

CHARIHO REGIONAL HIGH SCHOOL NARRATIVE ACCOUNT RUBRIC

NAME _____

DATE _____

ASSIGNMENT _____

	5 Exceeds Standard	4 Meets Standard	3.5 Nearly Meets Standard	3 Below Standard	2 Little Progress Toward Standard	0
Introduction and Content Development (W-5)	Situation, plot, point of view, setting, and conflict are original, complex, and strongly developed. Content is very clear, strongly developed and engaging.	Situation, plot, point of view, setting, and conflict are clear and well-developed; Content is clear, well-developed and engaging.	Situation, plot, point of view, setting, and conflict are vague, but somewhat developed. Content is somewhat developed and engaging.	Situation, plot, point of view, setting, and conflict are weakly developed. Content is unclear and does not engage.	Situation, plot, point of view, setting, and conflict are not developed. Content is poor.	
Transitions (W-4.3)	Strong, varied and sophisticated use of transitions.	Effective use of transitions.	Some effective use of transitions.	Ineffective use of transitions.	Lack of transitions result in choppy and disjointed ideas.	
Organization (W-4.1)	Outstanding order and structure enhances meaning; conclusion effectively supports introduction with new ideas and fresh perspective(s) and provides a strong sense of closure.	Strong order and structure supports meaning; conclusion effectively supports introduction and provides sense of closure.	Good order and structure supports meaning; conclusion gives some support of introduction and provides some sense of closure.	Weak order and structure detracts from meaning; conclusion gives little support of introduction. Weak sense of closure.	Confusing structure; conclusion does not provide sense of closure.	
Strategies (W-5)	Creative use of appropriate strategies (e.g., dialogue, tension or suspense, naming, pacing, specific narrative action, figurative language).	Effective use of appropriate strategies (e.g., dialogue, tension or suspense, naming, pacing, specific narrative action, figurative language).	Some effective use of appropriate strategies (e.g., dialogue, tension or suspense, naming, pacing, specific narrative action, figurative language).	Ineffective use of appropriate strategies (e.g., dialogue, tension or suspense, naming, pacing, specific narrative action, figurative language).	Few strategies used.	
Character Development (W-4.2)	Characters are highly creative and complex	Characters are creative, complex, and well-developed	Characters are somewhat developed	Characters are poorly developed	Characters are not developed	
Voice (W-4.5)	Highly individual expression and purpose that completely engage the reader	Strong expression and purpose that engage the reader	Good expression and purpose that often engage the reader	Little expression and purpose that rarely engage the reader.	Expression does not engage the reader	
Word Choice (W-7)	Exceptionally rich, lively, and precise language enhances meaning	Clear, precise language supports meaning	Somewhat clear and generally precise language creates adequate meaning	Weak limited language makes meaning unclear	Very limited language seriously impairs meaning	
Sentence Fluency (W-1)	Sentences vary greatly in length and structure enhancing flow	Sentences vary in length and structure sustaining flow	Sentences vary slightly in length and structure restricting flow	Sentences vary little in length and structure disrupting flow	Sentences do not vary in length and structure inhibiting flow	
Conventions And Formatting (W-9)	No errors in format, grammar, usage, or spelling.	Few noticeable errors in format, grammar, usage, and spelling.	Some errors in format, grammar, usage, and spelling.	Many errors in format, grammar, usage, and spelling.	Excessive errors in format, grammar, usage, and spelling.	
Revisions and Editing (W-10)	Revisions and edits enhance writing with ample evidence of writing process or no revisions and edits needed.	Revisions and edits improve writing with evidence of writing process.	Revisions and edits improve writing somewhat with evidence of writing process.	Revisions and edits improve writing very little with evidence of writing process.	Revisions and edits do not improve writing with evidence of writing process.	

TOTAL POINTS _____ X 2 = FINAL SCORE _____ (Proficient Product =Score of 80)

Teacher's Signature _____