

## Vantage Learning 6-Point Narrative Writing Rubric

	Focus and Purpose	Content Development/Elaboration	Organization	Language Use, Voice, and Style	Mechanics and Conventions
	<p>The extent to which the narrative<sup>1</sup> orients the readers to real or imagined experiences, establishes a context and point of view, demonstrates understanding of audience and purpose, and completes the task.</p> <p>1. The narrative genre includes fiction and non-fiction (e.g., personal narrative, memoir, biography, autobiography, and historical fiction).</p>	<p>The extent to which the narrative develops real or imagined experiences/events; integrates narrative elements, such as plot, conflict, character, and setting; and uses narrative techniques (e.g., dialogue, description, narration, and/or reflection).</p>	<p>The extent to which the narrative demonstrates a cohesive structure, conveys a specific sequence of events that progresses to a resolution or conclusion, and uses transitional strategies that indicate relationships between elements in the narrative.</p>	<p>The extent to which the narrative establishes and consistently maintains a style and tone appropriate to the audience, demonstrates effective control of language, uses precise, descriptive words and sensory and figurative language, and uses varied sentence structure.</p>	<p>The extent to which the narrative demonstrates control of mechanics and conventions, including grammar, punctuation, and spelling.</p>
<b>6-Very Effective</b>	<p>Demonstrates an insightful, in-depth understanding of the task, purpose, and audience. Expertly establishes a context and point of view. Thoroughly engages readers by constructing a detailed narrative<sup>1</sup> that focuses on one or several themes and/or central ideas. Completes all parts of the task and may go beyond the limits of the task.</p>	<p>Expertly develops real or imagined experiences. Creates a vivid picture for readers by using a variety of narrative techniques and descriptive details.</p>	<p>Demonstrates a cohesive and unified structure by seamlessly connecting the events in a specific sequence, leading to a resolution or conclusion. Uses transitional strategies that clarify relationships between elements in the narrative. Creates well-constructed paragraphs and/or uses formatting very effectively.</p>	<p>Demonstrates a very effective style and tone, precise control of language, and an exceptional awareness of audience. Integrates vivid words and sensory and figurative language that clearly advances the purpose of the narrative. Uses well-structured and varied sentences.</p>	<p>Contains few or no errors in grammar, mechanics, punctuation, and spelling.</p>
<b>5-Good</b>	<p>Demonstrates a clear understanding of the task, purpose, and audience. Effectively establishes a context and point of view. Engages readers by constructing a mostly detailed narrative<sup>1</sup> that focuses on one or several themes and/or central ideas. Completes all parts of the task.</p>	<p>Fully develops real or imagined experiences. Creates a detailed picture for readers by using a variety of narrative techniques and descriptive details.</p>	<p>Demonstrates a mostly unified structure by smoothly connecting the events in a specific sequence, leading to a resolution or conclusion. Uses transitional strategies that clarify relationships between elements in the narrative. Creates consistent paragraphs and/or uses formatting effectively.</p>	<p>Demonstrates an effective style and tone, consistent control of language, and a clear awareness of audience. Integrates well-chosen words and sensory and figurative language that clearly advances the purpose of the narrative. Mostly uses well-structured and varied sentences.</p>	<p>Contains few errors in grammar, mechanics, punctuation, and spelling that do not interfere with the communication of the message.</p>
