



NARRATIVE WRITING RUBRIC

California Common Core Standards Based - EIGHTH GRADE



Level	NARRATIVE WRITING	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	<ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Effective use of narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters <input type="checkbox"/> Effective use of precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events 	<p>Mostly correct use of language conventions, and some above grade level skills used, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Uses verbs in active/passive voice and in conditional/subjunctive mood to achieve particular effects 	<p>Guidance & Support</p> <p>Level of guidance and support from adults before writing:</p> <p>Check off what was done before the student wrote the piece being scored.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion <input type="checkbox"/> Read aloud or shared reading <input type="checkbox"/> Drawing <input type="checkbox"/> Vocabulary word bank <input type="checkbox"/> Shared or interactive writing <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Language frames
3 Meets	<p>NARRATIVE WRITING (W3)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages and orients the reader by establishing a context and point of view and introducing a narrator and/or characters (W3a) <input type="checkbox"/> Organizes event sequence that unfolds naturally and logically (W3a) <input type="checkbox"/> Uses narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters (W3b) <input type="checkbox"/> Uses a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (W3c) <input type="checkbox"/> Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (W3d) <input type="checkbox"/> Provides a conclusion that follows from and reflects on the narrated experiences or events (W3e) <hr/> <p>WRITING PROCESS (W4-W8)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writes clearly and coherently and organization and style are appropriate to task, purpose and audience (W4) <input type="checkbox"/> WGASFA* Develops and strengthens writing as needed, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (W5) <input type="checkbox"/> Uses technology to produce writing and link to and cite sources (W6) <input type="checkbox"/> Assesses credibility of each source and quotes/paraphrases the data/conclusions of each source (W8) <input type="checkbox"/> Avoids plagiarism and follows a standard format for citation (W8) 	<p>Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chooses among simple, compound, complex, and compound-complex sentences to signal differing relationships between ideas (L3b) <input type="checkbox"/> Places phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers (L1b) <input type="checkbox"/> Uses a comma to separate coordinate adjectives (L2a) <input type="checkbox"/> Spells correctly (L2b) <input type="checkbox"/> Chooses language that expresses ideas precisely and concisely (L3a) <input type="checkbox"/> Eliminates wordiness and redundancy (L3a) 	
2 Almost Meets	<ul style="list-style-type: none"> <input type="checkbox"/> Unevenly maintains characters, setting, plot and point of view <input type="checkbox"/> Weak use of sensory, concrete and figurative language <input type="checkbox"/> Planning for writing is limited <input type="checkbox"/> Uses some linking words/phrases <input type="checkbox"/> Some but inconsistent use of narrative technique 	<p>Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contains some run-on sentences <input type="checkbox"/> Uses mostly simple or compound sentences <input type="checkbox"/> Language may not always be precise or appropriate <input type="checkbox"/> Contains some punctuation errors <input type="checkbox"/> Contains some capitalization and/or spelling errors 	
1 Does Not Meet	<ul style="list-style-type: none"> <input type="checkbox"/> Has limited plot, or may be just a series of events <input type="checkbox"/> Provides few details or descriptions <input type="checkbox"/> Does not write multiple paragraphs <input type="checkbox"/> Planning for writing is absent or disorganized 	<p>Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contains many run-on sentences <input type="checkbox"/> Contains many punctuation errors <input type="checkbox"/> Contains many capitalization and/or spelling errors 	

• **WGASFA:** “with guidance and support from adults”

This rubric was adapted from rubrics at sbusd.org and information from Smarter Balanced Assessments (www.smarterbalanced.org) using the California Common Core Standards at www.cde.ca.gov.

