

# Literacy Narrative Rubric

Name \_\_\_\_\_ Period \_\_\_\_\_

\*\*\* This assignment must be 3-5 full pages in length using MLA formatting in order to receive *any* credit.

	4	3	2	1
IDEAS X2	<ul style="list-style-type: none"> <li>Throughout the piece, <b>powerfully states</b> or hints at a clear and insightful theme related to literacy.</li> <li>Writing <b>consistently expresses</b> the significance of the situation <b>using advanced narrative methods (foreshadowing, inferring, etc.)</b>, building towards a particular outcome for the audience.</li> <li>Specific narrative and descriptive details of people and places <b>are used effectively</b> to relate events and create concrete images in readers' minds.</li> <li>Setting is presented clearly and vividly, effortlessly revealing time, geographical setting, and environment.</li> <li>Characters and subjects are fully developed and believable.</li> <li>Where appropriate, <b>natural dialogue enhances theme</b> and plot while providing significant evidence of characterization.</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the piece, implies or states a clear and insightful theme related to literacy.</li> <li>Writing explicitly states significance of the situation for the audience, foregoing narrative methods.</li> <li>Narrative and descriptive details and some concrete images are used to relate events and create images in readers' minds.</li> <li>Setting is presented clearly, including time, geographical setting, and environment.</li> <li>Characters and subjects are developed and believable.</li> <li>Where appropriate, natural dialogue attempts to enhance theme and plot, but may not always establish intended characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>Throughout most of the piece, implies or states a clear theme mostly related to literacy.</li> <li>Writing may or may not states significance of the situation for readers.</li> <li>Some narrative and descriptive details are used, but they are sporadic or occasionally unrelated to theme.</li> <li>Setting is presented, including time, geographical setting, and environment.</li> <li>Characters and subjects are somewhat developed and generally credible.</li> <li>Where appropriate, dialogue works to enhance theme and plot, but may be forced at times or fail to establish characterization.</li> </ul>	<ul style="list-style-type: none"> <li>Implies or states a theme somewhat related to literacy, but the theme may not be clear or present throughout the piece.</li> <li>Narrative or descriptive details are sparse and occasionally unrelated.</li> <li>Lacks one or more elements of setting: time, geographical setting, and environment; and physical or emotional setting is unclear.</li> <li>Characters and subjects are incompletely developed and rarely credible.</li> <li>Where appropriate, dialogue is present, but is forced and unnatural, often failing to enhance theme and characters.</li> </ul>
ORGANIZATION	<ul style="list-style-type: none"> <li><b>Near flawless organization</b> in a logical, effective manner. Excels at using an organizational structure that is easy for the reader to follow, and appropriate for the form of creativity.</li> <li>Title and exposition capture reader's attention, provide background information necessary for understanding the experience, and clearly establish purposeful theme through hint of significance or effect of experience for writer's life.</li> <li>A logical order of events is <b>clearly provided</b> for readers, with cue words that clearly point out shifts to flashback, flash-forward, spatial order, of order of importance.</li> <li>Effective transitions used to make meaningful connections between ideas, sentences, and paragraphs.</li> <li>Resolution is purposeful and satisfying, tying narrative together, explicitly stating or implying significance or effect of experience, and clearly revealing gained insight into life and connecting entire experience to more general and abstract ideas about life.</li> </ul>	<ul style="list-style-type: none"> <li>Consistent organization in a logical, effective manner. Organization is present and works to carry the reader through the piece.</li> <li>Title and exposition engage reader's attention, provide most background information necessary to understanding the experience, and establish purposeful theme through fairly interesting hints of significance or effect of experience.</li> <li>Events are largely presented in logical order, with many cue words that point out shifts in organizational pattern.</li> <li>Often uses effective transitions to make connections between most ideas, sentences, and paragraphs</li> <li>Resolution is purposeful but may lack complete clarity, tying together most strands of narrative, stating or implying significance or effect of experience, revealing gained insight into life and connecting experience to general ideas about life.</li> </ul>	<ul style="list-style-type: none"> <li>Organization attempts to draw conclusions in logical manner, but there are flaws. Structure may occasionally distract reader from content or creativity.</li> <li>Title and exposition attempt to engage reader's attention, provide only sketchy background information, and vaguely hint at theme through some hints of significance or effect of experience.</li> <li>Reader struggles to determine chronology of events, though some cue words are utilized.</li> <li>Reader is left to some many connections between ideas, sentences, and paragraphs.</li> <li>Resolution is abrupt or somewhat bland, leaving some questions unanswered, merely alluding to significance or effect of experience, and only partially revealing gained insight into life.</li> </ul>	<ul style="list-style-type: none"> <li>Reader is often confused, but attempts have been made to organize the content. Author fails to create an organization that carries the reader through the piece. Structure of is very distracting from the content.</li> <li>Title and exposition present but fail to effectively grab reader's attention. Very little background information is provided in the intro, which also contains very few hints of significance or effect of the experience, minimally establishing focus of piece.</li> <li>Organizational pattern is challenging to ascertain, with few cue words.</li> <li>Reader is often left to make connections between significant jumps in ideas, sentences, and paragraphs. Writing seems very disjointed.</li> <li>Resolution gets lost in the structure of the paper, only glancing over the significance or effect of experience, and containing little reference to gained insight into life.</li> </ul>