<b>4-Adequate</b>	<p>Demonstrates a general understanding of the task, purpose, and audience. Adequately establishes a context and point of view. Involves the readers by constructing a narrative<sup>1</sup> that focuses on one or several themes and/or central ideas. Completes most parts of the task.</p>	<p>Proficiently develops real or imagined experiences. Creates a clear picture for readers by adequately using narrative techniques and descriptive details.</p>	<p>Demonstrates a generally unified structure by sufficiently connecting the events in a sequence, leading to a resolution or conclusion. Uses transitional strategies that illustrate relationships between elements in the narrative. Uses adequate paragraphing and/or formatting.</p>	<p>Demonstrates an appropriate style and tone, adequate control of language, and a general awareness of audience. Uses some descriptive words and sensory and figurative language that advances the purpose of the narrative. Mostly uses correct sentence structure with some sentence variety.</p>	<p>Contains some errors in grammar, mechanics, punctuation, and spelling that do not significantly interfere with the communication of the message.</p>
<b>3-Limited</b>	<p>Demonstrates a limited understanding of the task, purpose, and audience. Provides a basic context and point of view. Constructs a narrative<sup>1</sup> that may be superficial, unfocused, or incomplete. Completes some parts of the task.</p>	<p>Partially and/or inconsistently develops real or imagined experiences. Creates an indistinct picture for readers by using weak or ineffective narrative techniques and some descriptive details.</p>	<p>Demonstrates limited evidence of organizational structure that connects the events. May lead to a resolution or conclusion. Uses transitional strategies with little variety and inconsistent paragraphing and/or formatting.</p>	<p>May demonstrate an appropriate style and tone, limited control of language, and some awareness of audience. Contains simplistic words and language that may not advance the purpose of the narrative. May use simple or repetitive sentence structure with insufficient sentence variety.</p>	<p>Contains several noticeable or distracting errors in grammar, mechanics, punctuation, and spelling that interfere with the communication of the message.</p>
<b>2-Minimal</b>	<p>Demonstrates a minimal understanding of the task, purpose, and audience. May provide a context and point of view. Constructs a weak narrative.<sup>1</sup> Completes few parts of the task.</p>	<p>Incompletely develops real or imagined experiences. Creates a vague picture for readers by using minimal narrative techniques and insufficient details.</p>	<p>Demonstrates minimal evidence of organizational structure that connects the events. Uses weak transitional strategies and ineffective paragraphing and/or formatting.</p>	<p>Demonstrates an ineffective style and tone, minimal control of language, and insufficient awareness of audience. Contains vague description. Makes basic errors in sentence structure and uses little sentence variety.</p>	<p>Contains serious errors in grammar, mechanics, punctuation, and spelling that interfere with the communication of the message.</p>
<b>1-Inadequate</b>	<p>Demonstrates a lack of understanding of the task,<sup>1</sup> purpose, and audience. Context and point of view may be ambiguous or absent. Completes few or no parts of the task.</p>	<p>Inadequately develops real or imagined experiences. Uses few or no narrative techniques and/or details.</p>	<p>Demonstrates little or no evidence of organizational structure and connection of events. Lacks transitional strategies and uses inadequate or no paragraphing and/or formatting.</p>	<p>Demonstrates little evidence of style, tone, or control of language. Contains confusing or incoherent word choice and exhibits no awareness of audience. Makes major errors in sentence structure.</p>	<p>Contains errors so severe in grammar, mechanics, punctuation, and spelling that they significantly interfere with the communication of the message.</p>

