

8th Grade Narrative Essay Rubric

	1 Below-level	2 Slightly below-level	3 At-level	4 Exceeds-level
Engagement	<p>Student responds to few or no parts of the prompt.</p> <p>Student does not establish a context or point-of-view for the narrative.</p> <p>Student does not introduce a narrator and/or characters.</p>	<p>Student responds to most parts of the prompt.</p> <p>Student attempts to engage the reader by establishing a context and point-of-view.</p> <p>Student attempts to introduce a narrator and/or characters.</p>	<p>Student responds to all parts of the prompt.</p> <p>Student engages the reader by establishing a context and point-of-view.</p> <p>Student introduces a narrator and/or characters.</p>	<p>Student responds effectively to all parts of the prompt.</p> <p>Student completely engages the reader by establishing a clear, interesting context and point-of-view.</p> <p>Student introduces and develops a narrator and/or characters.</p>
Organization	<p>Student does not use a plot/event sequence, and/or the plot/event sequence is not logical or well-planned.</p> <p>Student does not use transitional words, phrases, and clauses.</p> <p>Student does not provide a conclusion or the conclusion is illogical in the context following the events of the narrative.</p>	<p>Student unfolds a plot/event sequence that may be unorganized or not planned.</p> <p>Student occasionally uses appropriate transitional words, phrases, and clauses.</p> <p>Student provides a conclusion that follows the events of the narrative.</p>	<p>Student organizes and unfolds a plot/event sequence.</p> <p>Student uses a variety of appropriate transitional words, phrases, and clauses to indicate shifts in time or place.</p> <p>Student provides a conclusion that follows and reflects on the events of the narrative.</p>	<p>Student organizes and unfolds a well-planned plot/event sequence.</p> <p>Student skillfully connects events using appropriate transitional words, phrases, and clauses to indicate shifts in time or place.</p> <p>Student uses a well-planned conclusion that is logically related to and expands on prior events.</p>
Techniques	<p>Student does not use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or</p>	<p>Student occasionally uses narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or</p>	<p>Student uses narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters.</p>	<p>Student skillfully and consistently uses narrative techniques such as dialogue, pacing, and description to develop experiences, events,</p>

	<p>characters.</p> <p>Student does not use precise words and phrases or sensory language. Student provides irrelevant descriptive details.</p>	<p>characters.</p> <p>Student occasionally uses precise words and phrases, relevant descriptive details, and sensory language.</p>	<p>Student uses precise words and phrases, relevant descriptive details, and sensory language throughout the work.</p>	<p>and/or characters.</p> <p>Student displays appropriate use of precise words and phrases, relevant descriptive details, and sensory language to add to the meaning of events.</p>
Style & Language	<p>Student demonstrates little to no understanding of writing conventions, making writing difficult to understand.</p> <p>Student does not or inaccurately uses grade-appropriate academic and domain-specific words or phrases. Such usage detracts from the overall efficacy of the essay.</p>	<p>Student demonstrates incomplete mastery of writing conventions, that may interfere with meaning.</p> <p>Student occasionally uses grade-appropriate academic and domain-specific words or phrases. Such usage may detract from the efficacy of the argument.</p>	<p>Student demonstrates good command of writing conventions. Mistakes are barely noticeable and do not interfere with meaning.</p> <p>Student mostly uses grade-appropriate academic and domain-specific words or phrases. Student occasionally misuses words or phrases, but such usage does not detract from the overall efficacy of the argument.</p>	<p>Student demonstrates excellent command, using writing conventions to enhance the overall meaning of the essay.</p> <p>Student consistently and appropriately uses grade-appropriate academic and domain-specific words or phrases. Such usage bolsters the efficacy of the essay.</p>