**Grade 6 Narrative Rubric**

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|  | **5 (Advanced)** | **4 (Proficient)** | **3 (Basic)** | **2 (Emerging)** | **1 (Poor)** |
| **Focus and****Setting****LA.6.CCSS.ELA-Literacy.W.6.4** | -Responds strongly to all parts of prompt-Clearly establishes point of view-Introduces and creates strong characters and vivid setting-Introduces conflict and/or situation | -Responds to all parts of prompt-Creates a clear point of view-Creates clear characters and vivid setting | -Responds to all parts of prompt-Has a point of view-Introduces character and setting | -Responds to some parts of prompt-Point of view is seen, but needs more clarity-Mentions characters and setting, but needs more details-Reader is unclear | -Responds to prompt minimally-Point of view is unclear and confusing-Little to no details connected to setting and characters |
| **Organization** **and Plot****LA.6.CCSS.ELA-Literacy.W.6.3a****LA.6.CCSS.ELA-Literacy.W.6.3c****LA.6.CCSS.ELA-Literacy.W.6.3e** | -Smooth timeline-Strong introduction -Conclusion has reflection on what was experienced/seen -Uses a variety of writing techniques to build upon plot (flashback, foreshadow, transitions) | -Timeline makes sense to reader-Has clear introduction and conclusion-Uses variety of transitional words and phrases to shift from setting to setting | -Timeline is created, but may not be logical-Has introduction and conclusion-Basic transitional words and phrases seen to shift from setting to setting  | -Timeline is seen, but doesn’t make sense-Missing introduction or conclusion; or it is very weak-Attempts to use transitions or transitions too repetitive  | -Unclear organizational pattern-Missing introduction or conclusion-Few to no transitions seen to shift settings |
| **Narrative Techniques****LA.6.CCSS.ELA-Literacy.W.6.3b** | -Skillfully uses variety of narrative devices (dialogue, pacing, reflection, multiple plot lines) to develop plot and characters | -Uses variety of narrative devices effectively (dialogue, pacing, reflection, multiple plot lines) to develop plot and characters | -Some narrative devices (dialogue, pacing, reflection, multiple plot lines) are beginning to be used to develop plot and characters | -Limited narrative techniques used to develop plot and characters (dialogue, pacing, reflection, multiple plot lines); use needs more skill  | -Few narrative techniques are used (dialogue, pacing, reflection, multiple plot lines) to develop plot and character |
| **Word Choice****and Conventions****LA.6.CCSS.ELA-Literacy.W.6.3d****LA.6.CCSS.ELA-Literacy.L.6.1** | -Strong variety of sentence structure used-Minimal to no errors (grammar, punctuation, capitalization, spelling)-Uses precise and vivid word choice | -Variety of sentence structure used-Minimal errors (grammar, punctuation, capitalization, spelling)-Uses precise and vivid word choice | -Sentence structure is mostly correct-Contains some errors (grammar, punctuation, capitalization, spelling)-Word choice could be more specific and vivid | -Repetitive sentence structure used-Numerous errors (grammar, punctuation, capitalization, spelling)-Basic or unclear word choice used | -Errors in sentence structure (run-ons or fragments)-Serious errors in conventions-Simple or incorrect word choice |

**Grade 7 Narrative Rubric**

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|  | **5 (Advanced)** | **4 (Proficient)** | **3 (Basic)** | **2 (Emerging)** | **1 (Poor)** |
| **Focus and****Setting****LA.7.CCSS.ELA-Literacy.W.7.3a****LA.7.CCSS.ELA-Literacy.W.7.4** | -Responds strongly to all parts of prompt-Clearly establishes point of view-Introduces and creates strong characters and vivid setting-Introduces conflict and/or situation | -Responds to all parts of prompt-Creates a clear point of view-Creates clear characters and vivid setting | -Responds to all parts of prompt-Has a point of view-Introduces character and setting | -Responds to some parts of prompt-Point of view is seen, but needs more clarity-Mentions characters and setting, but needs more details-Reader is unclear | -Responds to prompt minimally-Point of view is unclear and confusing-Little to no details connected to setting and characters |
| **Organization** **and Plot****LA.7.CCSS.ELA-Literacy.W.7.3c****LA.7.CCSS.ELA-Literacy.W.7.3e** | -Smooth timeline-Strong introduction -Conclusion has reflection on what was experienced/seen -Uses a variety of writing techniques to build upon plot (flashback, foreshadow, transitions) | -Timeline makes sense to reader-Has clear introduction and conclusion-Uses variety of transitional words and phrases to shift from setting to setting | -Timeline is created, but may not be logical-Has introduction and conclusion-Basic transitional words and phrases seen to shift from setting to setting  | -Timeline is seen, but doesn’t make sense-Missing introduction or conclusion; or it is very weak-Attempts to use transitions or transitions too repetitive  | -Unclear organizational pattern-Missing introduction or conclusion-Few to no transitions seen to shift settings |
| **Narrative Techniques****LA.7.CCSS.ELA-Literacy.W.7.3b** | -Skillfully uses variety of narrative devices (dialogue, pacing, reflection, multiple plot lines) to develop plot and characters | -Uses variety of narrative devices effectively (dialogue, pacing, reflection, multiple plot lines) to develop plot and characters | -Some narrative devices (dialogue, pacing, reflection, multiple plot lines) are beginning to be used to develop plot and characters | -Limited narrative techniques used to develop plot and characters (dialogue, pacing, reflection, multiple plot lines); use needs more skill  | -Few narrative techniques are used (dialogue, pacing, reflection, multiple plot lines) to develop plot and character |
| **Word Choice****and Conventions****LA.7.CCSS.ELA-Literacy.W.7.3d****LA.7.CCSS.ELA-Literacy.L.7.1****LA.7.CCSS.ELA-Literacy.CCRA.L.6** | -Strong variety of sentence structure used-Minimal to no errors (grammar, punctuation, capitalization, spelling)-Uses precise and vivid word choice | -Variety of sentence structure used-Minimal errors (grammar, punctuation, capitalization, spelling)-Uses precise and vivid word choice | -Sentence structure is mostly correct-Contains some errors (grammar, punctuation, capitalization, spelling)-Word choice could be more specific and vivid | -Repetitive sentence structure used-Numerous errors (grammar, punctuation, capitalization, spelling)-Basic or unclear word choice used | -Errors in sentence structure (run-ons or fragments)-Serious errors in conventions-Simple or incorrect word choice |

