

## Wynott - Student Created Rubrics

1. Students will define what narrative writing is in their own words.
2. Students will compare their definitions of narrative writing with a variety of teacher created rubrics to find similarities and differences.
3. Students will analyze teacher created rubrics to find the meaning of the categories and what they are looking for. Students will redefine the categories and descriptors in student friendly language.
4. Students will use the rubrics to assess their work and the work of other students. - **Not yet completed**

1. Students are going to create narrative writing that is related to the in-class novel students are currently reading, *Moonshadow*. - **Not yet completed**
2. Students are offered the choice of continuing or creating a character's plot line throughout the novel or creating a new character that accurately fits into the setting of the novel.- **Not yet completed**
3. Students will use the rubrics to assess their work and the work of other students. - **Not yet completed**



# Student Definition of Narrative Writing



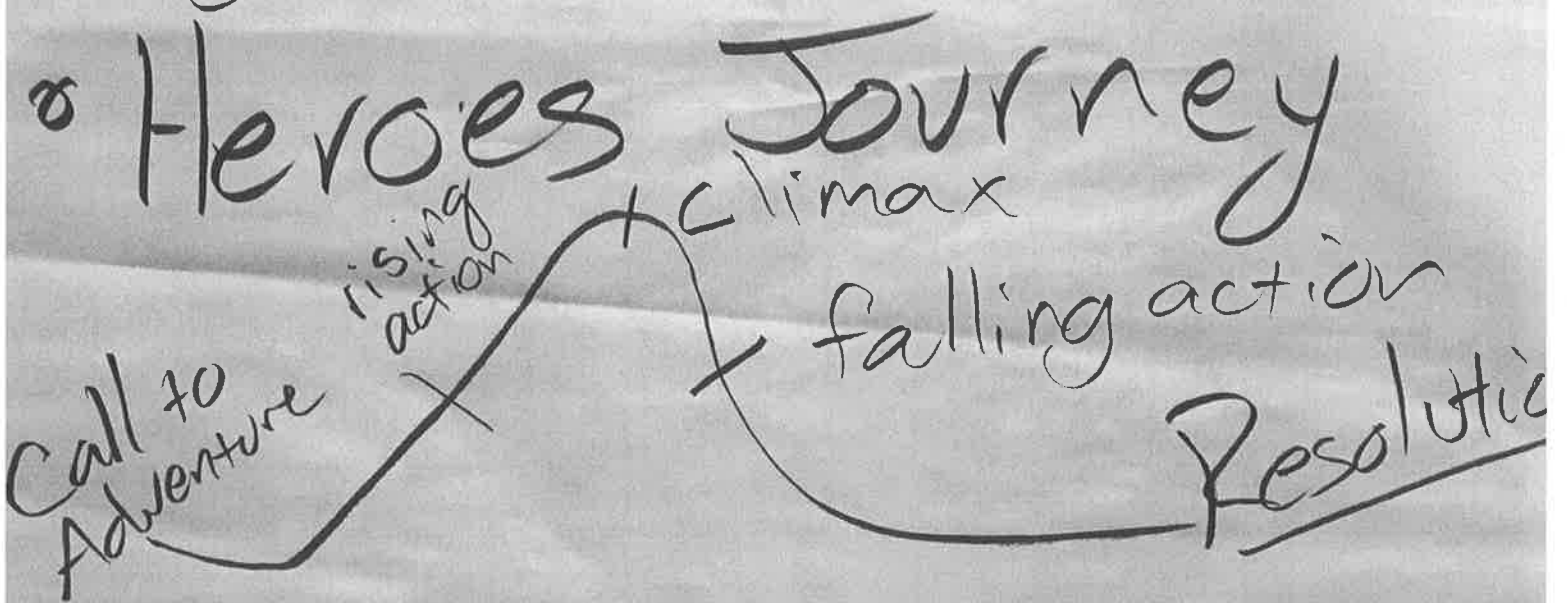
# Narrative Writing

- writing with a voice
- narrating a story
- writing from your perspective
- writing from bird's eye view
- having details
- telling a story
- 1st person - your point of view  
"I"
- 3rd person - People's names
- Both 1st + 3rd He / she



2nd person  
- video games  
"You" - commercials  
o choose own path / adventure

## o Heroes Journey



- Action - exciting to read - cliffhangers
- Vocabulary - word choice
- Dialogue - characters talking to each other





# Characters -

- different personalities
- motivation - why do the characters do what they do?

