**Narrative (Text-based) Rubric**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Text\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **The student’s response is a well-developed narrative that fully develops a real or imagined experience based on a text as a stimulus.** | **The student’s response is a complete narrative that develops a real or imagined experience based on a text as a stimulus.** | **The student’s response is an incomplete or oversimplified narrative based on a text as a stimulus.** | **The student’s response provides evidence of an attempt to write a narrative based on a text as a stimulus** |
|  | **Level 4** | **Level 3** | **Level 2** | **Level 1** |
| **Lead (W3a)** | Effectively establishes a situation and introduces a narrator and/or characters | Establishes a situation and introduces one or more characters | Introduces a vague situation and at least one character. | Provides a weak or minimal introduction of a situation or a character |
| **Sequencing (W3a)** | Organizes an event sequence that unfolds naturally | Organizes events in a clear, logical order | Organizes events in a sequence but with some gaps or ambiguity | May be too brief to demonstrate a complete sequence of events |
| **Narrative Techniques (W3b**) | Effectively uses narrative techniques, such as dialogue, description, and pacing to develop rich, interesting experiences, events and/or characters | Uses narrative techniques, such as dialogue, description, and pacing to develop experiences, events and/or characters | Attempts to use a narrative technique, such as dialogue, description, and pacing to develop experiences, events and/or characters | Shows little or no attempt to use dialogue, description, and pacing to develop experiences, events and/or characters |
| **Structure/Transitions (W3c)** | Uses a variety of words and phrases consistently to convey the sequence of events and signal shifts from one time frame or setting to another | Uses words and/or phrases to indicate sequence of events and signal shifts from one time frame or setting to another | Uses occasional signal words inconsistently to indicate sequence of events and signal shifts from one time frame or setting to another | Uses words that are inappropriate, overly simple, or unclear |
| **Craft (W3d)** | Uses precise words, phrases, and sensory language consistently to convey experiences and events | Uses words, phrases, and details to convey experiences and events | Uses some words or phrases inconsistently to convey experiences and events | Provides few if any words that convey events of events and signal shifts from one time frame or setting to another |
| **Ending (W3e)** | Provides a conclusion that follows from the narrated experiences or events | Provides an appropriate conclusion | Provides a weak or ambiguous conclusion | Provides a minimal or no conclusion |
| **Source Integration (W4)** | Integrates ideas and details from source material effectively | Integrates some ideas and/or details from source material | Attempts to integrate ideas or details from source material | May use few if any ideas or details from source material |
| **Language/Conventions (L1)** | Has very few or no errors in usage and/or conventions that interfere with meaning | Has few or no errors in usage and/or conventions that interfere with meaning | Has frequent errors in usage and conventions that sometimes interfere with meaning | Has frequent major errors in usage and conventions that interfere with meaning |
| **Total** |  |  |  |  |

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| **32-100** | **31-99** | **30-97** | **29-95** | **28-93** | **27-91** | **26-89** | **25-87** | **24-85** | **23-84** | **22-82** | **21-81** | **20-79** |
| **19-77** | **18-75** | **17-73** | **16-71** | **15-69** | **14-67** | **13-65** | **12-63** | **11-61** | **10-59** | **9-57** | **8-55** |