## TNReady Grades 6-8 Narrative Rubric

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<th>Score</th>
<th>Focus &amp; Organization</th>
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| 4     | In response to the task and the stimulus, the writing:  
• effectively establishes a relevant context and point of view to engage and orient the reader and introduces a narrator and/or characters.  
• utilizes effective organizational strategies to establish a sequence of events and/or experiences that unfold naturally and logically, creating a smooth progression.  
• contains an effective conclusion that reflects on the narrated experiences or events. | In response to the task and the stimulus, the writing:  
• effectively utilizes relevant narrative techniques, such as dialogue, pacing, description, and reflection,\(^1\) to thoroughly develop experiences, events, and/or characters.  
• effectively incorporates relevant, well-chosen details from the stimulus.  
• effectively demonstrates a clear understanding of the task and stimulus by using relevant, well-chosen, descriptive details in order to convey a precise picture of the experiences, events, and/or characters. | The writing:  
• illustrates consistent and sophisticated command of precise language, including sensory language, appropriate to the task.  
• illustrates sophisticated command of syntactic variety for meaning and reader interest.  
• utilizes sophisticated and varied transitional words and phrases. | The writing:  
• demonstrates consistent and sophisticated command of grade-level conventions of standard written English,\(^2\)  
• may contain a few minor errors that do not interfere with meaning. |
| 3     | In response to the task and the stimulus, the writing:  
• adequately establishes a relevant context and point of view to engage and orient the reader and introduces a narrator and/or characters.  
• utilizes adequate organizational strategies to establish a sequence of events and/or experiences that unfold naturally and logically, creating a smooth progression.  
• contains an adequate conclusion that reflects on the narrated experiences or events. | In response to the task and the stimulus, the writing:  
• adequately utilizes relevant narrative techniques, such as dialogue, pacing, description, and reflection,\(^1\) in order to sufficiently develop experiences, events, and/or characters.  
• adequately incorporates relevant details from the stimulus.  
• adequately demonstrates an understanding of the task and stimulus by using relevant descriptive details in order to convey a precise picture of the experiences, events, and/or characters. | The writing:  
• illustrates consistent command of precise language, including sensory language, appropriate to the task.  
• illustrates consistent command of syntactic variety for meaning and reader interest.  
• utilizes appropriate and varied transitional words and phrases. | The writing:  
• demonstrates consistent command of grade-level conventions of standard written English,\(^2\)  
• contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning. |
| 2     | In response to the task and the stimulus, the writing:  
• conveys a limited, possibly confusing context and point of view that may include a narrator and/or characters.  
• contains a limited sequence of events and/or experiences that may be confusing or contain gaps that interfere with the natural flow of events and/or experiences.  
• contains a weak conclusion that may be only loosely related to the narrated events or experiences. | In response to the task and the stimulus, the writing:  
• utilizes some relevant narrative techniques, such as dialogue, pacing, description, and reflection,\(^1\) in order to partially develop experiences, events, and/or characters.  
• utilizes limited, if any, relevant details from the stimulus.  
• demonstrates some understanding of the task and stimulus by using some relevant details in order to convey a limited picture of the experiences, events, and/or characters. | The writing:  
• illustrates inconsistent command of precise and/or sensory language.  
• illustrates inconsistent command of syntactic variety.  
• utilizes basic or repetitive transitional words and phrases. | The writing:  
• demonstrates inconsistent command of grade-level conventions of standard written English,\(^2\)  
• contains frequent errors that may significantly interfere with meaning. |
| 1     | In response to the task and the stimulus, the writing:  
• contains an unclear, irrelevant, or no context or point of view.  
• contains no or an ineffective sequence of events and/or experiences that may be brief, confusing, or very hard to follow.  
• contains no or an irrelevant conclusion. | In response to the task and the stimulus, the writing:  
• contains few or no relevant narrative techniques, such as dialogue, pacing, description, and reflection,\(^1\) in order to develop experiences, events and/or characters.  
• contains no or irrelevant details from the stimulus.  
• demonstrates little to no understanding of the task and stimulus by using no or irrelevant details, conveying an unclear or no picture of the experiences, events, and/or characters. | The writing:  
• illustrates little to no use of precise and/or sensory language.  
• illustrates little to no syntactic variety.  
• utilizes no or few transitional words and phrases. | The writing:  
• demonstrates limited command of grade-level conventions of standard written English,\(^2\)  
• contains numerous and repeated errors that seriously impede meaning. |

\(^1\) Reflection is expected at grade 8.  
\(^2\) Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.