- protagonist - main character

- Antagonist - villain/opposing  
fears, self, nature force



# Comparison of Student's Definition of Narrative Writing and Teacher Rubrics



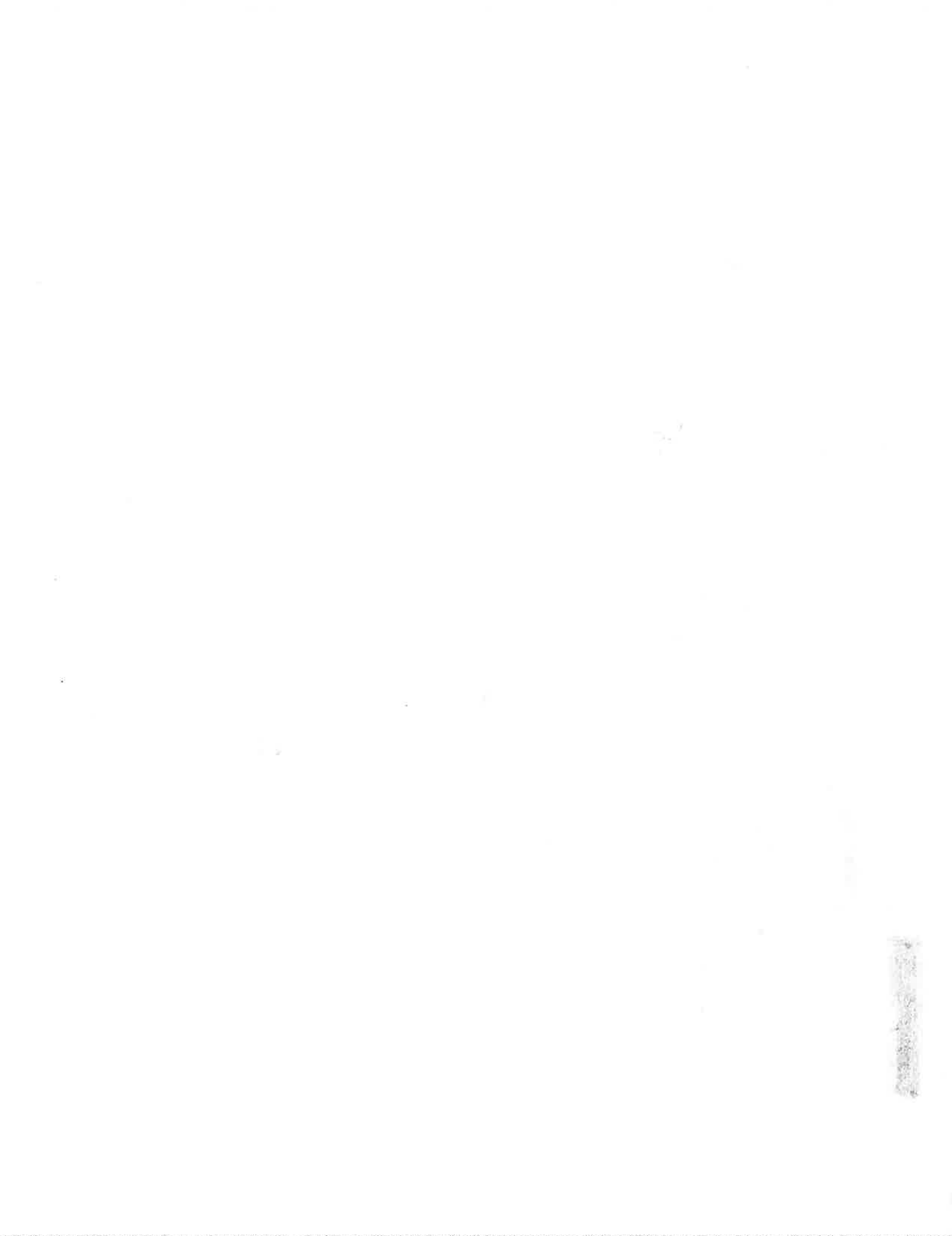
Name: \_\_\_\_\_

Story Title: \_\_\_\_\_

Date: May 4, 2018

## Kid-Friendly, Narrative Writing Scoring Guidelines

	Focus	Content	Organization	Style	Conventions
<b>4</b>	You have a strong focus or theme that shows you understand the prompt. Your focus is strong throughout your entire narrative.	You have an excellent storyline that includes sensory details, conflict, resolution, and other narrative elements. Your story is written in a correct order of events.	Your narrative has a clear beginning, middle, and end. You use transition words properly. You have a complete introductory paragraph and a complete conclusion.	You demonstrate an excellent use of language, including literary devices. Your sentences are clear and provide a visual image to the reader. <i>reader details</i>	You use a variety of sentence structures. You have very few errors in grammar, usage, spelling, and punctuation. The errors that are there do not make writing unclear.
<b>3</b>	You have a clear focus that shows you understand the prompt. Your focus is strong for most of your narrative.	You have a developed storyline with some sensory details, and other narrative story elements. Your story is written in a correct order of events.	Your narrative has a clear beginning, middle, and end. You use transition words properly. You may have an introductory paragraph and a conclusion, but they may not be complete.	You show a good use of language, and use at least one literary device. Your sentences are clear and sometimes provide a visual image to the reader.	You use a variety of sentence structures. You have some errors in grammar, usage, spelling, and punctuation. A few of these errors may make parts of the writing unclear.
<b>2</b>	You have some focus or themes that demonstrate you understand most of the prompt. <i>You do not follow this focus through most of your narrative, which makes it unclear if you understand the prompt.</i>	Your storyline has some details, but does not follow the general rules of writing a narrative. Your story events are not always in order.	Your main events are in order. You do not have a complete introductory paragraph or a complete conclusion.	You have some mistakes in language, which make it difficult to understand some points. You do not use literary devices, and visual images are not clear.	You do not use a variety of sentence structures, and some sentences may be fragments. There are many errors in grammar, usage, spelling, and punctuation.
<b>1</b>	You have little or no focus or theme, which makes it seem like you don't understand the prompt.	Your storyline is missing some important details, and it is not written in narrative form. Your story events are not always in order.	Your main events may not be in correct order, which makes the narrative hard to understand. Your introductory paragraph and conclusion are incomplete or missing.	You have very little control of your language and sentences. You do not have literary devices or images for the reader.	Many sentences are awkward or are fragments. There are many grammar, usage, spelling, and punctuation errors. These errors make the narrative very difficult to read.
<b>Score:</b>			Total Score:		out of 20 possible points



# Rubric for a Narrative Writing Piece

FEATURES FOCUS	6	5	4	3	2	1
