Narrative Rubric

Trait	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea and Development	• Lacks narrative techniques and merely retells events and/or experiences. • Attempts to establish a theme or storyline, but lacks a clear or sustained purpose. • Descriptions of experiences, individuals, and/or events are overly simplified or lack details. • Attempts to use stylistic devices (e.g., imagery, tone, humor, suspense), but devices are used awkwardly or do not serve the purpose of the narrative.	• Uses some narrative techniques such as dialogue or description that merely retells events and/or experiences. • Establishes a theme or storyline, but purpose is weak, with some lapses in coherence. • Develops experiences, individuals, and/or events with some detail, but sense of time, place, or character remains at the surface level. • Uses appropriate stylistic devices (e.g., imagery, tone, humor, suspense) unevenly.	• Demonstrates deliberate use of narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters. • Establishes a theme or storyline, with a clearly developed purpose carried through the narrative. • Develops experiences, individuals, and/or events with sufficient detail to add depth and complexity to the sense of time, place, or character. • Uses appropriate stylistic devices (e.g., imagery, tone, humor, suspense) to support the purpose of the narrative.	• Skillfully employs sophisticated narrative techniques – such as engaging dialogue, artistic pacing, vivid description, complex reflection and multiple plot lines – to develop experiences, events and/or characters. • Establishes a compelling theme or storyline, with a well-developed purpose carried through the narrative. • Elaborates on experiences, individuals, and/or events with comprehensive detail to add depth and complexity to the sense of time, place, or character. • Skillfully integrates appropriate stylistic devices (e.g. imagery, tone, humor, suspense) to support the purpose of the narrative.
Organization	• Lacks a sequence or progression of experiences or events or presents an illogical sequence of events. Pacing doesn't exist or is inadequate. • Attempts to use a narrative structure; composition is disconnected or rambling. • Missing introduction, conclusion, or any transitions.	• Creates a sequence or progression of experiences or events. May attempt to use some techniques – such as chronology, flashback, foreshadowing, suspense, frame story. Pacing may be off. • Applies a narrative structure with some lapses in coherence or awkward use of the organizational structure. • Missing clear introduction, conclusion, or helpful transitions.	• Creates a logical progression of experiences or events using some techniques – such as chronology, flashback, foreshadowing, suspense, frame story – to sequence events so that they build on one another to create a coherent, appropriately paced whole. • Applies a narrative structure appropriate to the purpose, task, and audience. • Contains effective introduction, conclusion, and transitions.	• Creates a seamless progression of experiences or events using multiple techniques – such as chronology, flashback, foreshadowing, suspense, frame story – to sequence events so that they build on one another to create a coherent, well-paced whole. • Applies a complex narrative structure appropriate to the purpose, task and audience that enhances communication of theme or purpose. • The introduction, conclusion and transitions smoothly guide the reader through the story.
Conventions and Language	• Lacks control of grammar, usage, and mechanics; no paragraphing. • Sentences are all alike in structure and length. Language lacks variety and creativity. • Uses few to no showing details and sensory language to convey a picture of experiences, events, setting, or characters	• Demonstrates an uneven command of standard English. Paragraphing is attempted. • Uses some variety in sentence structures, demonstrates some awareness of how to use language to create effects. • Uses showing details and sensory language to convey a picture of experiences, events, setting, or characters.	• Demonstrates a command of standard English conventions with few errors. Paragraphing is effective. • Uses a variety of sentence structures, demonstrates knowledge of appropriate, varied or nuance language for effect. • Uses showing details, sensory language, and mood to convey a picture of experiences, events, setting, and/or characters.	• Demonstrates a well-developed command of standard English conventions. Paragraph lengths are used to enhance readability. • Uses sophisticated and varied sentence structures, demonstrates knowledge of appropriate, varied and nuanced language for effect. • Uses precise words and phrases, showing details, figurative language, sensory language, and mood to convey a believable picture of the experiences, events, setting, and/or characters.