

# Narrative Writing: Standards-Based Rubric

Use this rubric to assess your students' writing. Proficiency is aligned with **7th grade** standards for narrative writing.

	(1) Beginning	(2) Developing	(3) Proficient
<b>Introduction</b>	Some context is established; narrator and/or character(s) are introduced.	Context is established to orient the reader; narrator and/or character(s) are introduced.	Readers are engaged, and context and point of view are established; narrator and/or character(s) are introduced.
<b>Organization</b>	The sequence of events is loosely organized.	The sequence of events is organized, but doesn't always unfold naturally.	The sequence of events is organized and unfolds naturally and logically.
<b>Technique</b>	Few, if any, narrative techniques, such as dialogue, pacing, or description, are used.	Some narrative techniques are used, but are inconsistent or do not support the flow of the story.	Narrative techniques are used effectively to develop experiences, events, and/or characters.
<b>Transitions</b>	Some transition words are used, but may be inconsistent or do not support the sequence of events.	A variety of transition words, phrases, and clauses are used to manage the sequence of events.	A variety of transition words, phrases, and clauses are used to clearly convey sequence and signal shifts in time frame or setting.
<b>Details</b>	Few, if any, concrete words, phrases or sensory details are used; experiences and events are vague or flat.	Some precise words and sensory details are used, but events and experiences in the story lack depth.	Precise words and phrases, relevant descriptive details, and sensory language are used to capture action and convey experiences and events.
<b>Conclusion</b>	The conclusion is related to the narrated experiences or events but does not follow directly.	The conclusion follows directly from the narrated experiences or events.	The conclusion follows from and reflects on the narrated experiences and events.