	<ul style="list-style-type: none"> <li>•Subject and unifying event clear and maintained</li> <li>•Theme/unifying theme explicitly stated</li> <li>•Reactions present throughout</li> <li>•Has effective closing</li> </ul>	<ul style="list-style-type: none"> <li>•Subject and unifying event clear and maintained</li> <li>•Theme/unifying event is stated in opening or conclusion</li> <li>•Reactions present throughout (may not be even)</li> <li>•Has closing</li> </ul>	<ul style="list-style-type: none"> <li>•Subject and unifying event are clear - may be prompt dependent (requiring reader inference)</li> <li>•Theme/unifying event is stated and/or summarized</li> <li>•Reactions present</li> <li>•May end abruptly</li> </ul>	<ul style="list-style-type: none"> <li>•Subject/topic clear; theme/unifying event may not be able to infer</li> <li>•Reader is able to infer theme/unifying event</li> <li>•Overpromise/underdeliver OR underpromise/overdeliver</li> <li>•No reactions</li> <li>•Abrupt ending</li> <li>•Lacks sufficiency to demonstrate a developed focus</li> </ul>	<ul style="list-style-type: none"> <li>•Subject/issue vague</li> <li>•Reader must infer main event and theme</li> <li>•Unrelated ideas or major drift from focus (brainstorming)</li> <li>•May be insufficient writing to determine that subject and unifying event can be maintained</li> </ul>	<ul style="list-style-type: none"> <li>•Subject and issue unclear, limited or confusing</li> <li>•Insufficient writing to show criteria are met</li> </ul>
<b>ELABORATION</b>	<ul style="list-style-type: none"> <li>•Most episodes and reactions elaborated with specific detail</li> <li>•Some episodes may be developed with more detail than others (not necessarily balanced or even)</li> <li>•Some development of depth</li> </ul>	<ul style="list-style-type: none"> <li>•Some episodes or reactions elaborated with specific details</li> <li>•Contains minimal depth</li> </ul>	<ul style="list-style-type: none"> <li>•May contain list of episodes/events and/or reactions with some extensions</li> <li>•Most elaboration may be general</li> </ul>	<ul style="list-style-type: none"> <li>•May contain simple list of episodes and/or reactions with no extensions</li> <li>•Mostly general or underdeveloped</li> <li>•Lacks sufficiency to demonstrate developed elaboration</li> </ul>	<ul style="list-style-type: none"> <li>•Some attempt at elaboration</li> <li>•May be confusing, unclear, or repetitive</li> <li>•May be insufficient writing to determine that elaboration can be maintained.</li> </ul>	<ul style="list-style-type: none"> <li>•Elaboration is absent, confusing, or repetitive</li> <li>•Insufficient writing to show that criteria are met</li> </ul>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>•Narrative structure clear - sequence of episodes moves logically through time without noticeable gaps</li> <li>•Episodes appropriately paragraphed</li> <li>•Coherence and cohesion demonstrated through some appropriate use of devices (transitions, pronouns, causal linkage, etc.)</li> <li>•Varied sentence structure produces some cohesion</li> </ul>	<ul style="list-style-type: none"> <li>•Narrative structure is evident - sequence of episodes moves logically through time with a beginning, middle and ending with few gaps</li> <li>•Most paragraphing is appropriate</li> <li>•Coherence and cohesion (sentence to sentence) evident; may depend on holistic structure (chronology)</li> <li>•Most transitions are appropriate</li> </ul>	<ul style="list-style-type: none"> <li>•Narrative structure is noticeable, but the reader may have to infer it - sequence of episodes moves logically through time with some gaps</li> <li>•Some appropriate paragraphing</li> <li>•Evidence of coherence may depend on sequence</li> <li>•If present, transitions may be simplistic or even redundant</li> </ul>	<ul style="list-style-type: none"> <li>•Structure is attempted, but reader may still have to infer</li> <li>•Lacks appropriate narrative structure (off-mode)</li> <li>•May have a major lapse or inappropriate transitions that disrupt progression of events</li> <li>•May have little evidence of appropriate paragraphing</li> <li>•Limited structure within paragraphs (e.g., lacks purposeful ordering of sentences)</li> <li>•Lacks sufficiency to demonstrate developed organization</li> </ul>	<ul style="list-style-type: none"> <li>•Structure is attempted, but with little success (may be a random presentation of ideas)</li> <li>•Confusing</li> <li>•Insufficient writing to determine that organization can be sustained</li> </ul>	<ul style="list-style-type: none"> <li>•Very confusing/little or no attempt at structure</li> <li>•Insufficient writing to meet criteria</li> </ul>

