Narrative Writing Rubric
Grade 7

Score of 4 – Above Grade Level		Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
The writing – ▪ skillfully engages and orients the reader by establishing a context and point of view (8W3a) ▪ skillfully introduces a narrator and/or characters (8W3a) ▪ skillfully organizes an event sequence that unfolds naturally and logically (8W3a) ▪ uses 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 (8W3c) ▪ skillfully provides a conclusion that follows from the narrated experiences or events (8W3e) ▪ skillfully produces clear and coherent writing appropriate to task, purpose, and audience (8W4)		The writing – • engages and orients the reader by establishing a context and point of view (7W3a) • introduces a narrator and/or characters (7W3a) • organizes an event sequence that unfolds naturally and logically (7W3a) • uses a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (7W3c) • provides a conclusion that follows from and reflects on the narrated experiences or events (7W3e) • produces clear and coherent writing appropriate to task, purpose, and audience (7W4)	The writing - • attempts to engage and orient the reader by establishing a context and point of view • attempts to introduce a narrator and/or characters • attempts to organize an event sequence that unfolds naturally and logically • attempts to use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another • attempts to provide a conclusion that follows from and reflects on the narrated experiences or events • attempts to produce clear and coherent writing appropriate to task, purpose, and audience	The writing - • makes little or no attempt to engage and orient the reader by establishing a context and point of view • makes little or no attempt to introduce a narrator and/or characters • makes little or no attempt to organize an event sequence that unfolds naturally and logically • makes little or no attempt to use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another • makes little or no attempt to provide a conclusion that follows from and reflects on the narrated experiences or events • makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience	**Organization/Purpose** 2 x _____ = _____
The writing – ▪ uses narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters (8W3b) ▪ skillfully uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (8W3d) ▪ skillfully uses relevant information from multiple print and digital sources, when appropriate (8W8) ▪ skillfully quotes or paraphrases while avoiding plagiarism (8W8) ▪ skillfully follows a standard format for citation, when appropriate (8W8)		The writing – • uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters (7W3b) • uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (7W3d) • uses relevant information from multiple print and digital sources, when appropriate (7W8) • skillfully quotes or paraphrases while avoiding plagiarism (7W8) • follows a standard format for citation, when appropriate (7W8)	The writing – • attempts to use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters • attempts to use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events ▪ attempts to quote or paraphrase while avoiding plagiarism • attempts to follow a standard format for citation, when appropriate	The writing – • makes little or no attempt to use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters • makes little or no attempt to use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events ▪ makes little or no attempt to quote or paraphrase while avoiding plagiarism • makes little or no attempt to follow a standard format for citation, when appropriate	**Evidence/Elaboration** 2 x _____ = _____

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
The writing – • skillfully maintains consistency in style and tone (L3)* • demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (8L1-2)* • has errors that do not interfere with understanding (8L1-2)*	The writing – • maintains a consistent style and tone (L3)* • demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (7L1-2)* • has errors that do not interfere with understanding (7L1-2)*	The writing – • attempts to maintain a consistent style and tone • attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions • has errors that may interfere with understanding	The writing – • makes little to no attempt to maintain a consistent style and tone • makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions • has errors that interfere with understanding	Language/Conventions 1 x ____ = ____

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

*Conventions Chart p. 3

CONVENTIONS CHART
Grade 7

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
• Spells words at grade level and below correctly (7W2b)	• Uses capitalization rules from the previous grades (L2a)	Commas: • Uses a comma to separate coordinate adjectives *(e.g., It was a fascinating, enjoyable movie* but not, *He wore an old, green shirt.)* (7L2a) Comma, parenthesis or dash to set off nonrestrictive/ parenthetical information* (e.g., appositives, explanatory phrases/ clauses such as *Batman, the famous caped crusader, battled the Joker, Our teacher, who loves cake, enjoyed the birthday party we threw her)*	Phrases: • Avoids misplaced or dangling modifiers (7L1c) Pronouns: • Avoids inappropriate shifts in pronoun number and person* (previous grade L1c) • Avoids vague or ambiguous or unclear pronoun references* (previous grade L1d) Verbs: • Avoids inappropriate shifts in verb tense* (previous grade L1d) Agreement: • Pronouns and antecedents agree (<u>Everybody</u> wants <u>his or her</u> own book bag VS <u>They</u> all want <u>their</u> own book bags) (previous grade 1e) • Subjects and verbs agree (<u>People</u> who forget the words just <u>hum</u> the tune) (previous grade L1) Frequently Confused Words: • Uses frequently confused words* correctly (previous grade L1g)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas (7L1b)

* as appropriate for grade level (see progression chart on page 56, of the CCSS, for progressive skills)

Adapted from the Smarter Balanced – Conventions Chart – April, 2014
* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.