attends to the norms and conventions of the discipline (W.7.4; L.6.3.B)		<input type="checkbox"/> Attempts to establish a formal style, with frequent departures; demonstrates inconsistency in style and tone; uses a style that is somewhat effective and generally attends to the norms and conventions of the discipline (W.7.4; L.6.3.B)	
	<input type="checkbox"/> Uses a variety of well-chosen, precise language and academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level (L.9.6)	<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"/> Uses precise language and academic and domain-specific vocabulary appropriate to the task and audience, with minimal errors (L.7.6)		<input type="checkbox"/> Attempts precise language and academic and domain-specific vocabulary appropriate to the task and audience, with significant errors (L.7.6)	
	<input type="checkbox"/> Varies sentence patterns for meaning, reader/listener interest, and style; uses different sentence lengths; uses simple sentences, compound or complex sentences, and at least two complex-compound sentences (ns)	<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"/> Varies sentence patterns for clarity and meaning; uses a variety of simple sentences, compound sentences, complex sentences, and complex-compound sentences. (L.7.3.A)		<input type="checkbox"/> Varies sentence structure inconsistently; uses basic and repetitive sentence patterns; uses primarily simple sentences and an occasional grammatically incorrect complex or compound sentence (ns)	
	<input type="checkbox"/> Chooses language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy (L.7.3.A)	<input type="checkbox"/> Uses language that expresses ideas precisely and concisely, without wordiness or redundancy (L.7.3.A)		<input type="checkbox"/> Uses language that expresses ideas precisely and concisely, without wordiness or redundancy (L.7.3.A)		<input type="checkbox"/> Language is imprecise, lacks concision, and is often wordy or redundant (L.7.3.A)	

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Conventions	<input type="checkbox"/> Shows proficient command of above-grade level grammar, mechanics, and usage, with few errors that do not impede readability or comprehension; correctly uses various types of phrases and clauses to convey specific meanings and add variety and interest to writing (L.9-10.1)	<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 command of grammar, mechanics, and usage, with few errors that do not impede readability or comprehension; uses phrases and clauses to effect, avoiding dangling modifiers (L.7.1)	<input type="checkbox"/> Shows poor command of grammar, mechanics, and usage; includes errors that significantly impede overall meaning and readability (L.7.1)
	<input type="checkbox"/> Shows proficient command of above-grade level capitalization, punctuation, and spelling, with minimal or no errors (L.8.2); may show attempts at using above-grade level elements of conventions, spelling or punctuation	<input type="checkbox"/> Shows proficient command of grade level capitalization, punctuation, and spelling, with minimal or no errors (L.8.2)	<input type="checkbox"/> Shows proficient command of capitalization, punctuation, and spelling, with minimal or no errors (L.7.2)	<input type="checkbox"/> Shows poor command of capitalization, punctuation, and spelling; errors significantly impede overall meaning and readability (L.7.2)