<b>CONVENTIONS</b>	Uses consistent agreement between parts of speech. No errors in mechanics. Creative and effective use of spelling strategies.	Consistent agreement between parts of speech. Uses correct punctuation, capitalization, etc. Consistent use of spelling strategies.	Maintains agreement between parts of speech. Few errors in mechanics. Applies basic grade level spelling.	Occasional errors between parts of speech. Some errors in mechanics. Some evidence of spelling strategies.	Inconsistent agreement between parts of speech. Many errors in mechanics. Limited evidence of spelling strategies.	Parts of speech show lack of agreement. Frequent errors in mechanics. Little or no evidence of spelling strategies.
<b>INTEGRATION</b>	<ul style="list-style-type: none"> <li>Fully-developed paper for grade level</li> <li>Clear and purposeful Focus; in-depth, balanced elaboration; sequence of episodes is coherently and cohesively developed throughout</li> </ul>	<ul style="list-style-type: none"> <li>Developed paper for grade level</li> <li>All features are not equally well-developed throughout</li> </ul>	<ul style="list-style-type: none"> <li>Bare-bones-developed paper for grade level</li> <li>Simple and clear, presenting nothing more than the essentials</li> <li>Limited depth</li> </ul>	<ul style="list-style-type: none"> <li>Partially developed</li> <li>Some (or one) of the feature(s) are not sufficiently formed, but all are present</li> <li>Lacks narrative structure</li> <li>Inference is usually required</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to address the assignment, but only rudiments of techniques for forming Focus, Elaboration, and Organization can be detected</li> <li>Some confusion and/or disjointedness</li> <li>May be insufficient writing to determine that the features can be maintained</li> </ul>	<ul style="list-style-type: none"> <li>Does not fulfill the assignment; barely deals with the topic; or does not present most or all of the features</li> <li>Insufficient writing to show that criteria are met</li> </ul>

**Focus:** *The clarity with which a paper presents and maintains a clear main idea, point of view, unifying event or theme.*

**Support/Elaboration:** *The degree to which the main point or event is elaborated and explained by specific details, descriptions, and reactions*

**Organization:** *The clarity of the logical flow of ideas (coherence and cohesion)*

**Conventions:** *Use of standard written English*

**Integration:** *Evaluation of the paper based on a focused, global judgment of how effectively the paper as a whole uses basic features to fulfill the assignment*



7<sup>th</sup>/8<sup>th</sup> Grade EGUSD Writing Rubric – Narrative (CCSS Writing #3)

(Created 2.14.13)

