NARRATIVE

8th Grade NARRATIVE Rubric

**Note:** This rubric will be used for evaluating multiple writings, thereby showing your progress through the Narrative Unit. As you evaluate your writings, please use a different color highlighter for each new narrative.

**NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **KEY** | | |
| **Highlighter Color** | **Date** | **Title of Narrative** |
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| **Rubric for NARRATIVE WRITING - Eighth Grade** | | | | | | | | | | | | |
|  | **1 point** | 1.5 | **2 points** | 2.5 | **3 points** | 3.5 | **4 points** | 4.5 | **5 points** | 5.5 | **6 points** | **TOTALS** |
| **STRUCTURE** | | | | | | | | | | | | |
| **O**  **V E**  **R**  **A L**  **L** | The writer wrote the important part of an event bit by bit and took out unimportant parts. |  | **+** The writer wrote a story of **one moment in time.** |  | **+**  The writer wrote a  story that has…   * **tension** * **resolution** * **realistic characters,** * **conveys a theme**. |  | **+** The writer wrote a story that…   * has **characters that change**, and * **develops** a theme |  | **+** The writer …   * created **well-developed** characters who change * used the story to **comment on a social issue** |  | **+** The writer created…   * well-developed characters **whose interactions build tension and change over time** |  |
| **L**  **E**  **A**  **D** | A beginning which showed what was happening and where. |  | **+** A beginning that also **gave some clues to what would become the problem / conflict**. |  | **+** A beginning that   * **set the plot in motion** * **hinted at the theme** |  | **+** A beginning that  **Includes the setting.**  **+ Includes details that point to**   * **the central conflict,** * **how story elements connect, OR** * **key character traits** |  | **+** A beginning that  **hints at a bigger context by**   * **Revealing issues that have been brewing** * **Showing how the setting affects the character** * **Contextualizing a time in history** * **Developing one out or many points of view** |  | **+** A beginning that  **introduces a particular narrative voice and point of view** |  |
| **T**  **R**  **A**  **N**  **S**  **I**  **T**  **I**  **O**  **N**  **S** | Showed how much time went by with words and phrases that mark time. |  | **+** **Used transitional phrases** to show the passage of time **in complicated ways:**   * **things happening at the same time** * **flashback** * **flash-forward** |  | **+** Used transitional phrases **and clauses** to alert readers to changes in…   * **setting** * **tone** * **mood** * **point of view OR** * **time** |  | **+** Used transitional phrases and clauses **to connect what happened to why it happened** |  | **+** Used **grammatical structures**   * **paragraphing** * **descriptive phrases and clauses**   **and text structures**   * **chapter divisions** * **extended italics**   to alert reader to changes |  | **+** Use transitional phrases and clauses and grammatical structures …   * **to demonstrate the passage of time** * **to connect parts of the story,** * **to imply cause and effect,** * **to raise questions, AND/OR** * **to make allusions** |  |

**GOALS for STRUCTURE:**

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| **Rubric for NARRATIVE WRITING - Eighth Grade** | | | | | | | | | | | | |
|  | **1 point** | 1.5 | **2 points** | 2.5 | **3 points** | 3.5 | **4 points** | 4.5 | **5 points** | 5.5 | **6 points** | **TOTALS** |
| **STRUCTURE** | | | | | | | | | | | | |
| **E**  **N**  **D**  **I**  **N**  **G** | An ending that…  Connected to the beginning or middle of the story.  Used action, dialogue, or feeling, to bring story to a close. |  | **+** An ending that…   * **Connected to the main part of the story.** * **Gave the readers a sense of closure by the character’s…** * actions * dialogue * **new realization** |  | **+** An ending that…   * **Connected to the theme** * Showed closure by the character’s… * **new** dialogue, * actions**, OR** * **inner thinking.** * realization or **insight OR** * **a change in the character** |  | **+** An ending that showed **clearly** how…   * **the character changes OR** * **the problem was resolved**   **If no resolution, gave details to leave the reader thinking about the theme.** |  | **+** If no resolution**, circled back** to the theme. |  | **+** An ending that gave the reader a sense of closure by…   * **returning to a theme AND/OR** * **revealing how characters change**   **+** An ending that **suggested a social commentary.** |  |
| **O**  **G**  **A**  **N**  **I**  **Z**  **A**  **T**  **I**  **O**  **N** | Used paragraphs to show…   * time changes * different parts of the story * when a new character was speaking |  | **+ Some parts of the story are longer and more developed than others.** |  | **+** Used paragraphs **purposefully,** to show…   * time changes * **setting changes** * new parts of the story * **to create suspense**     **Created a logical, clear sequence of events.** |  | **+ Used traditional story structure to best bring out the meaning in the story:**   * **Rising action** * **Conflict** * **Falling action** |  | **+** **Modified a traditional story structure, dealing with time in purposeful ways to bring out the meaning of the story.** |  | **+** Used or adapted story structures and **literary traditions to fit.**  **+ Dealt with time purposefully**   * **Introducing multiple plot lines** * **Flash-forwards** * **Flashbacks** |  |
| **TOTAL for STRUCTURE** | | | | | | | | | | | |  |

