

Narrative Writing Rubric

Directions: Score the paper by circling the appropriate rubric scale score for each criteria item. To arrive at a single score, determine the mode or median based on all the scores. For items that are weighted double, input the score twice in your calculations. Then use the conversion scale at the end of this figure to arrive at a percentage score and translate to a grade, if necessary.

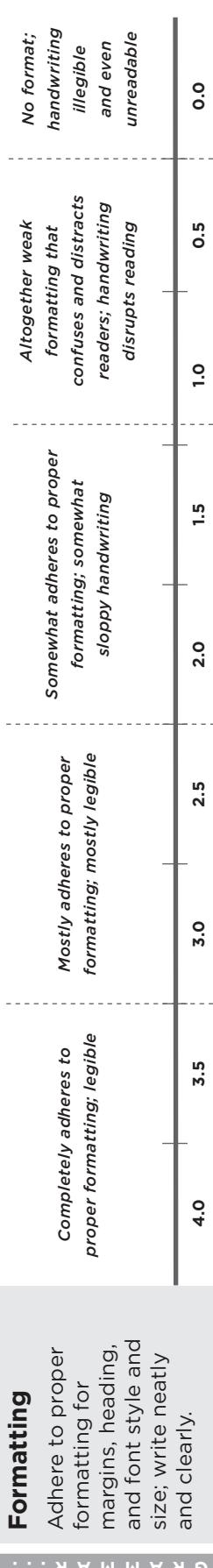
GENERAL		STORY ELEMENTS AND LITERARY DEVICES					
Task, Purpose, and Audience		Title					
Narrator and Point of View		Engagement and Context					
Clear focus on the narrative task, purpose, and audience	Adhere to the task, purpose, and audience.	<i>Mostly clear focus on the narrative task, purpose, and audience</i>	<i>Somewhat focused on narrative task, purpose, and audience</i>	<i>Little awareness of task, purpose, and audience</i>	<i>Unaware of task, purpose, and audience</i>	4.0 3.5 3.0 2.5 2.0 1.5 1.0 0.5 0.0	0.0
Sophisticated title captures the story in a distinctive and creative way	Include an original or creative title that captures the story.	<i>Title captures story in an original or creative way.</i>	<i>Title conveys story in a straightforward way</i>	<i>Confusing connection between title and story; unoriginal</i>	<i>No title</i>	4.0 3.5 3.0 2.5 2.0 1.5 1.0 0.5 0.0	0.0
Introduces a narrator and establishes and maintains a consistent point of view; may effectively use multiple points of view for stylistic effect	Introduce the narrator, and establish and maintain a consistent point of view.	<i>Introduces a narrator and establishes and maintains a consistent point of view</i>	<i>Narrator somewhat unclear; point of view gets off track occasionally</i>	<i>Narrator unclear; point of view inconsistent and confusing</i>	<i>—</i>	4.0 3.5 3.0 2.5 2.0 1.5 1.0 0.5 0.0	0.0
Entirely engaging opening draws in readers and presents main setting and characters in a sophisticated way	Engage readers, and present the setting and characters.	<i>Engaging opening draws in readers and presents main setting and characters</i>	<i>Opening attempts to engage; somewhat presents main setting and characters</i>	<i>Lacks engagement; reader unclear about main setting and characters</i>	<i>No engagement; incomplete context</i>	4.0 3.5 3.0 2.5 2.0 1.5 1.0 0.5 0.0	0.0

Story Elements									
Central Conflict	Present central conflict.	Central conflict clearly identifiable to set the story in motion; sophisticated	Central conflict identifiable to set the story in motion	Central conflict somewhat stated	Central conflict weak	Central conflict very weak	No central conflict		
Plot Development and Event Sequence									
Create an original plot that is well-paced and developed; sequence events that unfold naturally and logically.	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0
Suspense and Climax									
Build tension through well-crafted suspense; present climax to show the turning point.	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0
Dialogue and Dialogue Tags									
Use purposeful dialogue to move the plot forward by revealing feelings, interactions between characters, reactions to setting or events, include dialogue tags, as needed, to describe reactions, gestures, or movements.	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0