Criterion	5 – Advanced (above grade level)	4 – Proficient (at grade level)	3 – Basic	2 – Below Basic	1 – Far Below Basic
<b>Focus/Exposition</b> CCSS - W: > 3a > 4	<ul style="list-style-type: none"> <li>The narrative, real or imagined, insightfully addresses all aspects of the prompt</li> <li>Purposefully engages and orients the reader by setting out a problem, situation, and establishing one or multiple point(s) of view</li> <li>Expertly introduces a narrator and/or characters</li> <li>Creates a smooth progression of experiences or events</li> <li>Skillfully uses a variety of techniques to sequence events so that they build on one another to create a coherent whole</li> <li>Provides a conclusion that clearly follows from and reflects on what is experienced, observed or resolved over the course of the narrative</li> </ul>	<ul style="list-style-type: none"> <li>The narrative, real or imagined, competently addresses all aspects of the prompt</li> <li>Engages and orients the reader by establishing a context and point of view</li> <li>Introduces a narrator and/or characters</li> <li>Organizes a clear event sequence that unfolds logically and naturally</li> <li>Uses a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another</li> <li>Provides a conclusion that follows from and reflects on the narrated experiences or events</li> </ul>	<ul style="list-style-type: none"> <li>The narrative, real or imagined, superficially addresses all aspects of the prompt</li> <li>Attempts to engage or orient the reader by establishing a context and point of view</li> <li>Introduces a narrator and/or characters</li> <li>Organizes an event sequence that unfolds naturally but may not be logical</li> <li>Uses a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another</li> <li>Provides a conclusion that connects to the narrated experiences or event</li> </ul>	<ul style="list-style-type: none"> <li>The narrative, real or imagined, partially addresses aspects of the prompt</li> <li>Might engage or orient the reader by establishing a context and point of view</li> <li>Attempts to introduce a narrator and/or characters</li> <li>Organizes an event sequence but may not be logical</li> <li>Uses some transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (may be repetitive)</li> <li>Provides a weak conclusion that may not connect to the narrated experiences or events</li> </ul>	<ul style="list-style-type: none"> <li>The narrative, real or imagined, minimally addresses some aspect of the prompt</li> <li>Does not engage or orient the reader by establishing a context a point of view</li> <li>Does not introduce a narrator and/or characters</li> <li>Event sequence unfolds unnaturally and/or illogically</li> <li>Uses few to no transition words, phrases, and/or clauses to convey sequence or time shifts</li> <li>Provides no conclusion or one that is not connected to the narrated experiences or events</li> <li>Uses few to no narrative techniques</li> <li>Does not use sensory language or descriptive details</li> <li>Lacks sentence mastery (e.g., fragments/ run-ons)</li> <li>Contains serious and pervasive errors in conventions</li> <li>Utilizes incorrect and/or simplistic word choice</li> </ul>
<b>Organization/Plot</b> CCSS – W: > 3a > 3c > 3e > 4	<ul style="list-style-type: none"> <li>Effectively uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters</li> <li>Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</li> <li>Uses correct and varied sentence structure</li> <li>Contains few, minor errors in conventions</li> <li>Utilizes strong and grade-level appropriate word choice</li> </ul>	<ul style="list-style-type: none"> <li>Adequately uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters</li> <li>Uses some descriptive details, and sensory language to convey experiences and events</li> <li>Uses mostly correct and some varied sentence structure</li> <li>Contains some errors in conventions which may cause confusion</li> <li>Usually utilizes grade-level appropriate word choice</li> </ul>	<ul style="list-style-type: none"> <li>Uses limited narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters</li> <li>Uses concrete words or phrases with limited use of descriptive details and sensory language</li> <li>Uses limited and/or repetitive sentence structure</li> <li>Contains numerous errors in conventions which cause confusion</li> <li>Utilizes vague or basic word choice</li> </ul>	<ul style="list-style-type: none"> <li>Uses few to no narrative techniques</li> <li>Does not use sensory language or descriptive details</li> <li>Lacks sentence mastery (e.g., fragments/ run-ons)</li> <li>Contains serious and pervasive errors in conventions</li> <li>Utilizes incorrect and/or simplistic word choice</li> </ul>	
<b>Narrative Techniques</b> CCSS -W: > 3b > 3d	<ul style="list-style-type: none"> <li>Skillfully uses a variety of narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters</li> <li>Sophisticated use of precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</li> <li>Uses purposeful and varied sentence structure</li> <li>Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization)</li> <li>Utilizes precise and sophisticated word choice</li> </ul>	<ul style="list-style-type: none"> <li>Effectively uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters</li> <li>Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</li> <li>Uses correct and varied sentence structure</li> <li>Contains few, minor errors in conventions</li> <li>Utilizes strong and grade-level appropriate word choice</li> </ul>	<ul style="list-style-type: none"> <li>Adequately uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters</li> <li>Uses some descriptive details, and sensory language to convey experiences and events</li> <li>Uses mostly correct and some varied sentence structure</li> <li>Contains some errors in conventions which may cause confusion</li> <li>Usually utilizes grade-level appropriate word choice</li> </ul>	<ul style="list-style-type: none"> <li>Uses limited narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters</li> <li>Uses concrete words or phrases with limited use of descriptive details and sensory language</li> <li>Uses limited and/or repetitive sentence structure</li> <li>Contains numerous errors in conventions which cause confusion</li> <li>Utilizes vague or basic word choice</li> </ul>	
<b>Language</b> CCSS – L: > 1 > 2 > 3	<ul style="list-style-type: none"> <li>Uses purposeful and varied sentence structure</li> <li>Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization)</li> <li>Utilizes precise and sophisticated word choice</li> </ul>	<ul style="list-style-type: none"> <li>Uses mostly correct and some varied sentence structure</li> <li>Contains some errors in conventions which may cause confusion</li> <li>Usually utilizes grade-level appropriate word choice</li> </ul>	<ul style="list-style-type: none"> <li>Uses limited and/or repetitive sentence structure</li> <li>Contains numerous errors in conventions which cause confusion</li> <li>Utilizes vague or basic word choice</li> </ul>	<ul style="list-style-type: none"> <li>Uses limited and/or repetitive sentence structure</li> <li>Contains numerous errors in conventions which cause confusion</li> <li>Utilizes vague or basic word choice</li> </ul>	

