

NARRATIVE WRITING RUBRIC GRADE 8

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> ▪ engages and orients the reader by setting out a problem, situation or observation (9-10W3a) ▪ establishes one or multiple point(s) of view (9-10W3a) ▪ skillfully introduces a narrator and/or characters (9-10W3a) ▪ creates a smooth progression of experiences or events (9-10W3a) ▪ uses a variety of techniques to sequence events so that they build on one another to create a coherent whole (9-10W3c) ▪ integrates information into the text selectively to maintain the flow of ideas (9-10W8) ▪ provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative (9-10W3e) ▪ skillfully produces clear and coherent writing appropriate to task, purpose, and audience (9-10W4) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ engages and orients the reader by establishing a context and point of view (8W3a) ▪ introduces a narrator and/or characters (8W3a) ▪ 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) ▪ provides a conclusion that follows from the narrated experiences or events (8W3e) ▪ produces clear and coherent writing appropriate to task, purpose, and audience (8W4) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ 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, signal shifts from one time frame or setting to another, and show the relationships among experiences and events ▪ attempts to provide a conclusion that follows from the narrated experiences or events ▪ attempts to produce clear and coherent writing appropriate to task, purpose, and audience 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ 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, signal shifts from one time frame or setting to another, and show the relationships among experiences and events ▪ makes little or no attempt to provide a conclusion that follows from 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 =
<p>The writing –</p> <ul style="list-style-type: none"> ▪ skillfully uses narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters (9-10W3b) ▪ uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/ or characters (9-10W3d) ▪ uses relevant information from multiple authoritative print and digital sources, when appropriate (9W-108) ▪ quotes or paraphrases while avoiding plagiarism (9-10W8) ▪ follows a standard format for citation, when appropriate (9-10W8) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ uses narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters (8W3b) ▪ uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (8W3d) ▪ uses relevant information from multiple print and digital sources, when appropriate (8W8) ▪ quotes or paraphrases while avoiding plagiarism (8W8) ▪ follows a standard format for citation, when appropriate (8W8) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to use narrative techniques, such as dialogue, pacing, description, and reflection 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 use relevant information from multiple print and digital sources, when appropriate ▪ attempts to quote or paraphrase while avoiding plagiarism ▪ follows a standard format for citation, when appropriate 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to use narrative techniques, such as dialogue, pacing, description, and reflection 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 use relevant information from multiple print and digital sources, when appropriate ▪ 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	
<ul style="list-style-type: none"> • conforms to the guidelines in a style manual appropriate for the discipline and writing type, when appropriate (9-10L3a) • demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (9-10L1-2)* • has errors that do not interfere with understanding (9-10L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> • 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)* 	<p>The writing –</p> <ul style="list-style-type: none"> • attempts to maintain consistency in 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 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to maintain consistency in 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 GRADES 8

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Spells words at grade level and below correctly (L2c) 	<ul style="list-style-type: none"> Uses capitalization rules from the previous grades (L2a) 	<p>Comma, Ellipsis, Dash(8L2a):</p> <ul style="list-style-type: none"> To indicate a pause or break Ellipsis (...): To show omitted words) Comma, parenthesis or dash to set off nonrestrictive/ parenthetical information* 	<p>Verbs:</p> <ul style="list-style-type: none"> Correctly uses verbs in the active and passive voice (8L1b) Correctly uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood (8L1c) Correctly uses consistent and appropriate voice and mood (e.g., passive vs. active voice; conditional and subjunctive) (8L1d) Avoids inappropriate shifts in verb tense (8L1)* <p>Pronouns (previous grade L1c):</p> <ul style="list-style-type: none"> Avoids inappropriate shifts in pronoun number and person* Avoids vague or ambiguous or unclear pronoun references* <p>Agreement (previous grade L1d) :</p> <ul style="list-style-type: none"> Pronouns and antecedents agree (Everybody wants his or her own book bag VS They all want their own book bags) Subjects and verbs agree (People who forget the words just hum the tune) <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> Uses frequently confused words* correctly (previous grade L1g) 	<ul style="list-style-type: none"> Avoid "fused" sentences* Avoids sentence fragments* May use purposeful fragments.

* 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.