**Grade 8 Narrative Rubric**

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|  | **5 (Advanced)** | **4 (Proficient)** | **3 (Basic)** | **2 (Emerging)** | **1 (Poor)** |
| **Focus and****Setting****LA.8.CCSS.ELA-Literacy.W.8.3a****LA.8.CCSS.ELA-Literacy.W.8.4** | -Responds strongly to all parts of prompt-Clearly establishes point of view-Introduces and creates strong characters and vivid setting-Introduces conflict and/or situation | -Responds to all parts of prompt-Creates a clear point of view-Creates clear characters and vivid setting | -Responds to all parts of prompt-Has a point of view-Introduces character and setting | -Responds to some parts of prompt-Point of view is seen, but needs more clarity-Mentions characters and setting, but needs more details-Reader is unclear | -Responds to prompt minimally-Point of view is unclear and confusing-Little to no details connected to setting and characters |
| **Organization** **and Plot****LA.8.CCSS.ELA-Literacy.W.8.3c****LA.8.CCSS.ELA-Literacy.W.8.3e** | -Smooth timeline-Strong introduction -Conclusion has reflection on what was experienced/seen -Uses a variety of writing techniques to build upon plot (flashback, foreshadow, transitions) | -Timeline makes sense to reader-Has clear introduction and conclusion-Uses variety of transitional words and phrases to shift from setting to setting | -Timeline is created, but may not be logical-Has introduction and conclusion-Basic transitional words and phrases seen to shift from setting to setting  | -Timeline is seen, but doesn’t make sense-Missing introduction or conclusion; or it is very weak-Attempts to use transitions or transitions too repetitive  | -Unclear organizational pattern-Missing introduction or conclusion-Few to no transitions seen to shift settings |
| **Narrative Techniques****LA.8.CCSS.ELA-Literacy.W.8.3b** | -Skillfully uses variety of narrative devices (dialogue, pacing, reflection, multiple plot lines) to develop plot and characters | -Uses variety of narrative devices effectively (dialogue, pacing, reflection, multiple plot lines) to develop plot and characters | -Some narrative devices (dialogue, pacing, reflection, multiple plot lines) are beginning to be used to develop plot and characters | -Limited narrative techniques used to develop plot and characters (dialogue, pacing, reflection, multiple plot lines); use needs more skill  | -Few narrative techniques are used (dialogue, pacing, reflection, multiple plot lines) to develop plot and character |
| **Word Choice****and Conventions****LA.8.CCSS.ELA-Literacy.W.8.3d****LA.8.CCSS.ELA-Literacy.L.8.1****LA.8.CCSS.ELA-Literacy.CCRA.L.6** | -Strong variety of sentence structure used-Minimal to no errors (grammar, punctuation, capitalization, spelling)-Uses precise and vivid word choice | -Variety of sentence structure used-Minimal errors (grammar, punctuation, capitalization, spelling)-Uses precise and vivid word choice | -Sentence structure is mostly correct-Contains some errors (grammar, punctuation, capitalization, spelling)-Word choice could be more specific and vivid | -Repetitive sentence structure used-Numerous errors (grammar, punctuation, capitalization, spelling)-Basic or unclear word choice used | -Errors in sentence structure (run-ons or fragments)-Serious errors in conventions-Simple or incorrect word choice |