**ELA 7<sup>th</sup>/8<sup>th</sup> Rubric Alignment to CCSS**

<b>Strand</b>	<b>7<sup>th</sup> Grade Standards</b>	<b>8<sup>th</sup> Grade Standards</b>
<b>Writing</b>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ol> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)</p>	<p>4. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ol> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3).</p>
<b>Language</b>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (1a–1c are more specific to grammar instruction and are, therefore, not written on this document.)</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a and 2b are not written on this document.)</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ol>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (1a–1c are more specific to grammar instruction and are, therefore, not written on this document.)</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a–2c are not written on this document.)</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.</li> </ol>

## Personal Narrative Rubric

Stimulating Ideas	1	2	3	4	5
<ul style="list-style-type: none"><li>● Focuses on a specific event or experience</li><li>● Presents an engaging picture of the action and people involved</li><li>● Contains specific details and dialogue</li><li>● Makes readers want to know what happens next</li></ul>					
Logical Organization	1	2	3	4	5
<ul style="list-style-type: none"><li>● Includes a clear beginning that pulls readers into the essay</li><li>● Presents ideas in an organized manner</li><li>● Uses transitions to link sentences and paragraphs</li><li>● Flows smoothly from one idea to the next</li></ul>					
Engaging Voice	1	2	3	4	5
<ul style="list-style-type: none"><li>● Speaks knowledgeably and/or enthusiastically</li><li>● Shows that the writer is truly interested in the subject</li><li>● Contains specific nouns, vivid verbs, and colorful modifiers</li></ul>					
Grammar/Conventions	1	2	3	4	5
<ul style="list-style-type: none"><li>● Sentence structure and variety</li><li>● Spelling, punctuation, capitalization</li><li>● Word choice and usage</li></ul>					
Attention to Directions	1	2	3	4	5
<ul style="list-style-type: none"><li>● 1 ½ - 2 pages in length</li><li>● Typed (no exceptions)</li><li>● 1 inch margins all around (top, bottom, left, and right)</li><li>● Double spaced</li><li>● Times New Roman 12 pt. font</li></ul>					

## Personal Narrative Rubric

Stimulating Ideas	1	2	3	4	5
<ul style="list-style-type: none"><li>● Focuses on a specific event or experience</li><li>● Presents an engaging picture of the action and people involved</li><li>● Contains specific details and dialogue</li><li>● Makes readers want to know what happens next</li></ul>					
Logical Organization	1	2	3	4	5
<ul style="list-style-type: none"><li>● Includes a clear beginning that pulls readers into the essay</li><li>● Presents ideas in an organized manner</li><li>● Uses transitions to link sentences and paragraphs</li><li>● Flows smoothly from one idea to the next</li></ul>					
Engaging Voice	1	2	3	4	5
<ul style="list-style-type: none"><li>● Speaks knowledgeably and/or enthusiastically</li><li>● Shows that the writer is truly interested in the subject</li><li>● Contains specific nouns, vivid verbs, and colorful modifiers</li></ul>					
Grammar/Conventions	1	2	3	4	5
<ul style="list-style-type: none"><li>● Sentence structure and variety</li><li>● Spelling, punctuation, capitalization</li><li>● Word choice and usage</li></ul>					
Attention to Directions	1	2	3	4	5
<ul style="list-style-type: none"><li>● 1 ½ - 2 pages in length</li><li>● Typed (no exceptions)</li><li>● 1 inch margins all around (top, bottom, left, and right)</li><li>● Double spaced</li><li>● Times New Roman 12 pt. font</li></ul>					



