

Name: \_\_\_\_\_

Ms. Fougrouse

**Narrative Assignment Rubric**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Focus of Writing</b>	Sharp, distinct controlling point or theme with evident awareness of the narrative task.	Clear controlling point or theme with general awareness of the narrative task.	Vague evidence of a controlling point or theme with inconsistent awareness of the narrative task.	Little or no evidence of a controlling point or theme with minimal awareness of the narrative task	Essay is off prompt.
<b>Engaging Opening Tactic</b>	An effective, inviting, and interesting engaging opening tactic is utilized.	An adequate engaging opening tactic is utilized.	Engaging opening tactic is utilized, but is not effective in gaining the reader's interest.	Engaging opening tactic is unclear or is uninviting to the reader.	No engaging opening tactic is utilized.
<b>Content Development</b>	Strong story line with illustrative details that addresses a complex idea or examines a complex experience. Thoroughly elaborated narrative sequence that employs narrative elements as appropriate.	Story line with details that addresses an idea or examines an experience. Sufficiently elaborated narrative sequence that employs narrative elements as appropriate.	Inconsistent story line that inadequately addresses an idea or examines an experience. Insufficiently elaborated narrative sequence that may employ narrative elements.	Insufficient story line that minimally addresses an idea or examines an experience.	There is no story line to this narrative.
<b>Organization of Narrative</b>	Skillful narrative pattern with clear and consistent sequencing of events, employing a beginning, middle, and an end. Minor interruptions to the sequence may occur.	Narrative pattern with generally consistent sequencing of events, employing a beginning, middle, and an end. Interruptions to the sequence may occur.	Narrative pattern with generally inconsistent sequencing of events that may employ a beginning, middle, and an end. Interruptions to the sequence may interfere with meaning.	Narrative pattern with little or no sequencing of events. Interruptions to the sequence interfere with meaning.	There is no organization to narrative
<b>Style of Writing</b>	Precise control of language, literary devices, and sentence structures that creates a consistent and effective point of view and tone. Writer has effectively attempted to vary sentence beginnings.	Appropriate control of language, literary devices, and sentence structures that creates a consistent point of view and tone. Writer has attempted to vary sentence beginnings.	Limited control of language and sentence structures that creates interference with point of view and tone. Writer's attempts to vary sentence beginnings are awkward.	Minimal control of language and sentence structures that creates an inconsistent point of view and tone. Writer has ineffectively varied his/her sentence beginnings.	No control of language and sentence structures. No evidence of rearranged sentences.
<b>Use of Dialogue</b>	6+ lines of dialogue are present in narrative. Dialogue is accurately punctuated and is skillfully presented.	4-5 lines of dialogue are present in narrative. Most of the dialogue is punctuated correctly and is interesting to follow.	3-4 lines of dialogue are present in narrative. There are some errors in its punctuation, and the dialogue is not very elaborate.	1-2 lines of dialogue are present in narrative. Dialogue is not punctuated correctly at all and is insufficient and/or uninteresting.	There is no dialogue present in narrative.
<b>Use of Vivid Verbs</b>	Writer effectively uses 5 or more vivid verbs, thereby enhancing the writer's style.	Writer adequately uses 4-5 vivid verbs thereby making the writer's style interesting.	Writer uses 3-5 vivid verbs. Verbs inadequately enhance the writer's style.	Writer uses 1-2 vivid verbs. Verbs that are used minimally enhance the writer's style.	There are no vivid verbs utilized in narrative.

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	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Use of Sensory Details</b>	The writer uses at least 5 examples of sensory details that are skillfully placed and relate to one or more of the senses.	The writer uses 4-5 examples of sensory details which are adequately placed and relate to one or more of the senses.	The writer uses 3-5 examples of sensory details which are sometimes inadequately placed and only relate to one of the senses and may interfere with flow of narrative.	The writer uses 1-2 examples of sensory details which, where placed, interfere with the flow of the narrative. Sensory details only relate to one of the senses.	There are no sensory details present in narrative.
<b>Use of Conventions</b>	Evident control of grammar, spelling, and sentence formation.	Sufficient control of grammar, spelling, and sentence formation. Few grammatical errors are present in the essay and do not interfere with reading.	Limited control of grammar, spelling, and sentence formation. Confused and inconsistent arrangement of sentences and fragments interferes with reading.	Minimal control of grammar, spelling, and sentence formation. Essay is difficult to read.	No essay has been submitted in order to assess mechanics.
<b>Marked-up Final Copy</b>	The marked-up final copy clearly and precisely illustrates the techniques learned throughout the course of this assignment. All techniques are illustrated.	The marked-up final copy adequately illustrates the techniques learned throughout the course of this assignment. Most of the techniques are illustrated.	The marked-up final copy insufficiently illustrates the techniques learned throughout the course of this assignment. Some of the techniques are illustrated.	The marked-up final copy minimally illustrates the techniques learned throughout the course of this assignment. Hardly any of the techniques are illustrated.	A marked-up final copy that illustrates the skills learned has not been submitted.

	<b>2</b>	<b>1</b>	<b>0</b>
<b>MLA Formatting</b>	Proper MLA format has been used for the heading.	Proper MLA format is only partially evident and/or the heading is not double spaced.	Proper MLA Format has not been used in the heading.
<b>Title</b>	A creative title has been used to draw the reader in.	A basic title has been used; title lacks creativity.	There is no title included.
<b>Rough Drafts</b>	Rough draft(s) with evidence of editing has/have been submitted.	Rough draft has been submitted, but rough draft does not have any editing markings on it.	No rough draft(s) has/have been submitted.
<b>Inspiration Outline</b>	A complete and thorough Inspiration outline has been submitted.	A partially complete Inspiration outline has been submitted.	No Inspiration Outline has been submitted.
<b>Peer Review</b>	A complete and thorough peer review sheet has been filled out and submitted with the writing.	A peer review sheet has been submitted but it is only partially complete.	No peer review sheet was included; a thorough peer review is not evidenced.

✓ A 2.5-point deduction for not having 1” margins

✓ A 2.5-point deduction for not having 12-point Times New Roman font

Narrative Memoir Grade: \_\_\_\_\_/50