

scoring rubric for narrative template tasks

| Scoring Elements | Not Yet | | Approaches Expectations | | Meets Expectations | | Advanced |
|-----------------------|--|-----|--|-----|---|-----|---|
| | 1 | 1.5 | 2 | 2.5 | 3 | 3.5 | 4 |
| Focus | Attempts to address prompt but lacks focus or is off-task. | | Addresses prompt appropriately, but with a weak or uneven focus | | Addresses the prompt appropriately and maintains a clear, steady focus. | | Addresses all aspects of the prompt appropriately and maintains a strongly developed focus. |
| Controlling Idea | Attempts to establish a theme or storyline, but lacks a clear or sustained purpose. | | Establishes a theme or storyline, but purpose is weak, with some lapses in coherence. | | Establishes a theme or storyline, with a well-developed purpose carried through the narrative. | | Establishes a compelling theme or storyline, with a well developed purpose carried through the narrative through skillful use of narrative techniques. |
| Reading/ Research | Directly restates information from reading materials, interviews, and/or visual materials; uses materials inaccurately, OR information from source materials is irrelevant for the purpose at hand. | | Uses reading materials, interviews, and/or visual materials with minor lapses in cohesion, accuracy or relevance. | | Accurately integrates reading material, interviews, and/or visual material to authenticate the narrative. | | Accurately and seamlessly integrates reading material, interviews, and/or visual material to authenticate the narrative |
| Development | Descriptions of experiences, individuals, and/or events are overly simplified or lack details. L2 Attempts to use stylistic devices (e.g., imagery, tone, humor, suspense) but devices are used awkwardly or do not serve the purpose of the narrative. | | Develops experiences, individuals, and/or events with some detail but sense of time, place, or character remains at the surface level. L2 Uses appropriate stylistic devices (e.g., imagery, tone, humor, suspense) unevenly. | | Develops experiences, individuals, and/or events with sufficient detail to add depth and complexity to the sense of time, place, or character. L2 Uses appropriate stylistic devices (e.g., imagery, tone, humor, suspense) to support the purpose of the narrative. | | Elaborates on experiences, individuals, and/or events with comprehensive detail to add depth and complexity to the sense of time, place, or character. L2 Skillfully integrates appropriate stylistic devices (e.g. imagery, tone, humor, suspense) to support the purpose of the narrative. |
| Organization | Attempts to use a narrative structure; composition is disconnected or rambling. | | Applies a narrative structure (chronological or descriptive), with some lapses in coherence or awkward use of the organizational structure. | | Applies a narrative structure (chronological or descriptive) appropriate to the purpose, task, and audience; storyline clearly conveys the theme or purpose | | Applies a complex narrative structure (chronological or descriptive) appropriate to the purpose, task and audience. that enhances communication of theme or purpose and keeps the reader engaged |
| Conventions | Lacks control of grammar, usage, and mechanics; little or ineffective use of transitions. | | Demonstrates an uneven command of standard English; inconsistently uses transitions between sentences and paragraphs to connect ideas. | | Demonstrates a command of standard English conventions with few errors; consistently uses transitions between sentences and paragraphs to connect ideas. Provides bibliography or works consulted when prompted. | | Demonstrates a well-developed command of standard English conventions; effectively uses transitions between sentences and paragraphs to connect ideas. Provides bibliography or works consulted when prompted. |
| Content Understanding | Attempts to include disciplinary content, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate. | | Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanations. | | Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding. | | Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding. |