# Narrative Writing Rubric Grades 6-8

## Criteria for Narrative Writing

<table>
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<tr>
<th>Criteria for Narrative Writing</th>
<th>Exemplary Performance</th>
<th>Meeting Expectations</th>
<th>Needs Attention</th>
<th>Critical Area for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening and Development</strong></td>
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<tr>
<td>Knowledge: The writer demonstrates an accurate grasp, in-depth command, and comprehensive understanding of both the explicit and inferred ideas and details they are writing about.</td>
<td>Dynamic understanding</td>
<td>Exemplary understanding</td>
<td>Basic understanding</td>
<td>Little to no understanding</td>
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<tr>
<td><strong>Development and Elaboration</strong></td>
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<tr>
<td>Opening: The writer engages and orients the reader by establishing a context (and point of view) and introducing a narrator and/or characters (W.6(7–8).3a)</td>
<td>Compelling opening</td>
<td>Credible opening</td>
<td>Weak opening</td>
<td>No opening</td>
</tr>
<tr>
<td>Development: The writer uses narrative techniques, such as dialogue, pacing, description, (and reflection) to develop experiences, events, and/or characters (W.6(7-8).3b)</td>
<td>Ample development</td>
<td>Sufficient development</td>
<td>Unclear development</td>
<td>No development</td>
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<tr>
<td><strong>Organization and Focus</strong></td>
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<tr>
<td>Introduction: The writer provides an introduction that frames the topic clearly and provides focus for what is to follow (W.6-8.1a)</td>
<td>Compelling introduction</td>
<td>Well-developed introduction</td>
<td>Underdeveloped or ineffective introduction</td>
<td>No recognizable introduction</td>
</tr>
<tr>
<td>Coherence: The writer organizes an event sequence that unfolds naturally and logically (W.6-8.3a)</td>
<td>Offers purposeful sequencing</td>
<td>Offers sufficient sequencing</td>
<td>Inconsistent sequencing</td>
<td>Little or no sequencing</td>
</tr>
<tr>
<td>Conclusions: The writer provides a conclusion that follows from (and reflects on) the narrated experiences or events (W.6(7-8).3e)</td>
<td>Compelling conclusion</td>
<td>Well-developed conclusion</td>
<td>Underdeveloped or ineffective conclusion</td>
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<td><strong>Language and Clarity</strong></td>
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<tr>
<td>Vocabulary: The writer uses precise words and phrases, relevant descriptive details, and sensory language to (capture the action and) convey experiences and events (W.6(7-8).3d)</td>
<td>Compelling use of precise language and vocabulary</td>
<td>Clear use of precise language and vocabulary</td>
<td>Ineffective use of precise language and vocabulary</td>
<td>Use of imprecise language and weak vocabulary</td>
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<tr>
<td>Transitions: The writer uses a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, (and show the relationships among experiences and events) (W.6-7(8).3c)</td>
<td>Outstanding transitions</td>
<td>Sufficient transitions</td>
<td>Occasional transitions</td>
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<td><strong>Conventions</strong></td>
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<tr>
<td>Conventions: The writer demonstrates a command of grammatical English and mechanical conventions. (L.6-8.1–2)</td>
<td>Few if any errors</td>
<td>Some errors</td>
<td>Several errors</td>
<td>Numerous errors</td>
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</table>

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**Student Name:**

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**Exemplary Performance**

- **Dynamic understanding**
- **Ample development**
- **Compelling introduction**
- **Outstanding transitions**
- **Few if any errors**

**Meeting Expectations**

- **Exemplary understanding**
- **Sufficient development**
- **Credible opening**
- **Sufficient transitions**
- **Some errors**

**Needs Attention**

- **Basic understanding**
- **Unclear development**
- **Inconsistent sequencing**
- **Occasional transitions**
- **Several errors**

**Critical Area for Improvement**

- **Little to no understanding**
- **No opening**
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