Measured Progress Narrative Writing Rubric (Grades 6–8)

Traits	Score 4	Score 3	Score 2	Score 1	Score 0
	The student response:				
Development & Elaboration of Ideas[1]	• provides thorough development of ideas in support of the task • demonstrates consistently maintained focus of ideas • provides relevant and specific details • uses a variety of narrative techniques (dialogue, description, and/or sequencing) to effectively advance the story or illustrate the experience	• provides sufficient development of ideas in support of the task • demonstrates generally maintained focus of ideas • provides relevant but general details • uses narrative techniques (dialogue, description, and/or sequencing) to generally advance the story or illustrate the experience	• provides limited development of ideas in support of the task • demonstrates inconsistent focus of ideas • provides limited details • uses narrative techniques (dialogue, description, and/or sequencing) to partially advance the story or assist in illustrating the experience	• provides an attempt to develop ideas in support of the task • demonstrates unclear focus of ideas • provides minimal details • attempts to use narrative techniques (dialogue, description, and/or sequencing)	• fails to develop ideas in support of the task • does not demonstrate focus of ideas • does not provide details • does not use narrative techniques (dialogue, description, and/or sequencing)
Organization	• demonstrates strong coherence and clarity • includes a strong and engaging introduction and provides an effective concluding statement • presents a well-executed sequence of events • uses a variety of precise and effective transitions between events	• demonstrates coherence and clarity • includes a clear introduction and provides a concluding statement • presents a logical sequence of events • uses effective transitions between events	• demonstrates uneven coherence and clarity • includes an introduction and may provide a concluding statement • presents a sequence of events • uses partially effective transitions between events	• demonstrates minimal coherence and clarity • may include an introduction that is not clearly identifiable and may lack a concluding statement • may include events that are disjointed • may attempt transitions between events	• does not demonstrate intentional coherence and clarity • does not present a sequence of events
Language Use & Vocabulary	• establishes and consistently maintains a strongly effective narrative style • uses precise and effective language, including a wide variety of words and phrases, descriptive, linking, and transition words	• establishes and maintains a generally effective narrative style • uses generally appropriate language, including a variety of words and phrases, descriptive, linking, and transition words	• establishes a partially effective narrative style • uses some appropriate language, including a limited variety of words and phrases, descriptive, linking, and transition words	• establishes a minimally effective narrative style • uses imprecise language, including a minimal variety of words and phrases, descriptive, linking, and transition words	• does not establish or maintain a narrative style • uses confusing or inappropriate language
Command of Conventions	• demonstrates consistent command of the conventions of standard English • may contain few minor errors in grammar, usage, or mechanics that do not interfere with comprehension	• demonstrates general command of the conventions of standard English • contains minor errors in grammar, usage, or mechanics that do not interfere with comprehension	• demonstrates partial command of the conventions of standard English • contains errors or patterns of errors in grammar, usage, and/or mechanics that may partially interfere with comprehension	• demonstrates minimal command of the conventions of standard English • contains frequent distracting errors in grammar, usage, and mechanics that interfere with comprehension	• does not demonstrate command of the conventions of standard English • contains numerous distracting errors in grammar, usage, and mechanics that impede comprehension

[1]Per the CCSS, narrative elements in grades 3–5 may include establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue as appropriate. In grades 6–8, narrative elements may include, in addition to the grades 3–5 elements, establishing a context, situating events in a time and place, developing a point of view, and developing characters' motives.

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