ERB | WrAP WRITING ASSESSMENT PROGRAM

NARRATIVE RUBRIC For Stimulus-Based and Non-Stimulus Prompts

Please note that sample links are only accessible by ERB Members.

	Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics
When scoring, consider the degree to which the response:	**Overall effect of the paper:** • Addresses the expectations of a narrative essay • Is fluent • Includes narrative elements and techniques such as characters, setting, dialogue, plot structure, pacing, descriptions and the progression of events that develop the story • Include text references where appropriate*	• Is clearly and logically sequenced • Shows a beginning, middle and end • Is paragraphed using transitional words, phrases, and techniques to show progression of story events	• Includes narrative elements such as characters, setting, dialogue, plot structure, and the progression of events that develop the story • Includes text references where appropriate*	Includes sentences that are: • Complete and correct • Varied in structure and length • Correct in their usage	• Uses precise words and phrases, sensory language to provide vivid pictures of events, setting, and/or characters • Employs effective language and word choice	Shows a command of standard English mechanics in: • Spelling • Punctuation • Capitalization
6	• Fluent, richly developed • Clear awareness of audience and purpose • Distinctive, engaging voice • Original, insightful, or imaginative	• Carefully but subtly organized from beginning to end • Logical sequence of events • Elegant flow of ideas • Provides closure	• Supporting details are rich, interesting, and informative throughout; fully developed • Details are relevant and appropriate for the focus	• Sentence structures enhance style and effect • Virtually no errors in structure or usage • Successfully uses more sophisticated, varied sentence patterns	• Rich, effective vocabulary throughout • Vivid language • May use figurative language and imagery	• Very few or no mechanical errors relative to length or complexity
5	• Fluent, fully developed • Clear awareness of audience and purpose • Evidence of voice, compositional risks attempted • Cohesive	• Organized from beginning to end • Logical sequence of events • Subtle transitions • Provides closure	• Details are strong and varied throughout • Details and narrative elements are relevant and appropriate for the focus	• Sentence structures are appropriate to style and effect • Few errors in structure or usage • Moderately successful in using more sophisticated sentence patterns	• Effective vocabulary • Generally successful in using rich language	• Few mechanical errors relative to length or complexity
4	• Moderately fluent, adequately developed • Awareness of audience and purpose • Ideas developed but somewhat limited in depth	• Minor lapses in order or structure and sequencing of events • Meaning is subordinate to organizational devices • Contrived transitions • Provides closure	• Details are adequate to support the focus • Details are generally relevant to the focus	• Some sentence variety • Generally correct structure and usage • Attempts to use more sophisticated sentence patterns	• Acceptable vocabulary • Attempts to use rich language • Misuse of big words	• Some mechanical errors that do <u>not</u> interfere with communication • Limited text, but mechanically correct
3	• Somewhat developed • Some awareness of audience and purpose • Repetitive or too general	• Poor transitions • Random sequencing of narrative events • Attempts closure • Shift in focus	• Details lack elaboration • Response provides insufficient relevant details • Important details are omitted	• Little sentence variety • Errors in structure or usage interfere with meaning • Over-reliance on simple or repetitive constructions • Chaining • Noticeable errors in usage	• Simplistic vocabulary with acceptable but limited word choice • Some errors in word choice	• Some mechanical errors that <u>do</u> interfere with communication • Errors are disproportionate to the length or complexity of the piece (errors cause major problems for readers)
2	• Poorly developed • Poor awareness of audience or purpose • Ideas and details are not clear	• Thought patterns are difficult to follow • Events are not clear or sequenced • Resembles free-writing, rambling • Continual shifts in focus	• Supporting details are listed • Repetitious details • Too few details	• No sentence variety in the story • Serious errors in structure or usage • Too brief to demonstrate variety	• Simplistic vocabulary with inappropriate and/or incorrect word choice	• Noticeable mechanical errors that interfere with communication • Errors are disproportionate to the length or complexity of the piece (errors cause major problems for readers)
1	• Restates topic • No awareness of audience or purpose • No awareness of narrative elements • Inappropriate response • Too brief to show development	• So short that it lacks organization • So confused that the student's response is difficult to understand	• Virtually no details • Irrelevant details	• Lack of sentence sense • Errors throughout in sentence structure • Errors throughout in usage • Too brief to evaluate	• Extremely limited vocabulary • Errors throughout in word choice • Too brief to evaluate	• Mechanical errors that seriously interfere with communication • Too brief to evaluate

NON-SCORABLE (N): is illegible: i.e., includes so many indecipherable words that no sense can be made of the response—or—is incoherent: i.e., words are legible but syntax is so garbled that response makes no sense—or—is a blank paper.