**Assessment Rubric for Narrative**

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| Criteria | 4- Exceeds Expectations | 3- Above Expectations | 2- Meets Expectations | 1- Below Expectations |
| Exposition &  Conclusion | -Distinct & notable personality and style engages & orients the reader.  -Narrative focuses on a compelling, well‐defined experience.  -Effective & creative exposition sets up the narrative and draws in the reader.  -Skillful conclusion artfully follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | -Evident & appropriate personality and style orients the reader.  -Narrative focuses on an adequately defined experience.  -Adequate exposition sets up the narrative and draws in the reader.  -Adequate conclusion follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | -Weak or occasionally inappropriate personality and style.  -Narrative has an inconsistent focus on the experience.  -Vague &/or weak exposition.  -Vague &/or weak conclusion that follows from what is experienced, observed, or resolved over the course of the narrative. | -Personality & style lacks individuality; may be inappropriate.  -Narrative has an unidentifiable focus on an experience.  -One sentence or non‐existent exposition.  -One sentence or non‐existent conclusion. |
| Narrative Techniques & Development | -Skillful descriptions employ “show, don’t tell.”  -Vivid sensory details bring narrative to life.  -Clear and effective story conventions make narrative flow naturally. | -Adequate & appropriate descriptions employ “show, don’t tell.”  -Adequate sensory details often bring narrative to life.  -Mostly clear story conventions. | -Weak descriptions that mostly “tell, don’t show.”  -Vague &/or weak descriptive/sensory details sometimes bring narrative to life.  -Sometimes vague story conventions somewhat confuse narrative. | -Ineffective descriptions; all “tell, not show.”  -Ineffective &/or incorrect descriptive/sensory details.  -Mostly vague &/or incorrect story conventions make narrative very confusing. |
| Organization, Fluency & Style | -Effective transitions clarify the relationship between ideas.  -Skillfully fluent sentences (varied syntax) enhance ideas. | -Adequate transitions suggest the relationship between ideas.  -Mostly fluent sentences (some varied syntax) convey ideas. | -Ineffective transitions show the relationship between some ideas.  -An accumulation of run‐on, choppy, or incomplete sentences impedes clarity of ideas. | -Incorrect or no transitions.  -Pervasive run‐on, choppy, or incomplete sentences prevents clarity of ideas. |
| Grammar, Spelling, Punctuation | -Generally free of most errors. | -Some errors. | -Accumulation of errors. | -Pervasive errors. |
| Resources & Presentation | -Mastery of academic integrity.  -Accurately credits others’ work with accurate & complete citations. -Accurate style & formatting appropriate to content area/assignment. | -Attempt to master academic integrity.  -Mostly credits others’ work with mostly accurate citations.  -Mostly accurate style & formatting appropriate to content area/assignment. | -Inconsistent mastery of academic integrity. -Inconsistent credit to work of others with few citations. -Inconsistent style & formatting appropriate to content area/assignment. | -Little to no mastery of academic integrity. -Inaccurate or no credit to work of others with no citations.  -Inaccurate or nonexistent style & formatting appropriate to content area/assignment. |