**GOALS for STRUCTURE:**

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| **Rubric for NARRATIVE WRITING - Eighth Grade** | | | | | | | | | | | | | |
|  | **1 point** | 1.5 | **2 points** | 2.5 | **3 points** | 3.5 | **4 points** | 4.5 | | **5 points** | 5.5 | **6 points** | **TOTALS** | |
| **DEVELOPMENT** | | | | | | | | | | | | | |
| **E**  **L**  **A**  **B**  **O**  **R**  **A**  **T**  **I**  **O**  **N** | The writer added more to the heart of the story, including:   * actions * dialogue * thoughts and feelings |  | **+** The writer… **developed characters, setting, and plot throughout this story,** especially the heart of the story.  **+** To do this, the writer used a blend of…   * **description** * **action** * **dialogue, AND** * **thinking.** |  | **+** The writer **developed**   * **realistic** characters * **details** * **action** * **dialogue, AND** * **internal thinking**   **and WHY they speak and act that way to contribute to the deeper meaning of the story.** |  | **+** The writer developed the   * action * dialogue * details, AND * internal thinking   **to convey the theme.**  **+** The writer **showed what is specific about the main character.**  **+** The writer **developed the setting and the characters’ relationship to that setting.** |  | | **+** The writer **developed complicated story elements, maybe by contrasting the character’s thinking with his or her actions or dialogue.**  **+** The writer **developed the main character’s relationship to other characters.**  **+** The writer **showed character flaws as well as strengths to add complexity.**  **+** The writer **used details to develop the theme.** |  | **+** The writer developed **complicated story elements through key details to add tension or meaning.**  **+** The writer showed character flaws, strengths, and **aspects that make them unique OR worthy of being written about.** | **X 2** |
| **C**  **R**  **A**  **F**  **T** | PACING/MOOD: Made some parts of the story go quickly, some slowly.  DESCRIPTION: Included precise, sensory details and figurative language (simile, metaphor, personification) to bring his story to life.  VOICE/TONE: Used the storytelling voice and conveyed the emotion or tone of his story through:   * description * phrases * dialogue AND * thoughts. |  | **+ PACING/MOOD: Slowed down the heart of the story and made less important parts shorter and less detailed. Blended storytelling and summary as needed.**  **+ DESCRIPTION:** Used precise, sensory details and figurative language **so the readers could picture the…**   * **Setting** * **Characters, AND** * **Events**   **+ Used some objects or actions as symbols to bring forth meaning.**  **+ VOICE/TONE: Varied sentences to create tone.** |  | **+** **DESCRIPTION:** **Wove together…**   * Precise descriptions * Figurative language   AND   * Symbolism   to help readers **picture…**   * **Setting** * **Actions** * **Events**   **and to bring forth meaning.**  **+** **VOICE/TONE:** **Used language that fit the story’s meaning and context**  **Ex. Different characters used different kinds of language** |  | **+ DESCRIPTION/MOOD:** Used specific details and figurative languageto help the reader **understand the place and mood:**   * **Making an object or space symbolic** * **Using the weather** * **Using repetition**   **+ VOICE/TONE: Varied tone to match the variety of emotions experienced by the characters across the story.** | |  | **+** **MOOD: Created a mood as well as a physical setting, and showed how the place changed or its relationships to the characters changed.**  **+ DESCRIPTION: Used symbolism to connect with a theme.**  **+ TONE: Varied tone to…**   * **bring out different perspectives within the story**   **OR**   * **to show a gap between the narrator’s point of view and that of other characters** |  | **+ DESCRIPTION:** Used symbolism **or metaphor for subtle** as well as obvious connections to theme**.**  **+ TONE: Varied the pace and tone to develop tension** and/or different perspectives across the text. | **X 2** |
| **TOTAL for DEVELOPMENT** | | | | | | | | | | | | |  |

**GOALS for DEVELOPMENT:**

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| **Rubric for NARRATIVE WRITING - Eighth Grade** | | | | | | | | | | | | |
| **CONVENTIONS** | | | | | | | | | | | | |
|  | **0 points** | | | | **3 points** | | | | **6 points** | | | **TOTALS** |
| **S**  **P**  **E**  **L**  **L**  **I**  **N**  **G** | The writer spelled many simple words and homonyms incorrectly. | | | | The writer **used higher level words, but had trouble spelling some to many.** | | | | The writer **spelled all (or almost all) words correctly.** | | |  |
|  | **1 point** | 1.5 | **2 points** | 2.5 | **3 points** | 3.5 | **4 points** | 4.5 | **5 points** | 5.5 | **6 points** |  |
| **P**  **U**  **N**  **C**  **T**  **U**  **A**  **T**  **I**  **O**  **N** | Used commas in long, complex sentences to make them clear. |  | **+** **Used commas to set off introductory parts of sentences**  **+** **Used commas to show direct address** |  | **+ Used dashes, parentheses, colons, and semicolons to include extra detail and explanation**  **+ Punctuated dialogue correctly** |  | **+** **Varied sentence structure (simple and complex)** |  | **+ Used different sentence structures to achieve different purposes.**  **+ Used verb tenses that shift when needed:**   * **flashback** * **back to present**   **+ Decided between active and passive voice where appropriate** |  | **+ Used conventions to enhance meaning, pace, and tone.** |  |
| **TOTAL for CONVENTIONS** | | | | | | | | | | | |  |

**GOALS for CONVENTIONS:**