## Rubric for Assessing Student Writing: Personal Narrative

<p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The writing expresses the views, thoughts, or feelings of the writer.</li> <li>• The significance or main idea of the views, thoughts, or feelings is clear.</li> <li>• The writing is organized in a way appropriate to the purpose and audience.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right;">Score ____ / 35</p>
<p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• Ideas, opinions, and general statements are supported by specific details.</li> <li>• Vivid language is used to add interest to the writing.</li> <li>• Transition words help make the organization clear.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right;">Score ____ / 35</p>
<p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, and words are capitalized correctly.</li> <li>• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</li> <li>• The paper is neat, legible, and presented in an appropriate format.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right;">Score ____ / 30</p>

## Engagement in the Writing Process Comments

The student

- made a prewriting plan
- discussed the draft with a partner or small group
- contributed questions and suggestions to other writers
- revised the draft
- proofread the final draft

Overall Score \_\_\_\_ / 100



# Student Creation of Rubric Categories and Descriptors









~~\_\_\_\_\_~~

Focus  
The story is detailed throat

Content

Makes you want to be apart of it.

organization

organizing clearly.  
How the story is introduced.

Style

Has different language styles

"The classroom is as hot as a desert."

Conventions

Clean English

I can fly.

or

i CaN Fly X



# Focus

- SMART Ideas
- Ideas with lots of details
- express feelings
- Neat and the story goes in order

# Style

- Good vocabulary words
- Add details

# Grammar

- Sentences make sense

- Stay on topic
- Capitalize
- Spell correctly
- Sentence length
- legible



Striking Ideas:

Focusing on a specific event = having a lot of  
presents an engaging picture of the action.

Write logical organization

Has to have a cool intro

talk with effect

GRAMMAR (setting and punctuation) Quotes






Focus - Clear and Makes sense  
Having a problem or story  
emotions change  
Good ending

Elaboration - Each paragraph specific detail  
put in your own words  
Can have more than one detail  
Characters actions cause consequence

Organization - Paragraph (not too short or long)  
- Chronological (Order)

(1)





1. Focus: Stays on topic

2. Content: Details, order of event

↳ Dialogue

↳ Plot lines

↳ Separate Storylines.

3. Organized: Clear "Hero's Journey."

↳ Start, middle, end

4. Style: - Provide a mental picture  
of the story

- use 5 senses

5. Conventions: - Fluency

- Easy to understand.

- Correct grammar.



## Grammar / Conventions -

Standard english, Punctuation,  
Spelling, Capitalization,  
word choice

## Organization - hook / intro ✓

Paragraphs, Plot (beg, mid, end)  
smooth transition words, chronological  
heroes' journey

FOCUS - Details throughout story  
Picture characters, events  
using details, want to read more



# Student Description of Rubric Scoring





# Focus Rubric

1

- Audience doesn't understand any of the story.
- Story makes no sense at all and is very off topic.

2

- Audience understands very little of the story.

The story doesn't make much sense.

3

- Audience understands most of the story.
- Story makes sense most of the time.

4

- Audience understands all parts of the story and it always makes sense.
- It stays on topic for the whole team.



# Context 0

4:

- Plot lines
- Chronological order
- dialogue
- Beginning, middle, end

Excellent plot line in chronological order with realistic dialogue

3:

- Developed story line
- Some sensory details
- narrative story elements
- chronological

Good plot line, uses some of the five senses, some story elements, in order.

- 2:
- a few details
  - not a complete narrative
  - not always in order

Little details, not a narrative, not chronological.

- 1:
- misses a lot of details
  - not a narrative
  - not chronological

Few details, not written in narrative form not in order



3

haron/Zuda Lucia/Brayn/Simon

## Organization Rubric

- 4: Your story contains a complete and distinct beginning, middle, end, and introduction, and conclusion. <sup>Transition words throughout the story</sup>
- 3: Your story has beginning, middle, and end, and uses transition words throughout <sup>might or might not contain an introductory</sup>
- 2: Your main events are <sup>mostly in</sup> chronological order, but you do not include any other organizational elements
- 1: Your narrative doesn't contain any clear beginning, middle, and end. Conclusion and introductory paragraphs are missing. Not in chronological order.

