

SCORING RUBRIC FOR NARRATIVE TEMPLATE TASKS

Scoring Elements	Not		Approaches Expectations		Meets Expectations		Advanced	
	1	1.5	2	2.5	3	3.5	4	
Disciplinary Content	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 storyline, but lacks a clear or sustained purpose.	Establishes a storyline, but purpose is weak, with some lapses in coherence.	Establishes a storyline, with a well-developed purpose carried through the narrative.	Establishes a compelling storyline, with a well developed purpose carried through the narrative through skillful use of narrative techniques.			
	Content/subject Understanding	Content is weak, irrelevant, inappropriate, or inaccurate.	Shows basic or uneven understanding of content; minor errors in explanations.	Ideas presented demonstrate generally accurate understand of the topic being studied.	Ideas presented demonstrate a relevant and accurate explanation that demonstrate in-depth understanding and enhance understanding of topic.			
	Reading/ Research (when applicable)	Directly restates information from reading materials and/or visual materials; uses materials inaccurately, OR information is irrelevant.	Uses reading materials and/or visual materials with minor lapses in cohesion, accuracy or relevance.	Accurately integrates reading materials and/or visual materials including multiple details from the text to authenticate the narrative.	Accurately and seamlessly integrates reading materials and/or visual materials including multiple details from the text to authenticate the narrative.			
Disciplinary Writing	Development	Descriptions of experiences, individuals, and/or events are overly simplified or lack details.	Develops experiences, individuals, and/or events with some detail but sense of time, place, or character remains at the surface level.	Develops experiences, individuals, and/or events with sufficient detail to add depth and complexity to the sense of time, place, or character.	Elaborates on experiences, individuals, and/or events with comprehensive detail to add depth and complexity to the sense of time, place, or character.			
	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.	Demonstrates a well-developed command of standard English conventions; effectively uses transitions between sentences and paragraphs to connect ideas.			