

# STANDARDS-BASED WRITING RUBRIC

TEXT TYPE **NARRATIVE**

GRADE **8**

Element	4 Exceeds	3 Meets	2 Approaching	1 Needs Direct Support
<b>Purpose/ Meaning</b>	The author's purpose is clear and strongly reflects the genre.	The author's purpose is evident and reflects the genre.	The author's purpose is evident but does not reflect the genre.	The author's purpose is not evident and does not reflect the genre.
	The central idea is clear and strongly focused.	The central idea is evident and mostly focused.	The central idea is evident , but rarely focused.	The central idea is not evident.
	The student consistently and effectively includes descriptive details that strongly develop the central idea or purpose.	The student includes sufficient descriptive details that develop the central idea or purpose.	The student rarely includes descriptive details that develop the central idea or purpose.	The student does not include descriptive details that develop the central idea or purpose.
<b>Structure/ Organization</b>	The student orients the reader by introducing a narrator (or character), a context (or story line) with a point of view, and the event sequence clearly and effectively unfolds naturally and logically.	The student orients the reader by introducing a narrator (or character), a context (or story line) with a point of view, and the event sequence mostly unfolds naturally and logically.	The student orients the reader by introducing a narrator (or character), a context (or story line) with a point of view, but the event sequence rarely unfolds naturally and logically.	The student does not introduce a narrator (or character) or a context (or story line) with a point of view that unfolds naturally and logically.
	The student consistently and effectively uses a variety of transitional words, phrases, or clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	The student sufficiently uses a variety of transitional words, phrases, or clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	The student rarely uses a variety of transitional words, phrases, or clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	The student does not use a variety of transitional words, phrases, or clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
	The student provides a strong and effective conclusion that follows from and reflects upon narrated experiences or events.	The student provides a sufficient conclusion that follows from and reflects upon narrated experiences or events.	The student provides an underdeveloped conclusion that follows from and reflects upon narrated experiences or events.	The student does not provide a conclusion that follows from and reflects upon narrated experiences or events.
<b>Craft/ Style</b>	The student consistently and effectively uses dialogue and descriptive details to develop and reflect upon experiences, events, and character(s).	The student sufficiently uses dialogue and descriptive details to develop and reflect upon experiences, events, and character(s).	The student rarely uses dialogue and descriptive details to develop and reflect upon experiences, events, and character(s).	The student does not use dialogue and descriptive details to develop and reflect upon experiences, events, and character(s).
	The student consistently and effectively uses precise words, phrases, and sensory details to convey experiences and events.	The student sufficiently uses precise words, phrases, and sensory details to convey experiences and events.	The student rarely uses precise words, phrases, and sensory details to convey experiences and events.	The student does not use precise words, phrases, and sensory details to convey experiences and events.
	The student consistently and effectively uses a variety of sentence beginnings, lengths, and styles.	The student uses a sufficient variety of sentence beginnings, lengths, and styles.	The student rarely uses a variety of sentence beginnings, lengths and styles.	The student does not use a variety of sentence beginnings, lengths and styles.
<b>Conventions</b>	Capitalization is always correct.	Capitalization is mostly correct.	Capitalization is rarely correct.	Capitalization is not correct.
	Punctuation is always correct.	Punctuation is mostly correct.	Punctuation is rarely correct.	Punctuation is not correct.
	The student always spells grade-appropriate words correctly.Punctuation is	The student spells most grade-appropriate words correctly.	The student rarely spells grade-appropriate words correctly.	The student does not spell any grade-appropriate words correctly.
	The student always employs standard English grammar.	The student employs standard English grammar most of the time.	The student rarely employs standard English grammar.	The student does not employ standard English grammar.

