

NARRATIVE WRITING RUBRIC GRADES 7 and 8

North Smithfield School Department

COMMON CORE	4 Proficient with distinction	3 Proficient	2 Partially proficient	1 Below proficiency
<u>PRODUCTION AND DISTRIBUTION OF WRITING</u>	<ul style="list-style-type: none"> • Skillfully strengthens writing as needed by: <ul style="list-style-type: none"> ○ planning ○ revising ○ editing ○ rewriting or trying a new approach, after rethinking how well questions of purpose and context have been addressed. 	<ul style="list-style-type: none"> • Strengthens writing as needed by: <ul style="list-style-type: none"> ○ planning ○ revising ○ editing ○ rewriting or trying a new approach, after rethinking how well questions of purpose and context have been addressed. 	<ul style="list-style-type: none"> • Attempts to or partially strengthens writing as needed by: <ul style="list-style-type: none"> ○ planning ○ revising ○ editing ○ rewriting or trying a new approach, after rethinking how well questions of purpose and context have been addressed. 	<ul style="list-style-type: none"> • Writing is not strengthened as needed by: <ul style="list-style-type: none"> ○ planning ○ revising ○ editing ○ rewriting or trying a new approach, after rethinking how well questions of purpose and context have been addressed.
<u>TEXT TYPES AND PURPOSES</u> Organization Ideas	<ul style="list-style-type: none"> • Compellingly engages and orients the reader by: <ul style="list-style-type: none"> ○ establishing a context and point of view and introducing a narrator and/or characters ○ organizing an event sequence that unfolds naturally and logically • Strongly organizes and presents ideas through use of: <ul style="list-style-type: none"> ○ introduction ○ thesis statement ○ body paragraphs ○ conclusion 	<ul style="list-style-type: none"> • Engages and orients the reader by: <ul style="list-style-type: none"> ○ establishing a context and point of view and introducing a narrator and/or characters ○ organizing an event sequence that unfolds naturally and logically. W.8.3a • Organizes and presents ideas through use of: <ul style="list-style-type: none"> ○ introduction ○ thesis statement ○ body paragraphs ○ conclusion 	<ul style="list-style-type: none"> • Attempts to engage and orient the reader by: <ul style="list-style-type: none"> ○ establishing a context and point of view and introducing a narrator and/or characters ○ organizing an event sequence that unfolds naturally and logically. • Shows an effort to organize and present ideas through use of: <ul style="list-style-type: none"> ○ introduction ○ thesis statement ○ body paragraphs ○ conclusion 	<ul style="list-style-type: none"> • Does not engage and/or orient the reader by: <ul style="list-style-type: none"> ○ establishing a context and point of view and introducing a narrator and/or characters ○ organizing an event sequence that unfolds naturally and logically. • Shows little or no effort to organize and present ideas through use of: <ul style="list-style-type: none"> ○ introduction ○ thesis statement ○ body paragraphs ○ conclusion
<u>TEXT TYPES AND PURPOSES</u> Ideas Word Choice Sentence Fluency	<ul style="list-style-type: none"> • Skillfully uses narrative techniques, such as dialogue, pacing, and description, and <u>reflection</u> (grade 8) to develop experiences, events, and/or characters. 	<ul style="list-style-type: none"> • Uses narrative techniques, such as dialogue, pacing, and description, and <u>reflection</u> (grade 8) to develop experiences, events, and/or characters. W.8.3b 	<ul style="list-style-type: none"> • Struggles to use narrative techniques, such as dialogue, pacing, and description, and <u>reflection</u> (grade 8) to develop experiences, events, and/or characters. 	<ul style="list-style-type: none"> • Does not use narrative techniques, such as dialogue, pacing, and description, and <u>reflection</u> (grade 8) to develop experiences, events, and/or characters.
<u>TEXT TYPES AND PURPOSES</u> Organization Word Choice Sentence Fluency	<ul style="list-style-type: none"> • Creatively uses a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, <u>and show the relationships among experiences and events.</u> (grade 8) 	<ul style="list-style-type: none"> • Uses a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, <u>and show the relationships among experiences and events.</u> (grade 8) W.8.3c 	<ul style="list-style-type: none"> • Attempts to use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, <u>and show the relationships among experiences and events.</u> (grade 8) 	<ul style="list-style-type: none"> • Does not use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, <u>and does not show the relationships among experiences and events.</u> (grade 8)

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COMMON CORE	4 Proficient with distinction	3 Proficient	2 Partially proficient	1 Below proficiency
TEXT TYPES AND PURPOSES Voice and Word Choice	<ul style="list-style-type: none"> Creatively uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 	<ul style="list-style-type: none"> Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. W.8.3d 	<ul style="list-style-type: none"> Attempts to use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 	<ul style="list-style-type: none"> Does not use precise words and/or phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
TEXT TYPES AND PURPOSES Organization Ideas	<ul style="list-style-type: none"> Provides a memorable conclusion that follows from and reflects on the narrated experiences or events. 	<ul style="list-style-type: none"> Provides a conclusion that follows from and reflects on the narrated experiences or events. W.8.3e 	<ul style="list-style-type: none"> Provides a weak or inappropriate conclusion that follows from and reflects on the narrated experiences or events. 	<ul style="list-style-type: none"> Does not provide a conclusion that follows from and reflects on the narrated experiences or events.
LANGUAGE Conventions	<ul style="list-style-type: none"> Demonstrates advanced understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors do not impair the readability. 	<ul style="list-style-type: none"> Demonstrates a grade-appropriate understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors do not impair the readability. L.7.1 	<ul style="list-style-type: none"> Demonstrates partial grade-appropriate understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors distract from the readability. 	<ul style="list-style-type: none"> Does not demonstrate grade-appropriate understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors greatly distract the readability.
OTHER e.g. Presentation				