

TNReady Grades 6-8 Narrative Rubric

Revised: May 2017

Score	Focus & Organization	Development	Language	Conventions
4	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> effectively establishes a relevant context and point of view to engage and orient the reader and introduces a narrator and/or characters. utilizes effective organizational strategies to establish a sequence of events and/or experiences that unfold naturally and logically, creating a smooth progression. contains an effective conclusion that reflects on the narrated experiences or events. 	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> effectively utilizes relevant narrative techniques, such as dialogue, pacing, description, and reflection,¹ to thoroughly develop experiences, events, and/or characters. effectively incorporates relevant, well-chosen details from the stimulus. effectively demonstrates a clear understanding of the task and stimulus by using relevant, well-chosen, descriptive details in order to convey a precise picture of the experiences, events, and/or characters. 	The writing: <ul style="list-style-type: none"> illustrates consistent and sophisticated command of precise language, including sensory language, appropriate to the task. illustrates sophisticated command of syntactic variety for meaning and reader interest. utilizes sophisticated and varied transitional words and phrases. 	The writing: <ul style="list-style-type: none"> demonstrates consistent and sophisticated command of grade-level conventions of standard written English.² may contain a few minor errors that do not interfere with meaning.
3	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> adequately establishes a relevant context and point of view to engage and orient the reader and introduces a narrator and/or characters. utilizes adequate organizational strategies to establish a sequence of events and/or experiences that unfold naturally and logically, creating a smooth progression. contains an adequate conclusion that reflects on the narrated experiences or events. 	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> adequately utilizes relevant narrative techniques, such as dialogue, pacing, description, and reflection,¹ in order to sufficiently develop experiences, events, and/or characters. adequately incorporates relevant details from the stimulus. adequately demonstrates an understanding of the task and stimulus by using relevant descriptive details in order to convey a precise picture of the experiences, events, and/or characters. 	The writing: <ul style="list-style-type: none"> illustrates consistent command of precise language, including sensory language, appropriate to the task. illustrates consistent command of syntactic variety for meaning and reader interest. utilizes appropriate and varied transitional words and phrases. 	The writing: <ul style="list-style-type: none"> demonstrates consistent command of grade-level conventions of standard written English.² contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.
2	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> conveys a limited, possibly confusing context and point of view that may include a narrator and/or characters. contains a limited sequence of events and/or experiences that may be confusing or contain gaps that interfere with the natural flow of events and/or experiences. contains a weak conclusion that may be only loosely related to the narrated events or experiences. 	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> utilizes some relevant narrative techniques, such as dialogue, pacing, description, and reflection,¹ in order to partially develop experiences, events, and/or characters. utilizes limited, if any, relevant details from the stimulus. demonstrates some understanding of the task and stimulus by using some relevant details in order to convey a limited picture of the experiences, events, and/or characters. 	The writing: <ul style="list-style-type: none"> illustrates inconsistent command of precise and/or sensory language. illustrates inconsistent command of syntactic variety. utilizes basic or repetitive transitional words and phrases. 	The writing: <ul style="list-style-type: none"> demonstrates inconsistent command of grade-level conventions of standard written English.² contains frequent errors that may significantly interfere with meaning.
1	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> contains an unclear, irrelevant, or no context or point of view. contains no or an ineffective sequence of events and/or experiences that may be brief, confusing, or very hard to follow. contains no or an irrelevant conclusion. 	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> contains few or no relevant narrative techniques, such as dialogue, pacing, description, and reflection,¹ in order to develop experiences, events and/or characters. contains no or irrelevant details from the stimulus. demonstrates little to no understanding of the task and stimulus by using no or irrelevant details, conveying an unclear or no picture of the experiences, events, and/or characters. 	The writing: <ul style="list-style-type: none"> illustrates little to no use of precise and/or sensory language. illustrates little to no syntactic variety. utilizes no or few transitional words and phrases. 	The writing: <ul style="list-style-type: none"> demonstrates limited command of grade-level conventions of standard written English.² contains numerous and repeated errors that seriously impede meaning.

¹ Reflection is expected at grade 8.

² Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.