

Rubric for a Narrative Writing Piece

FEATURES	6	5	4	3	2	1
FOCUS	<ul style="list-style-type: none"> •Subject and unifying event clear and maintained •Theme/unifying theme explicitly stated •Reactions present throughout •Has effective closing 	<ul style="list-style-type: none"> •Subject and unifying event clear and maintained •Theme/unifying event is stated in opening or conclusion •Reactions present throughout (may not be even) •Has closing 	<ul style="list-style-type: none"> •Subject and unifying event are clear – may be prompt dependent (requiring reader inference) •Theme/unifying event is stated and/or summarized •Reactions present •May end abruptly 	<ul style="list-style-type: none"> •Subject/topic clear; theme/unifying event may not be prompt dependent •Reader is able to infer theme/unifying event •Overpromise/underdeliver OR underpromise/overdeliver •No reactions •Abrupt ending •Lacks sufficiency to demonstrate a developed focus 	<ul style="list-style-type: none"> •Subject/issue vague •Reader must infer main event and theme •Unrelated ideas or major drift from focus (brainstorming) •May be insufficient writing to determine that subject and unifying event can be maintained 	<ul style="list-style-type: none"> •Subject and issue unclear, limited or confusing •Insufficient writing to show criteria are met
ELABORATION	<ul style="list-style-type: none"> •Most episodes and reactions elaborated with specific detail •Some episodes may be developed with more detail than others (not necessarily balanced or even) •Some development of depth 	<ul style="list-style-type: none"> •Some episodes or reactions elaborated with specific details •Contains minimal depth 	<ul style="list-style-type: none"> •May contain list of episodes/events and/or reactions with some extensions •Most elaboration may be general 	<ul style="list-style-type: none"> •May contain simple list of episodes and/or reactions with no extensions •Mostly general or underdeveloped •Lacks sufficiency to demonstrate developed elaboration 	<ul style="list-style-type: none"> •Some attempt at elaboration •May be confusing, unclear, or repetitive •May be insufficient writing to determine that elaboration can be maintained. 	<ul style="list-style-type: none"> •Elaboration is absent, confusing, or repetitive •Insufficient writing to show that criteria are met
ORGANIZATION	<ul style="list-style-type: none"> •Narrative structure clear—sequence of episodes moves logically through time without noticeable gaps •Episodes appropriately paraphrased •Coherence and cohesion demonstrated through some appropriate use of devices (transitions, pronouns, causal linkage, etc.) •Varied sentence structure produces some cohesion 	<ul style="list-style-type: none"> •Narrative structure is evident – sequence of episodes moves logically through time with a beginning, middle and ending with few gaps •Most paragraphing is appropriate •Coherence and cohesion (sentence to sentence) evident; may depend on holistic structure (chronology) •Most transitions are appropriate 	<ul style="list-style-type: none"> •Narrative structure is noticeable, but the reader may have to infer it—sequence of episodes moves logically through time with some gaps •Some appropriate paragraphing •Evidence of coherence may depend on sequence •If present, transitions may be simplistic or even redundant 	<ul style="list-style-type: none"> •Structure is attempted, but reader may still have to infer •Lacks appropriate narrative structure (off-mode) •May have a major lapse or inappropriate transitions that disrupt progression of events •May have little evidence of appropriate paragraphing •Limited structure within paragraphs (e.g., lacks purposeful ordering of sentences) •Lacks sufficiency to demonstrate developed organization 	<ul style="list-style-type: none"> •Structure is attempted, but with little success (may be a random presentation of ideas) •Confusing •Insufficient writing to determine that organization can be sustained 	<ul style="list-style-type: none"> •Very confusing/little or no attempt at structure •Insufficient writing to meet criteria

CONVENTIONS	Uses consistent agreement between parts of speech. No errors in mechanics. Creative and effective use of spelling strategies.	Consistent agreement between parts of speech. Uses correct punctuation, capitalization, etc. Consistent use of spelling strategies.	Maintains agreement between parts of speech. Few errors in mechanics. Applies basic grade level spelling.	Occasional errors between parts of speech. Some errors in mechanics. Some evidence of spelling strategies.	Inconsistent agreement between parts of speech. Many errors in mechanics. Limited evidence of spelling strategies.	Parts of speech show lack of agreement. Frequent errors in mechanics. Little or no evidence of spelling strategies.
INTEGRATION	•Fully-developed paper for grade level •Clear and purposeful Focus; in-depth, balanced elaboration; sequence of episodes is coherently and cohesively developed throughout	•Developed paper for grade level •All features are not equally well-developed throughout	•Bare-bones-developed paper for grade level •Simple and clear, presenting nothing more than the essentials •Limited depth	•Partially developed •Some (or one) of the feature(s) are not sufficiently formed, but all are present •Lacks narrative structure •Inference is usually required	•Attempts to address the assignment, but only rudiments of techniques for forming Focus, Elaboration, and Organization can be detected •Some confusion and/or disjointedness •May be insufficient writing to determine that the features can be maintained	•Does not fulfill the assignment; barely deals with the topic; or does not present most or all of the features •Insufficient writing to show that criteria are met

Focus: *The clarity with which a paper presents and maintains a clear main idea, point of view, unifying event or theme.*

Support/Elaboration: *The degree to which the main point or event is elaborated and explained by specific details, descriptions, and reactions*

Organization: *The clarity of the logical flow of ideas (coherence and cohesion)*

Conventions: *Use of standard written English*

Integration: *Evaluation of the paper based on a focused, global judgment of how effectively the paper as a whole uses basic features to fulfill the assignment*