Dialect		<i>Effective and sophisticated use of dialect reveals information about characters such as geographical origin, social status, bias, or era.</i>	<i>Uses dialect to reveal information about a character</i>	<i>Attempts dialect</i>	<i>Incorrect or confusing dialect</i>	<i>No dialect</i>
Resolution		<i>Central conflict resolved completely; sophisticated</i>	<i>Central conflict resolved with no unanswered questions</i>	<i>Central conflict mostly resolved</i>	<i>Weak ending or appears abrupt</i>	<i>No resolution</i>
Vocabulary		<i>Consistently precise and accurate vocabulary; sophisticated language; little or no repetition unless used for stylistic effect</i>	<i>Precise and accurate vocabulary; minor unnecessary repetition</i>	<i>Adequate choice and usage of words; some unnecessary repetition</i>	<i>Rare use of precise words; instances of inaccurate word use; noticeable unnecessary repetition</i>	<i>Replete with simplistic language, inaccurate word usage, and repetition</i>
Figurative Language and Description		<i>Varied, sufficient, and sophisticated use of relevant figurative language and descriptive detail for events, settings, and characters</i>	<i>Generally varied and sufficient use of relevant figurative language and descriptive detail</i>	<i>Limited, superficial, or repetitive (such as only similes) use of figurative language or descriptive detail</i>	<i>Rare, confusing, or irrelevant use of figurative language and descriptive detail</i>	<i>No figurative language or description</i>

SENTENCE STRUCTURE AND TRANSITIONS						
Complete Sentences		Sentence Beginning Variety			Transitions	
Produce complete sentences void of run-ons and fragments.	Minimal or no errors; may have intentional use of run-ons and/or fragments for stylistic effect	Minor errors	Some errors	Some errors hinder reading; unaware of sentence structure or transitional use	—	—
4.0	3.5	3.0	2.5	2.0	1.5	1.0
0.5	0.0	0.0	0.0	0.0	0.0	0.0
Sentence Beginning Variety	Include a variety of sentence beginnings.	Uses a variety of sentence beginnings (for example, subjects, prepositional phrases, adverbs, and dependent clauses)	Begins some sentences in the same way	Begins most or all sentences in the same way with either the same word or the same type (for example, all subjects)	—	—
4.0	3.5	3.0	2.5	2.0	1.5	1.0
0.5	0.0	0.0	0.0	0.0	0.0	0.0
Sentence Patterns and Parallelism	Vary sentence types for rhythm and style; use parallelism effectively.	Mostly varies sentence structure; includes parallelism	Uses same structure for most sentences so there is little cadence; faulty parallel construction	Uses simple or compound sentences for all sentences; no parallelism	—	—
4.0	3.5	3.0	2.5	2.0	1.5	1.0
0.5	0.0	0.0	0.0	0.0	0.0	0.0
Transitions	Connect sentences and paragraphs with appropriate and varied transitions to make writing flow, convey event sequence, and signal shifts in time and place.	Mostly appropriate use of varied transitions	Somewhat appropriate use of transitions	Weak use of transitions; additional or more appropriate transitions necessary	No transitions; choppy	—
4.0	3.5	3.0	2.5	2.0	1.5	1.0
0.5	0.0	0.0	0.0	0.0	0.0	0.0

Grammar		<i>Minimal or no errors</i>	<i>Minor errors</i>	<i>Some errors</i>	<i>Serious errors; hinders reading</i>	<i>No sense of grammar usage</i>
Use proper grammar except intentionally for stylist effect.	4.0	3.5	3.0	2.5	2.0	1.5
Spelling	Spell correctly.	<i>Minimal or no errors</i>	<i>Minor errors</i>	<i>Some errors</i>	<i>Serious errors; hinders reading</i>	<i>Every word misspelled</i>
	4.0	3.5	3.0	2.5	2.0	1.0
Punctuation	Punctuate correctly.	<i>Minimal or no errors</i>	<i>Minor errors</i>	<i>Some errors</i>	<i>Serious errors; hinders reading</i>	<i>No punctuation</i>
	4.0	3.5	3.0	2.5	2.0	1.5
Capitalization	Use correct capitalization.	<i>Minimal or no errors</i>	<i>Minor errors</i>	<i>Some errors</i>	<i>Serious errors; hinders reading</i>	<i>All lowercase letters</i>
	4.0	3.5	3.0	2.5	2.0	1.0
Paragraphing	Know when to begin new paragraphs and how to indent them.	<i>Paraphrasing and indenting completely intact</i>	<i>Mostly all correct usage of paragraphing and indenting</i>	<i>Some paragraphing errors</i>	<i>Knowledge of paragraphing not clear</i>	<i>Multiple-paragraph paper reduced to one paragraph</i>
	4.0	3.5	3.0	2.5	2.0	1.0



After determining the mode or median, identify the corresponding percentage and issue a grade based on your preferred scale of what constitutes an A, A–, B+, and so forth. You may alter the correspondence between percentages and rubric scores to reflect the meaning of grades in your context.



G R A M M A R . . .