



Narrative Writing Generic Rubric 2008

Narrative writing—as established by the RI Grade Span Expectations

This rubric explains the elements of the prompt, expectations, and standards that should be included in the work. To demonstrate proficiency on this task, a student must **meet** or **exceed** standard on those expectations with an asterisk. In addition, a student cannot achieve proficiency on this task if he/she receives **below standard** on any expectation.

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1
* Establishes a story line/plot	<p>Skillfully establishes a coherent story line that addresses the prompt.</p> <p>Skillfully establishes one or more of the following: context, character motivation, problem/conflict/challenge and resolution, setting, and point of view.</p>	<p>Establishes a coherent story line that addresses the prompt. W-10-4.1</p> <p>Establishes context, character motivation, problem/conflict/challenge and resolution, setting, and point of view. W-10-4.2</p>	<p>Story line is not clearly established or does not adequately address the prompt.</p> <p>Attempts to establish context, character motivation, problem/conflict/challenge and resolution, setting, and point of view.</p>	<p>Does not establish story line or does not address the prompt.</p> <p>Lacks evidence of context, and/or character motivation, problem/conflict/challenge and resolution, setting, and point of view.</p>
* Demonstrates Critical Thinking	<p>Creatively uses a variety of effective literary devices such as flashback, foreshadowing, figurative language, imagery, relevant and descriptive language to enhance story line/plot.</p> <p>Skillfully applies narrative strategies such as dialogue, action, diction that establishes distinctive voice.</p> <p>Thoroughly maintains focus.</p>	<p>Uses a variety of effective literary devices such as flashback, foreshadowing, figurative language, imagery, relevant and descriptive language to enhance story line/plot. W-10-4. 3, 4; W-10- 5.1, 5,6</p> <p>Applies narrative strategies such as dialogue, action, diction to establish voice. W-10-5.2, 3, 4</p> <p>Maintains focus/theme. W-10-4.5, 5.5</p>	<p>Attempts to use a variety of effective literary devices such as flashback, foreshadowing, figurative language, imagery, relevant and descriptive language to enhance story line/plot, but variety is insufficient or strategies are ineffective.</p> <p>Attempts to apply narrative strategies such as dialogue, action, diction, but voice is weak.</p> <p>Weak focus.</p>	<p>Little evidence of effective literary devices.</p> <p>Little evidence of effective narrative strategies to establish voice.</p> <p>Lacks focus.</p>
Creates an organizing structure	<p>Uses an organizational structure that enhances the response.</p> <p>The opening, body, and closure are skillfully organized.</p>	<p>Uses an organizational structure that allows for a progression of ideas to develop. W-10-1.1-4, 3.4; W-10-4.6; W-10-14.3, 5</p> <p>The response includes an opening, body, and closure.</p>	<p>Uses an organizational structure that causes confusion.</p> <p>The response shows some elements of organization.</p>	<p>There is little evidence of organization.</p>



Demonstrates command of written language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not interfere with meaning. W-10-9.1-5	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Errors do interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.
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