1000

## STYLE

FIVE STAR ★★★★★  
4. The writing gives you a clear picture using literary devices, and sensory details. Your writing is like a movie, you can see it. 5 senses. 2 or more literary devices. All sentences makes sense.

FIVE STAR ★★★★★  
3. The writing gives you a picture using at least one literary device. All sentences makes sense. The writing creates a picture through most of the story.

FIVE STAR ★★★★★  
2. The writing is not clear throughout the story, only sometimes. The picture is unclear. Zero literary devices. Most sentences don't make sense.

FIVE STAR ★★★★★  
1. The writing gives you no picture. All sentences don't make sense, through out the whole story.

██████████



## CONVENTIONS

FIVE STAR  
★★★★★

4. Very few errors. Different sentence styles. Quality over quantity. The errors that are in your story aren't big errors. Writing is very clear.

FIVE STAR  
★★★★★

3. Errors can make parts of writing unclear. Little mistakes in grammar and/or spelling.

FIVE STAR  
★★★★★

2. Many errors make the story difficult to understand. Many grammar mistakes and/or spelling.

FIVE STAR  
★★★★★

1. The whole story is unclear and hard to understand.



# Student Created Rubric - Narrative Writing



## 6 Grade Narrative Writing Rubric

	FOCUS	CONTENT	ORGANIZATION	STYLE	CONVENTIONS
4	<ul style="list-style-type: none"> <li>-Audience understands all parts of the story and it always makes sense</li> <li>-Stays on topic the whole time</li> </ul>	<ul style="list-style-type: none"> <li>-Excellent plot lines in chronological order with realistic dialogue</li> <li>-Excellent use of sensory details</li> </ul>	<ul style="list-style-type: none"> <li>-Your story contains a complete and distinct beginning, middle, end with introduction and conclusion</li> <li>-Excellent use of transition words to move the story along</li> </ul>	<ul style="list-style-type: none"> <li>-Writing gives you a clear picture using two or more literary devices and sensory details, using all five senses</li> <li>-Writing is like a movie, you can see it</li> <li>-All sentences make sense</li> </ul>	<ul style="list-style-type: none"> <li>-Very few errors</li> <li>-Different sentence styles</li> <li>-Quality over quantity</li> <li>-Errors in the story aren't big errors</li> <li>-Writing is very clear</li> </ul>
3	<ul style="list-style-type: none"> <li>-Audience understands most of the story</li> <li>-Story makes sense most of the time</li> </ul>	<ul style="list-style-type: none"> <li>-Developed plot lines</li> <li>-Uses some sensory details</li> <li>-Some story elements in order</li> </ul>	<ul style="list-style-type: none"> <li>-Your story mostly contains the beginning, middle, end with introduction and conclusion</li> <li>-Uses transition words throughout</li> </ul>	<ul style="list-style-type: none"> <li>-Writing gives you a picture using at least one literary device.</li> <li>-Writing creates a picture though most of the story</li> <li>-Most sentences make sense</li> </ul>	<ul style="list-style-type: none"> <li>-Errors can make parts of writing unclear</li> <li>-Little mistakes in grammar and/or spelling</li> </ul>
2	<ul style="list-style-type: none"> <li>-Audience understands very little of the story</li> <li>-The story doesn't make much sense</li> </ul>	<ul style="list-style-type: none"> <li>-Little details</li> <li>-Not a complete narrative</li> <li>-Not always in order or chronological</li> </ul>	<ul style="list-style-type: none"> <li>-Your main events are mostly in chronological order but do not include other organization elements</li> <li>-Some transition words</li> </ul>	<ul style="list-style-type: none"> <li>-Writing is not clear throughout the story, only sometimes, no literary devices</li> <li>-The picture is unclear</li> <li>-Most sentences don't make sense</li> </ul>	<ul style="list-style-type: none"> <li>-Many errors make the story difficult to understand</li> <li>-Many grammar mistakes and/or spelling</li> </ul>
1	<ul style="list-style-type: none"> <li>-Audience doesn't understand any of the story</li> <li>-Story makes no sense at all and is very off topic</li> </ul>	<ul style="list-style-type: none"> <li>-Misses a lot of details</li> <li>-Not written in narrative form</li> <li>-Not in order, chronological</li> </ul>	<ul style="list-style-type: none"> <li>-Narrative doesn't contain clear beginning, middle, end, introduction, or conclusion</li> <li>-Not in chronological order</li> <li>-No use of transition words</li> </ul>	<ul style="list-style-type: none"> <li>-Writing gives you no picture</li> <li>-Sentences don't make sense throughout the whole story</li> </ul>	<ul style="list-style-type: none"> <li>Mistakes make the story unclear and hard to understand</li> </ul>
	SCORE				

