**Assessment Rubric for Narrative**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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. |