

Name: _____

Score: _____

Teacher Name: _____

Narrative Account School-wide Rubric

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1
<p>Establishes a storyline/plot</p> <p><i>Must meet standard on this expectation to meet the overall standard</i></p>	<p>Skillfully establishes a context that addresses the prompt.</p> <p>Skillfully establishes a storyline/plot including, point of view, setting, character motivation, problem/conflict/challenge and resolution.</p>	<p>Clearly establishes a context that addresses the prompt. <i>W-10-4.1;R-10-3.2</i></p> <p>Clearly establishes a storyline/plot, including point of view, setting, character motivation, problem/conflict/challenge and resolution. <i>W-10-4.2</i></p>	<p>Context is not clearly established and/or does not fully address the prompt.</p> <p>Attempts to establish a storyline/plot. Lacks evidence of one of the following: point of view, setting, character motivation, problem/conflict/challenge and resolution.</p>	<p>Context is incoherent or causes confusion and/or ineffectively addresses the prompt.</p> <p>Incoherent storyline/plot. Lacks evidence of more than one of the following point of view, setting, character motivation, problem/conflict/challenge and resolution.</p>
<p>Uses a range of writing strategies to engage the reader</p> <p><i>Must meet standard on this expectation to meet the overall standard</i></p>	<p>Skillfully fulfills all discipline-specific and task requirements.</p> <p>Skillfully uses a range of appropriate writing strategies such as foreshadowing, flashback, pacing, tension or suspense, naming, diction, voice, dialogue, characterization and specific narrative action, e.g., movement, gestures, expression.</p> <p>Skillfully uses relevant and descriptive details to develop storyline/plot and character.</p> <p>Skillfully maintains focus.</p>	<p>Fulfills all discipline-specific and task requirements.</p> <p>Uses a range of appropriate writing strategies such as foreshadowing, flashback, pacing, tension or suspense, naming, diction, voice, dialogue, characterization and specific narrative action, e.g., movement, gestures, expression. <i>W-10-4.3, 4. 4; R-10-3.2</i></p> <p>Uses relevant and descriptive details to develop storyline/plot and character. <i>W-10-5.1, 2, 3, 4, 5, 6; R-10-3.2</i></p> <p>Maintains focus. <i>W-10-4.5</i></p>	<p>Attempts to fulfill all discipline-specific and task requirements, but one element may be inaccurate or incomplete.</p> <p>Attempts to employ a range of appropriate writing strategies such as foreshadowing, flashback, pacing, tension or suspense, naming, diction, voice, dialogue, characterization and specific narrative action, e.g., movement, gestures, expression, but range is insufficient or strategies are ineffective.</p> <p>Uses some relevant and descriptive details to develop storyline/plot and character.</p> <p>Weak focus.</p>	<p>Does not fulfill several discipline-specific and task requirements</p> <p>Little evidence of appropriate writing strategies.</p> <p>Little use of relevant and descriptive details to develop storyline/plot and character.</p> <p>Lacks focus.</p>
<p>Creates an organizing structure</p>	<p>The response is skillfully organized from beginning to end including an opening, body, and closure; this organization can be, but is not necessarily, sequential. The organizational structure enhances the response.</p>	<p>The response is clearly organized from beginning to end including an opening, body, and closure. <i>W-10-1.1-1.4, 3.3, 4.6, 14.3, 14.5</i></p>	<p>The response includes an opening, body, and closure; however, one of these elements causes confusion.</p>	<p>The organization is incomplete or more than one of the elements causes confusion.</p>
<p>Demonstrates understanding of English language conventions</p>	<p>Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.</p>	<p>Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. <i>W 10-9.1, 9.2, 9.4, 9.5</i></p> <p>Occasional errors do not usually interfere with meaning.</p>	<p>Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Errors do interfere with meaning.</p>	<p>Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Numerous errors interfere with meaning.</p>

*adapted from Rhode Island Skills Commission rubrics