

**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"> <li>▪ engages and orients the reader by setting out a problem, situation or observation (9-10W3a)</li> <li>▪ establishes one or multiple point(s) of view (9-10W3a)</li> <li>▪ skillfully introduces a narrator and/or characters (9-10W3a)</li> <li>▪ creates a smooth progression of experiences or events (9-10W3a)</li> <li>▪ uses a variety of techniques to sequence events so that they build on one another to create a coherent whole (9-10W3c)</li> <li>▪ integrates information into the text selectively to maintain the flow of ideas (9-10W8)</li> <li>▪ provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative (9-10W3e)</li> <li>▪ skillfully produces clear and coherent writing appropriate to task, purpose, and audience (9-10W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ engages and orients the reader by establishing a context and point of view (8W3a)</li> <li>▪ introduces a narrator and/or characters (8W3a)</li> <li>▪ organizes an event sequence that unfolds naturally and logically (8W3a)</li> <li>▪ 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)</li> <li>▪ provides a conclusion that follows from the narrated experiences or events (8W3e)</li> <li>▪ produces clear and coherent writing appropriate to task, purpose, and audience (8W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to engage and orient the reader by establishing a context and point of view</li> <li>▪ attempts to introduce a narrator and/or characters</li> <li>▪ attempts to organize an event sequence that unfolds naturally and logically</li> <li>▪ 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</li> <li>▪ attempts to provide a conclusion that follows from the narrated experiences or events</li> <li>▪ attempts to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to engage and orient the reader by establishing a context and point of view</li> <li>▪ makes little or no attempt to introduce a narrator and/or characters</li> <li>▪ makes little or no attempt to organize an event sequence that unfolds naturally and logically</li> <li>▪ 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</li> <li>▪ makes little or no attempt to provide a conclusion that follows from the narrated experiences or events</li> <li>▪ makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>Organization/Purpose 2 X =</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ skillfully uses narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters (9-10W3b)</li> <li>▪ 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)</li> <li>▪ uses relevant information from multiple authoritative print and digital sources, when appropriate (9W-108)</li> <li>▪ quotes or paraphrases while avoiding plagiarism (9-10W8)</li> <li>▪ follows a standard format for citation, when appropriate (9-10W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ uses narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters (8W3b)</li> <li>▪ uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (8W3d)</li> <li>▪ uses relevant information from multiple print and digital sources, when appropriate (8W8)</li> <li>▪ quotes or paraphrases while avoiding plagiarism (8W8)</li> <li>▪ follows a standard format for citation, when appropriate (8W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters</li> <li>▪ attempts to use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</li> <li>▪ attempts to use relevant information from multiple print and digital sources, when appropriate</li> <li>▪ attempts to quote or paraphrase while avoiding plagiarism</li> <li>▪ follows a standard format for citation, when appropriate</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters</li> <li>▪ 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</li> <li>▪ makes little or no attempt to use relevant information from multiple print and digital sources, when appropriate</li> <li>▪ makes little or no attempt to quote or paraphrase while avoiding plagiarism</li> <li>▪ makes little or no attempt to follow a standard format for citation, when appropriate</li> </ul>	<p>Evidence/Elaboration 2 X =</p>

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"> <li>• conforms to the guidelines in a style manual appropriate for the discipline and writing type, when appropriate (9-10L3a)</li> <li>• demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (9-10L1-2)*</li> <li>• has errors that do not interfere with understanding (9-10L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• maintains consistency in style and tone (L3)*</li> <li>• demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (8L1-2)*</li> <li>• has errors that do not interfere with understanding (8L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• attempts to maintain consistency in style and tone</li> <li>• attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>• has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to maintain consistency in style and tone</li> <li>▪ makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>▪ has errors that interfere with understanding</li> </ul>	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"> <li>Spells words at grade level and below correctly (L2c)</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades (L2a)</li> </ul>	<p>Comma, Ellipsis, Dash(8L2a):</p> <ul style="list-style-type: none"> <li>To indicate a pause or break Ellipsis (...):</li> <li>To show omitted words)</li> <li>Comma, parenthesis or dash to set off nonrestrictive/ parenthetical information*</li> </ul>	<p>Verbs:</p> <ul style="list-style-type: none"> <li>Correctly uses verbs in the active and passive voice (8L1b)</li> <li>Correctly uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood (8L1c)</li> <li>Correctly uses consistent and appropriate voice and mood (e.g., passive vs. active voice; conditional and subjunctive) (8L1d)</li> <li>Avoids inappropriate shifts in verb tense (8L1)*</li> </ul> <p>Pronouns (previous grade L1c):</p> <ul style="list-style-type: none"> <li>Avoids inappropriate shifts in pronoun number and person*</li> <li>Avoids vague or ambiguous or unclear pronoun references*</li> </ul> <p>Agreement (previous grade L1d) :</p> <ul style="list-style-type: none"> <li>Pronouns and antecedents agree (Everybody wants his or her own book bag VS They all want their own book bags)</li> <li>Subjects and verbs agree (People who forget the words just hum the tune)</li> </ul> <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> <li>Uses frequently confused words* correctly (previous grade L1g)</li> </ul>	<ul style="list-style-type: none"> <li>Avoid "fused" sentences*</li> <li>Avoids sentence fragments*</li> <li>May use purposeful fragments.</li> </ul>

\* 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.