	4	3	2	1
WORD CHOICE and SENTENCE FLUENCY	<ul style="list-style-type: none"> <li>Vocabulary is suitable for content and clearly conveys the writer's specific meaning. <u>Writer uses vivid words and phrases</u> that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.</li> <li>Sentence fluency aids in the flow of the piece, with purposeful, varied sentence beginnings and length that create an engaging cadence.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary is suitable for content, but some word selections should be reconsidered due to lack of specificity or faulty meaning. Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.</li> <li>Sentence fluency attempted, with varied sentence beginnings and length.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary mostly suitable for content, but many word selections need to be reconsidered. Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.</li> <li>Sentence structure rarely deviates, with few varied sentence beginnings and length.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary is not suitable for grade level or content. Word selections are often bland, unspecific, or questionable. Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.</li> <li>Sentences are nearly all constructed in same manner, and some may cause the reader to stumble; sentences lack structure and appear incomplete or rambling.</li> </ul>
VOICE	<ul style="list-style-type: none"> <li>Writes in a way that illustrates author's own unique, but appropriate style.</li> <li>The writer seems to be writing from knowledge or experience.</li> <li>The author has taken the ideas and made them "his own."</li> <li>Writing engages audience in a profound manner.</li> <li>Many rhetorical strategies enhance the message and tone.</li> </ul>	<ul style="list-style-type: none"> <li>Writer's voice may become apparent throughout the paper, but the tone sometimes seems monotone or inappropriate.</li> <li>The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.</li> <li>Writing engages audience.</li> <li>Rhetorical strategies are purposeful, but could be stronger.</li> </ul>	<ul style="list-style-type: none"> <li>Somewhat difficult for the reader to discern the writer's voice.</li> <li>Tone is often monotone or inappropriate.</li> <li>The writer relates some of his own knowledge or experience, but it adds little to the discussion of the topic.</li> <li>Writing somewhat engages audience.</li> <li>Some significant rhetorical strategies used, but purpose is not always clear.</li> </ul>	<ul style="list-style-type: none"> <li>Very difficult for the reader to discern the writer's voice.</li> <li>Reader engagement is hindered by very monotonous, dull, or inappropriate writing.</li> <li>The writer has not tried to transform the information in a personal way.</li> <li>The ideas and the way they are expressed seem to belong to someone else.</li> <li>Writing isn't engaging or appealing to audience.</li> <li>Few rhetorical strategies used and purpose is unclear or weak.</li> </ul>
CONVENTIONS	<ul style="list-style-type: none"> <li>Little to no errors in conventions. Standard English grammar, usage, spelling, punctuation, and capitalization are used appropriately throughout piece.</li> <li>Writer clearly takes risks with their conventions and it works!</li> <li>MLA formatting mastered.</li> </ul>	<ul style="list-style-type: none"> <li>Few errors in conventions. Standard English grammar, usage, spelling, punctuation, and capitalization are used with few problems.</li> <li>MLA formatting is used with few minor errors.</li> </ul>	<ul style="list-style-type: none"> <li>Errors in conventions are distracting. Standard English grammar, usage, spelling, punctuation, and capitalization disrupt readers' comprehension.</li> <li>MLA formatting has many errors, often distracting.</li> </ul>	<ul style="list-style-type: none"> <li>Errors in conventions distract the reader from content. Minimal use of standard English grammar, usage, spelling, punctuation, and capitalization confuses the reader.</li> <li>MLA formatting has gross errors with minimal attention to detail and manuscript form.</li> </ul>
Writing Process	<ul style="list-style-type: none"> <li>Each assigned draft submitted according to or exceeding the minimum requirements.</li> <li>Reflective and Accurate metacognitive submitted that includes <u>thorough</u> discussion of strengths, weaknesses, personal growth, plans, and personal evaluation according to the rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Each assigned draft submitted according to the minimum requirements.</li> <li>Reflective and complete metacognitive submitted that includes <u>some good discussion</u> of strengths, weaknesses, personal growth, plans, and personal evaluation according to the rubric, but <b>may not be done consistently</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Drafts submitted according to the minimum requirements. <b>One draft may be missing or incomplete.</b></li> <li>Completed metacognitive submitted that includes <b>brief discussion</b> of strengths, weaknesses, personal growth, plans, and personal evaluation according to the rubric.</li> <li>Metacognitive <b>may be</b> lacking personal reflection.</li> </ul>	<ul style="list-style-type: none"> <li>Drafts submitted according to the minimum requirements. <b>One or more drafts</b> may be missing or incomplete.</li> <li>Metacognitive includes some/brief discussion of strengths, weaknesses, personal growth, plans, and personal evaluation according to the rubric.</li> <li>Metacognitive <b>may be missing or might be lacking personal reflection.</b></li> </ul>

My Points \_\_\_\_\_ ÷ # of Categories 8 = My Score \_\_\_\_\_%

**Comments:**