

## Narrative Rubric

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced	
	1	1.5	2	2.5	3	3.5	4	
<b>Exposition/ Focus:</b>	The text provides a setting that is unclear with a vague conflict, situation, or observation. It has an unclear point of view and underdeveloped narrator and/or characters.		The text provides a setting with a vague conflict, situation, or observation with an unclear point of view. It introduces a narrator and/or underdeveloped characters.		The text orients the reader by setting out a conflict, situation, or observation and its significance. It establishes one point of view and introduces a narrator and/or developed characters.		The text creatively engages the reader by setting out a well-developed conflict, situation, or observation and its significance. It establishes one or multiple points of view and introduces a narrator and/or complex characters.	
<b>Development</b>	The text lacks narrative techniques and merely retells events and/or experiences.		The text uses some narrative techniques, such as dialogue or description and merely retells events and/or experiences.		The text uses narrative techniques, such as dialogue, description, reflection to show events and/or experiences.		The text demonstrates sophisticated narrative techniques - such as engaging in dialogue, artistic pacing, vivid description, complex reflection, and multiple plot lines - to develop experiences, events and/or characters.	
<b>Organization</b>	The text lacks a sequence or progression of experiences or events or presents an illogical sequence of events. The text lacks an identifiable tone or outcome.		The text creates a sequence or progression of experiences or events. The text lacks an identifiable tone and/or outcome.		The text creates logical progression of experiences or events using some techniques-such as chronology, flashback, foreshadowing, suspense, etc.-to sequence events so that they build on one another to create a coherent whole. These techniques build particular tone or outcome		The text creates seamless progression of experiences or events using multiple techniques-such as chronology, flashback, foreshadowing, suspense, etc.-to sequence events so that they build on one another to create a coherent whole. These techniques build crafted tone or outcome	
<b>Conclusion</b>	The text may provide a conclusion to the events of the narrative.		The text provides a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.		The text provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		The text moves to a conclusion that artfully follows from and thoughtfully reflects on what is experienced, observed or resolved over the course of the narrative.	
<b>Language/ Style</b>	Language, vocabulary, and style are inappropriate to the task, purpose, and audience. Demonstrates little to no syntactic variety. Rarely, if ever, provides transition words.		Language, vocabulary, and style are not always appropriate to the task, purpose, and audience. Demonstrates insufficient syntactic variety. Provides insufficient transitions to link the claims with groups of ideas.		Language, vocabulary, and style are appropriate to the task, purpose, and audience. Varies sentence structure for meaning and reader interest. Provides sufficient transitions to link claims within and across groups of ideas in a cohesive response.		Demonstrates command of language, vocabulary, and style appropriate to the task, purpose, and audience. Demonstrates sentence variety. Provides sophisticated, varied transitions to clearly link the claim within and across a group of ideas, resulting in a strong, fluent cohesive response.	
<b>Conventions</b>	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Consistently cites sources using appropriate format.	