

East Providence High School
Narrative Writing Rubric

	Exceeds Proficiency	Meets Proficiency	Nearly Meets Proficiency	Below Proficiency
IDEAS	<ul style="list-style-type: none"> • Story is novel and compelling. • The central conflict, question or problem is explicit and well defined. • Narrator and Characters are interesting and vivid. • Complex points of view are clearly drawn. • Details create strong sensory images. 	<ul style="list-style-type: none"> • Story is compelling. • The central conflict, question or problem is explicit and well defined. • The narrator and characters are interesting. • Multiple points of view can be easily inferred. • Most details create strong sensory images. 	<ul style="list-style-type: none"> • Story is interesting. • The central conflict, question, or problem is sometimes difficult to locate. • The narrator and some characters are clearly drawn. • Some details create sensory images. 	<ul style="list-style-type: none"> • Story is flat. • The central conflict, question, or problem is ill defined. • The narrator and characters are flat. • Few details and no sensory images.
ORGANIZATION	<ul style="list-style-type: none"> • Uses narrative techniques such as dialogue, pacing, description, reflection and multiple plot lines to develop experiences, events, and or characters. • Uses of variety of techniques to sequence events so they build on one another. • The lead is incisive and gripping. • The conclusion is comprehensive and powerful. • Writer's central ideas are developed thoroughly throughout the work. 	<ul style="list-style-type: none"> • Uses narrative techniques such as dialogue, pacing, description, reflection and multiple plot lines to develop experiences, events, and or characters. • Uses of variety of techniques to sequence events so they build on one another. • The lead is interesting. • The conclusion is thorough and interesting. • Writer's central ideas are explicit. 	<ul style="list-style-type: none"> • Inconsistently uses narrative techniques such as dialogue, pacing, description, reflection and multiple plot lines to develop experiences, events, and or characters. • Repeatedly uses of a few techniques to sequence events so they build on one another. • The lead is adequate. • The conclusion is adequate. • Writer's central ideas are present but sometimes hard to follow. 	<ul style="list-style-type: none"> • Rarely uses narrative techniques such as dialogue, pacing, description, reflection and multiple plot lines to develop experiences, events, and or characters. • Repeatedly and vaguely uses one technique and inadequately sequences events. • The opening is weak. • The conclusion is a mere restatement of the opening. • Writer's central ideas are inarticulate.
VOICE	<ul style="list-style-type: none"> • The writer has authority and clear purpose. • Voice engages the reader throughout the text. • Writer is confident, knowledgeable, and credible. • Writer is clearly committed to the topic. 	<ul style="list-style-type: none"> • The writer mostly has authority and clear purpose. • Voice engages the reader. • Writer is confident and knowledgeable. • Writer is committed to the topic. 	<ul style="list-style-type: none"> • The writer sometimes has authority and clear purpose. • Voice engages the reader some of the time. • Writer sometimes lacks confidence and displays gaps in knowledge. • Writer is ambivalent. 	<ul style="list-style-type: none"> • The writer has no authority. • Purpose is unclear • Voice does not engage the reader. • Writer lacks confidence and displays major gaps in knowledge. • Writer has no

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				commitment.
WORD CHOICE	<ul style="list-style-type: none"> • Uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. • Text is free of superfluous language. 	<ul style="list-style-type: none"> • Uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. • Text is free of superfluous language. 	<ul style="list-style-type: none"> • Sometimes uses precise words and phrases, telling details, and sensory language to sometimes convey a vivid picture of the experiences, events, setting and/or characters. • Text has superfluous language. 	<ul style="list-style-type: none"> • Rarely uses precise words and phrases, telling details, and sensory language and vaguely conveys a picture of the experiences, events, setting and/or characters. • Text is rife with superfluous language.
SENTENCE FLUENCY	<ul style="list-style-type: none"> • Sentences are articulate, direct, and purposeful. • Text is fluid, elegant, and easy to read. • Transitional sentences add power and clarity to the ideas. • Writer uses a wide variety of sentence structures. 	<ul style="list-style-type: none"> • Sentences are purposeful • Text is fluid and easy to read. • Transitional sentences add power and clarity to the ideas much of the time. • Writer uses some variety of sentence structures. 	<ul style="list-style-type: none"> • Sentences are mostly purposeful. • Text is mostly easy to read. • Some lack of transitional sentences diminishes power and clarity to the ideas. • Writer uses a limited variety of sentence structures. 	<ul style="list-style-type: none"> • Sentences are inarticulate. • Text is difficult to read. • No transitional sentences. • Writer uses no variety in sentence structures.
CONVENTIONS & PRESENTATION	<ul style="list-style-type: none"> • Few or no errors. • Conventions clarify purpose and voice. • If appropriate to the genre, all sources are cited accurately. • Ready to publish. 	<ul style="list-style-type: none"> • Few or no errors. • Conventions serve purpose and voice. • If appropriate to the genre, most sources are cited accurately. • Almost ready to publish. 	<ul style="list-style-type: none"> • Some errors. • Conventions are mostly purposeful. • If appropriate to the genre, many sources are cited accurately. • Some revisions before ready to publish. 	<ul style="list-style-type: none"> • Many errors. • Conventions obscure purpose. • If appropriate to the genre, most sources are cited inaccurately. • Much revision before ready to publish.

To be “Meets Proficiency” the student must be at least Meets Proficiency in Ideas, Organization, and Voice and at least Nearly Meets Proficiency in Word Choice, Sentence Fluency, and Conventions & Presentation