## NARRATIVE RUBRIC For Stimulus-Based and Non-Stimulus Prompts

**Overall Development**
- 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

**Organization**
- Carefully but subtly organized from beginning to end
- Logical sequence of events
- Elegant flow of ideas
- Provides closure

**Support**
- Details are strong and varied throughout
- Details and narrative elements are relevant and appropriate for the focus
- Provides closure

**Sentence Structure**
- Sentence structures enhance style and effect
- Virtually no errors in structure or usage
- Successfully uses more sophisticated sentence patterns

**Word Choice**
- Uses precise words and phrases, sensory language to provide vivid pictures of events, setting, and/or characters
- Employs effective language and word choice

**Mechanics**
- 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

**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

**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

**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

**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

**1**
- Restates topic
- No awareness of audience or purpose
- No awareness of narrative elements
- Inappropriate response
  - So short that it lacks organization
  - So confused that the student’s response is difficult to understand

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**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.