

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
<b>Introduction</b>	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.
<b>Organization</b>	The sequence of events lacks clear organization.	The sequence of events is fairly organized.	The sequence of events unfolds naturally and logically.
<b>Technique</b>	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.
<b>Transitions</b>	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.
<b>Details</b>	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.
<b>Conclusion</b>	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.