Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Narrative Rubric

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **5th Grade**  **1 Points** | **1.5** | **6th Grade**  **2 Points** | **2.5** | **7th Grade**  **3-4 Points** | **3.5** | **8th Grade**  **4 Points** | Score |
| **Overall** | The write wrote a story that focuses on a small moment and puts important events in order. |  | The writer wrote a story that has tension, resolution, realistic characters, and also conveys an idea, lesson, or theme |  | The writer created a narrative that has realistic characters, tension, change, and develops an idea, lesson, or theme. |  | The writer not only created a narrative with well-developed characters who change, he used the story to comment on a social issue, teach a lesson, and/or develop a new point of view. |  |
| **Lead** | The writer opened with a technique to catch the audience’s attention (ex: onomatopoeia, dialogue, intriguing question) |  | The writer introduces the problem, sets the stage for the lesson that will be learned, or shows how the character relates to the setting in a way that will matter in the story. |  | The writer wrote a beginning that sets the story in motion and grounds it in a place or situation. It includes details that will later be important to the story. These details might point to the central issue or conflict, show how story elements connect or hint at key character traits. |  | The writer wrote a beginning that establishes a situation or place, hinting at a bigger context for the story (revealing issues that have been brewing, showing how the setting affects the character, and developing one of many points of view). |  |
| **Transitions** | The writer used transitions to show the order of events ( one day, the next morning, after) |  | The writer used transitions to signal changes in time, setting, tone, mood, and point of view (ex: suddenly, unlike before, if only she had known |  | The writer used transitions to connect what happened to why it happened (If he hadn’t…he might not have, because of, although, little did she know that). |  | The writer used transitions and text structures (paragraphing, descriptive phrases) to alert readers to changes in setting, the mood, point of view, or time in the story. |  |
| **Ending** | The writer ended the story in a logical place to show why this small moment was important. |  | The writer wrote an ending that connects to what the story is really about. The writer showed a change in the character though dialogue, action, or thinking. |  | The writer give the reader a sense of closure showing clearly how the character changed or problem was resolved. If there was no resolution, the writer gave details to leave the reader thinking about a theme. |  | The writer gave the reader a sense of closure by revealing character changes that followed from events in the story. . If there was no resolution, the writer gave details to leave the reader thinking about a theme. |  |
| **Organization** | The writer used paragraphs to move from scene to scene. |  | The writer used paragraphs to purposefully show changes in time, setting, new parts of the story, or to create suspense. The writer created a logical, clear sequence of events. |  | The writer used a traditional – or slightly modified – story structure (rising action, climax, falling action) to best bring out the meaning of the story and reach the audience. |  | The writer modified a traditional story structure, dealing with time in a purposeful way, to best bring out the meaning of the story and reach the audience. |  |
| **Spelling** | The writer used resources to be sure that most words in the writing were spelled correctly. |  | The writer used resources to be sure the words in the writing were spelled correctly. |  | The writer used the Internet and other sources at hand to check spelling of literary and high-frequency words. |  | The writer used the Internet and other sources to check the spelling of literary words as well as expert vocabulary specific to the topic. |  |
| **Punctuation and Sentence Structure** | The writer used punctuation to create complete simple and compound sentences. |  | The writer used commas and quotation marks or italics or some other way to make clear when characters are speaking. |  | The writer varied sentence structure (simple, compound, and complex sentences).  The writer punctuated dialogue sections accurately. |  | The writer used different sentence structures to achieve different purposes throughout the piece.  The writer used verb tenses that shift when needed (moving from flashback to present tnse) |  |