Name _____   Date _____

# Narrative Writing: Standards-Based Rubric

Use this rubric to assess your students' writing. Proficiency is aligned with **6th grade** standards for narrative writing.

| | **(1) Beginning** | **(2) Developing** | **(3) Proficient** |
|---|---|---|---|
| **Introduction** | Narrator and/or character(s) are introduced. | Some context is established; narrator and/or character(s) are introduced. | Readers are engaged and context is established; narrator and/or character(s) are introduced. |
| **Organization** | The sequence of events lacks clear organization. | The sequence of events is fairly organized. | The sequence of events unfolds naturally and logically. |
| **Technique** | Narrative techniques, such as dialogue, description, and pacing, are missing. | Some narrative techniques are used, but are inconsistent or do not support the flow of the story. | Narrative techniques are used to develop experiences, events, and/or characters. |
| **Transitions** | Some transition words are used, but may be inconsistent or do not support the sequence of events. | A variety of transition words, phrases, and clauses are used to manage the basic sequence of events. | A variety of transition words, phrases, and clauses are used to convey sequence and signal shifts in time frame or setting. |
| **Details** | Few, if any, concrete words, phrases or sensory details are used; experiences and events are vague or flat. | Concrete words and phrases and sensory details are used, but events and experiences in the story lack depth. | Precise words and phrases, relevant descriptive details, and sensory language are used to convey experiences and events. |
| **Conclusion** | A conclusion, if provided, is minimally related to the narrated experiences or events. | A conclusion is provided and is related to the narrated experiences or events. | A conclusion is provided and follows directly from the narrated experiences or events. |

Name _____     Date _____

# Narrative Writing: Standards-Based Rubric

Use this rubric to assess your students' writing. Proficiency is aligned with **7th grade** standards for narrative writing.

|  | **(1) Beginning** | **(2) Developing** | **(3) Proficient** |
|---|---|---|---|
| **Introduction** | Some context is established; narrator and/or character(s) are introduced. | Context is established to orient the reader; narrator and/or character(s) are introduced. | Readers are engaged, and context and point of view are established; narrator and/or character(s) are introduced. |
| **Organization** | The sequence of events is loosely organized. | The sequence of events is organized, but doesn't always unfold naturally. | The sequence of events is organized and unfolds naturally and logically. |
| **Technique** | Few, if any, narrative techniques, such as dialogue, pacing, or description, are used. | Some narrative techniques are used, but are inconsistent or do not support the flow of the story. | Narrative techniques are used effectively to develop experiences, events, and/or characters. |
| **Transitions** | Some transition words are used, but may be inconsistent or do not support the sequence of events. | A variety of transition words, phrases, and clauses are used to manage the sequence of events. | A variety of transition words, phrases, and clauses are used to clearly convey sequence and signal shifts in time frame or setting. |
| **Details** | Few, if any, concrete words, phrases or sensory details are used; experiences and events are vague or flat. | Some precise words and sensory details are used, but events and experiences in the story lack depth. | Precise words and phrases, relevant descriptive details, and sensory language are used to capture action and convey experiences and events. |
| **Conclusion** | The conclusion is related to the narrated experiences or events but does not follow directly. | The conclusion follows directly from the narrated experiences or events. | The conclusion follows from and reflects on the narrated experiences and events. |

# Narrative Writing: Standards-Based Rubric

Use this rubric to assess your students' writing. Proficiency is aligned with **8th grade** standards for narrative writing.

|  | **(1) Beginning** | **(2) Developing** | **(3) Proficient** |
|---|---|---|---|
| **Introduction** | Some context is established; narrator and/or character(s) are introduced. | Context is established to orient the reader; narrator and/or character(s) are introduced. | Readers are engaged, and context and point of view are established effectively; narrator and/or character(s) are clearly introduced; |
| **Organization** | The sequence of events is loosely organized. | The sequence of events is organized, but doesn't always unfold naturally. | The sequence of events is organized and unfolds naturally and logically. |
| **Technique** | Few, if any, narrative techniques, such as dialogue, pacing, or description, are used. | Some narrative techniques are used, but may be inconsistent or do not support the flow of the story. | Narrative techniques such as dialogue, description, pacing, and reflection are used effectively to develop experiences, events, and characters. |
| **Transitions** | Some transition words and phrases are used to manage the sequence of events, but are inconsistent. | A variety of transition words, phrases, and clauses are used to convey sequence and signal shifts from one time frame or setting to another. | A variety of transition words, phrases, and clauses are used to convey shifts from one event, time, or setting to another, and to show relationships among experiences and events. |
| **Details** | Few sensory details or examples of descriptive language are used; experiences and events are vague or flat. | Some details and descriptive language are used, but events and experiences in the story lack depth. | Precise words and phrases, relevant descriptive details, and sensory language are effectively used to capture action and convey experiences and events. |
| **Conclusion** | The conclusion is related to the narrated experiences or events but does not follow directly. | The conclusion follows directly from and reflects on the narrated experiences or events. | The conclusion logically follows from and reflects meaningfully on the narrated experiences or events. |