

Laconia School District 6-12 Narrative Writing Rubric (Version 1.0)

ATTRIBUTE		4 – EXCEEDS EXPECTATIONS	3 – MEETS EXPECTATIONS	2 – APPROACHES EXPECTATIONS	1 – DOES NOT MEET EXPECTATIONS	0 – NO EVIDENCE SHOWN	Student Self-Assessment	Teacher Assessment
Organization and Purpose	Overall	<input type="checkbox"/> The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:	<input type="checkbox"/> The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:	<input type="checkbox"/> The organization of the narrative, real or imagined, may be maintained but provides little or no focus:	<input type="checkbox"/> The organization of the narrative, real or imagined, may be maintained but provides little or no focus:	<input type="checkbox"/> Insufficient (includes copied text) <input type="checkbox"/> Off-topic <input type="checkbox"/> Off-purpose		
	Narrative Structure	<input type="checkbox"/> An effective plot creates a sense of unity and completeness	<input type="checkbox"/> An evident plot creates a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected	<input type="checkbox"/> There is an inconsistent plot, and/or flaws are evident	<input type="checkbox"/> There is little or no discernable plot or there is just a series of events			
	Elements	<input type="checkbox"/> Effectively establishes a setting, narrator / characters and/or points of view*	<input type="checkbox"/> Adequately establishes a setting, narrator/characters, and/or point of view*	<input type="checkbox"/> Unevenly or minimally establishes a setting, narrator / characters and/or point of view*	<input type="checkbox"/> Is brief or there is little to no attempt to establish a setting, narrator / characters, and/or point of view*			
	Transition	<input type="checkbox"/> Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas	<input type="checkbox"/> Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas	<input type="checkbox"/> Uneven use of appropriate transitional strategies and/or little variety	<input type="checkbox"/> Few or no appropriate transitional strategies may be evident causes confusion			
	Progression	<input type="checkbox"/> Natural, logical sequences of events from beginning to end	<input type="checkbox"/> Effective sequence of events from beginning to end	<input type="checkbox"/> Weak or uneven sequence of events	<input type="checkbox"/> Little or no organization of an event sequence; frequent extraneous ideas and/or a major drift is evident			
	Introduction & Conclusion	<input type="checkbox"/> Effective opening and closure for audience and purpose	<input type="checkbox"/> Adequate opening and closure for audience and purpose	<input type="checkbox"/> Opening and closure, if present are weak	<input type="checkbox"/> Opening and/or closure is missing or is unsatisfactory			

*Point of view begins at grade 7

ATTRIBUTE		4 – EXCEEDS EXPECTATIONS	3 – MEETS EXPECTATIONS	2 – APPROACHES EXPECTATIONS	1 – DOES NOT MEET EXPECTATIONS	0 – NO EVIDENCE SHOWN	Student Self-Assessment	Teacher Assessment
Evidence / Elaboration	Overall	<input type="checkbox"/> The narrative, real or imagined, provides thorough effective elaboration using relevant details, dialogue, and/or description:	<input type="checkbox"/> The narrative, real or imagined, provides adequate elaboration using details, dialogue, and/or description:	<input type="checkbox"/> The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, and/or description:	<input type="checkbox"/> The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:	<input type="checkbox"/> Insufficient (includes copied text) <input type="checkbox"/> Off-topic <input type="checkbox"/> Off-purpose		
	Development	<input type="checkbox"/> Experiences, characters, setting and/or events are clearly and fully developed	<input type="checkbox"/> Experiences, characters, setting and/or events are adequately developed	<input type="checkbox"/> Experiences, characters, setting and/or events are unevenly developed	<input type="checkbox"/> Experiences, characters, setting and/or events are vague, lack clarity, or are confusing			
	Connections	<input type="checkbox"/> Connections to source material and/or experiences enhance the narrative	<input type="checkbox"/> Connections to source material and/or experiences contribute the narrative	<input type="checkbox"/> Connections to source material are ineffective, awkward, or vague but do not interfere with the narrative	<input type="checkbox"/> Connections to source material, if evident, detract from the narrative			
	Narrative Techniques	<input type="checkbox"/> Effective use of a variety of narrative techniques advance the story or illustrate the experience	<input type="checkbox"/> Adequate use of a variety of narrative techniques generally advance the story or illustrate the experience	<input type="checkbox"/> Narrative techniques are uneven and inconsistent	<input type="checkbox"/> Use of narrative techniques are minimal, absent, incorrect, or irrelevant			
	Language	<input type="checkbox"/> Effective use of sensory, concrete, and figurative language that clearly advances the purpose	<input type="checkbox"/> Adequate use of sensory, concrete, and figurative language that generally advances the purpose	<input type="checkbox"/> Partial or weak use of sensory, concrete, and figurative language that does not advance the purpose	<input type="checkbox"/> Little or no use of sensory, concrete, or figurative language; language does not advance or interferes with the purpose			
	Style	<input type="checkbox"/> Effective, appropriate style enhances the narration	<input type="checkbox"/> Generally appropriate style is evident	<input type="checkbox"/> Inconsistent weak attempt to create appropriate style	<input type="checkbox"/> Little or no evidence of appropriate style			
Conventions	Overall	<input type="checkbox"/> The response demonstrates an adequate command of conventions:	<input type="checkbox"/> The response demonstrates a partial command of conventions:	<input type="checkbox"/> The response demonstrates little or no command of conventions:	<input type="checkbox"/> Insufficient (includes copied text)	<input type="checkbox"/> Insufficient (includes copied text) <input type="checkbox"/> Off-topic <input type="checkbox"/> Off-purpose		
	Conventions	<input type="checkbox"/> Exemplary use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	<input type="checkbox"/> Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	<input type="checkbox"/> Limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	<input type="checkbox"/> Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling			