

School District U-46 Narrative/Descriptive Rubric

Component	6	5	4	3	2	1
Focus	<input type="checkbox"/> Identifies a clear central story line <input type="checkbox"/> Supported by clear sense of time and place, character development, theme and complicating factor that provides engaging tension.	<input type="checkbox"/> Identifies a clear story line <input type="checkbox"/> Supported by sense of time and place, some character development, theme and adequate complicating factor through much of the writing.	<input type="checkbox"/> Identifies some sense of story line <input type="checkbox"/> Lacks clear setting and character development and theme. <input type="checkbox"/> Lack of tension because of underdeveloped complication.	<input type="checkbox"/> Identifies a weakly focused story line <input type="checkbox"/> Provides uneven development of setting, theme and/or characters <input type="checkbox"/> May lack development in parts or be repetitive OR <input type="checkbox"/> Story is no more than a well-written beginning.	<input type="checkbox"/> Identifies a vague story line and is underdeveloped.	<input type="checkbox"/> Attempts to identify story line, but is very unclear OR <input type="checkbox"/> Identifies story line but provides minimal body development.
Organization	<input type="checkbox"/> Is focused and well organized, with effective use of transitions and/or formatting. <input type="checkbox"/> Narrative structure is clear. <input type="checkbox"/> Obvious beginning, middle and end.	<input type="checkbox"/> Is well organized, but may lack some transitions and/or formatting. <input type="checkbox"/> Narrative structure not obvious and may have minor gaps.	<input type="checkbox"/> Is generally organized, but may have few or no transitions and/or formatting. <input type="checkbox"/> Narrative structure may be implied and sequential flow is disrupted.	<input type="checkbox"/> Is organized in parts of the essay <input type="checkbox"/> Other parts are disjointed and/or lack transitions and/or formatting. <input type="checkbox"/> Narrative structure difficult to determine.	<input type="checkbox"/> Is disorganized or unfocused in much of the essay.	<input type="checkbox"/> Exhibits little or no apparent organization.
Sentence Fluency and Word Choice	<input type="checkbox"/> Consistently exhibits variety in sentence structure. <input type="checkbox"/> Deliberate and thoughtful word choice produces an effect with reader. <input type="checkbox"/> Words used accurately <input type="checkbox"/> Transports the reader.	<input type="checkbox"/> Exhibits some variety in sentence structure <input type="checkbox"/> Uses adequate word choice with some evidence of thought; <input type="checkbox"/> Occasionally, words may be used inaccurately. <input type="checkbox"/> Transports the reader.	<input type="checkbox"/> Most sentences are well constructed but have similar structure <input type="checkbox"/> Word choice is mostly accurate <input type="checkbox"/> Occasionally transports the reader.	<input type="checkbox"/> Sentence structure may be simple and unvaried <input type="checkbox"/> Word choice lacks variety or flair <input type="checkbox"/> May not be enough to affect the reader	<input type="checkbox"/> Sentences lack formal structure <input type="checkbox"/> Word choice is weak and may be often inaccurate.	<input type="checkbox"/> Sentences run-on and appear incomplete or rambling <input type="checkbox"/> Word choice is inaccurate and elementary
Conventions	<input type="checkbox"/> Rare errors in grammar, spelling, and punctuation do not interfere with understanding.	<input type="checkbox"/> Few errors in grammar, spelling, and punctuation do not interfere with understanding.	<input type="checkbox"/> Frequent errors in grammar, spelling, and punctuation, but they do not interfere with understanding.	<input type="checkbox"/> Errors in grammar, spelling, and punctuation sometimes interfere with understanding.	<input type="checkbox"/> Errors in grammar, spelling, and punctuation interfere with understanding in much of the essay.	<input type="checkbox"/> Errors in grammar, spelling, and punctuation prevent reader from fully understanding essay.
Style	<input type="checkbox"/> The writer consistently uses purposeful language to affect the audience through selected vocabulary and information. <input type="checkbox"/> Clear focus on the writer's attitude and presence.	<input type="checkbox"/> The writer generally uses purposeful language to affect the audience through selected vocabulary and information. <input type="checkbox"/> Adequate focus on the writer's attitude and presence.	<input type="checkbox"/> The writer inconsistently uses language to affect the reader through selected vocabulary and information. <input type="checkbox"/> Some focus on the writer's attitude and presence.	<input type="checkbox"/> The writer partially uses language to relate some of his own knowledge or experience, but it adds nothing to the discussion of the topic. <input type="checkbox"/> Little focus on the writer's attitude and presence.	<input type="checkbox"/> The writer weakly uses language for affect but no purposefully selected information or vocabulary is present. <input type="checkbox"/> There is no sense of authorship.	<input type="checkbox"/> The writer does not successfully transform the information in a personal way. <input type="checkbox"/> The ideas and the way they are expressed seem to belong to someone else.