

Narrative Writing Rubric Grade 7

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"> ▪ skillfully engages and orients the reader by establishing a context and point of view (8W3a) ▪ skillfully introduces a narrator and/or characters (8W3a) ▪ skillfully 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) ▪ skillfully provides a conclusion that follows from the narrated experiences or events (8W3e) ▪ skillfully produces clear and coherent writing appropriate to task, purpose, and audience (8W4) 	<p>The writing –</p> <ul style="list-style-type: none"> • engages and orients the reader by establishing a context and point of view (7W3a) • introduces a narrator and/or characters (7W3a) • organizes an event sequence that unfolds naturally and logically (7W3a) • uses a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (7W3c) • provides a conclusion that follows from and reflects on the narrated experiences or events (7W3e) • produces clear and coherent writing appropriate to task, purpose, and audience (7W4) 	<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 and signal shifts from one time frame or setting to another • attempts to provide a conclusion that follows from and reflects on 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 and signal shifts from one time frame or setting to another • makes little or no attempt to provide a conclusion that follows from and reflects on the narrated experiences or events • makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience 	<p>Organization/Purpose 2 X =</p>
<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) ▪ skillfully uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (8W3d) ▪ skillfully uses relevant information from multiple print and digital sources, when appropriate (8W8) ▪ skillfully quotes or paraphrases while avoiding plagiarism (8W8) ▪ skillfully follows a standard format for citation, when appropriate (8W8) 	<p>The writing –</p> <ul style="list-style-type: none"> • uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters (7W3b) • uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (7W3d) • uses relevant information from multiple print and digital sources, when appropriate (7W8) • skillfully quotes or paraphrases while avoiding plagiarism (7W8) • follows a standard format for citation, when appropriate (7W8) 	<p>The writing –</p> <ul style="list-style-type: none"> • attempts to use narrative techniques, such as dialogue, pacing, and description, 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 quote or paraphrase while avoiding plagiarism • attempts to follow 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, and description, 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 quote or paraphrase while avoiding plagiarism • makes little or no attempt to follow a standard format for citation, when appropriate 	<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	
<p>The writing –</p> <ul style="list-style-type: none"> skillfully 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"> maintains a consistent style and tone (L3)* demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (7L1-2)* has errors that do not interfere with understanding (7L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to maintain a consistent 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 to no attempt to maintain a consistent 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
Grade 7**

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Spells words at grade level and below correctly (7W2b) 	<ul style="list-style-type: none"> Uses capitalization rules from the previous grades (L2a) 	<p>Commas:</p> <ul style="list-style-type: none"> Uses a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not, <i>He wore an old, green shirt.</i>) (7L2a) <p>Comma, parenthesis or dash to set off nonrestrictive/parenthetical information* (e.g., appositives, explanatory phrases/ clauses such as <i>Batman, the famous caped crusader, battled the Joker, Our teacher, who loves cake, enjoyed the birthday party we threw her</i>)</p>	<p>Phrases:</p> <ul style="list-style-type: none"> Avoids misplaced or dangling modifiers (7L1c) <p>Pronouns:</p> <ul style="list-style-type: none"> Avoids inappropriate shifts in pronoun number and person* (previous grade L1c) Avoids vague or ambiguous or unclear pronoun references* (previous grade L1d) <p>Verbs:</p> <ul style="list-style-type: none"> Avoids inappropriate shifts in verb tense* (previous grade L1d) <p>Agreement:</p> <ul style="list-style-type: none"> Pronouns and antecedents agree (<i>Everybody wants his or her own book bag VS They all want their own book bags</i>) (previous grade 1e) Subjects and verbs agree (<i>People who forget the words just hum the tune</i>) (previous grade L1) <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> Uses frequently confused words* correctly (previous grade L1g) 	<p>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas (7L1b)</p>

* 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.