# Vantage Learning 6-Point Narrative Holistic Rubric

**Characteristics of Writing** — Responses are evaluated based on the following five characteristics of writing: Focus and Purpose; Content Development/Elaboration; Organization; Language Use, Voice, and Style; and Mechanics and Conventions.

## 6 – The "6" response very effectively communicates the writer's message.

- Demonstrates an insightful, in-depth understanding of the task, purpose, and audience. Expertly establishes a context and point of view. Thoroughly engages readers by constructing a detailed narrative<sup>1</sup> that focuses on one or several themes and/or central ideas. Completes all parts of the task and may go beyond the limits of the task.
- Expertly develops real or imagined experiences. Creates a vivid picture for readers by using a variety of narrative techniques and descriptive details.
- Demonstrates a cohesive and unified structure by seamlessly connecting the events in a specific sequence, leading to a resolution or conclusion. Uses transitional strategies that clarify relationships between elements in the narrative. Creates well-constructed paragraphs and/or uses formatting very effectively.
- Demonstrates a very effective style and tone, precise control of language, and an exceptional awareness of audience. Integrates vivid words and sensory and figurative language that clearly advances the purpose of the narrative. Uses well-structured and varied sentences.
- Contains few or no errors in grammar, mechanics, punctuation, and spelling.

## 5 – The "5" response clearly communicates the writer's message.

- Demonstrates a clear understanding of the task, purpose, and audience. Effectively establishes a context and point of view. Engages readers by constructing a mostly detailed narrative<sup>1</sup> that focuses on one or several themes and/or central ideas. Completes all parts of the task.
- Fully develops real or imagined experiences. Creates a detailed picture for readers by using a variety of narrative techniques and descriptive details.
- Demonstrates a mostly unified structure by smoothly connecting the events in a specific sequence, leading to a resolution or conclusion. Uses transitional strategies that clarify relationships between elements in the narrative. Creates consistent paragraphs and/or uses formatting effectively.
- Demonstrates an effective style and tone, consistent control of language, and a clear awareness of audience. Integrates well-chosen words and sensory and figurative language that clearly advances the purpose of the narrative. Mostly uses well-structured and varied sentences.
- Contains few errors in grammar, mechanics, punctuation, and spelling that do not interfere with the communication of the message.

## 4 – The "4" response adequately communicates the writer's message.

- Demonstrates a general understanding of the task, purpose, and audience. Adequately establishes a context and point of view. Involves the readers by constructing a narrative<sup>1</sup> that focuses on one or several themes and/or central ideas. Completes most parts of the task.
- Proficiently develops real or imagined experiences. Creates a clear picture for readers by adequately using narrative techniques and descriptive details.
- Demonstrates a generally unified structure by sufficiently connecting the events in a sequence, leading to a resolution or conclusion. Uses transitional strategies that illustrate relationships between elements in the narrative. Uses adequate paragraphing and/or formatting.
- Demonstrates an appropriate style and tone, adequate control of language, and a general awareness of audience. Uses some descriptive words and sensory and figurative language that advances the purpose of the narrative. Mostly uses correct sentence structure with some sentence variety.
- Contains some errors in grammar, mechanics, punctuation, and spelling that do not significantly interfere with the communication of the message.

## 3 – The "3" response partially communicates the writer's message.

- Demonstrates a limited understanding of the task, purpose, and audience. Provides a basic context and point of view. Constructs a narrative<sup>1</sup> that may be superficial, unfocused, or incomplete. Completes some parts of the task.
- Partially and/or inconsistently develops real or imagined experiences. Creates an indistinct picture for readers by using weak or ineffective narrative techniques and some descriptive details.
- Demonstrates limited evidence of organizational structure that connects the events. May lead to a resolution or conclusion. Uses transitional strategies with little variety and inconsistent paragraphing and/or formatting.
- May demonstrate an appropriate style and tone, limited control of language, and some awareness of audience. Contains simplistic words and language that may not advance the purpose of the narrative. May use simple or repetitive sentence structure with insufficient sentence variety.
- Contains several noticeable or distracting errors in grammar, mechanics, punctuation, and spelling that interfere with the communication of the message.

## 2 – The "2" response minimally communicates the writer's message.

- Demonstrates a minimal understanding of the task, purpose, and audience. May provide a context and point of view. Constructs a weak narrative.<sup>1</sup> Completes few parts of the task.
- Incompletely develops real or imagined experiences. Creates a vague picture for readers by using minimal narrative techniques and insufficient details.
- Demonstrates minimal evidence of organizational structure that connects the events. Uses weak transitional strategies and ineffective paragraphing and/or formatting.
- Demonstrates an ineffective style and tone, minimal control of language, and insufficient awareness of audience. Contains vague description. Makes basic errors in sentence structure and uses little sentence variety.
- Contains serious errors in grammar, mechanics, punctuation, and spelling that interfere with the communication of the message.

## 1 – The "1" response inadequately communicates the writer's message.

- Demonstrates a lack of understanding of the task,<sup>1</sup> purpose, and audience. Context and point of view may be ambiguous or absent. Completes few or no parts of the task.
- Inadequately develops real or imagined experiences. Uses few or no narrative techniques and/or details.
- Demonstrates little or no evidence of organizational structure and connection of events. Lacks transitional strategies and uses inadequate or no paragraphing and/or formatting.
- Demonstrates little evidence of style, tone, or control of language. Contains confusing or incoherent word choice and exhibits no awareness of audience. Makes major errors in sentence structure.
- Contains errors so severe in grammar, mechanics, punctuation, and spelling that they significantly interfere with the communication of the message.

1. The narrative genre includes fiction and non-fiction (e.g., personal narrative, memoir, biography, autobiography, and historical fiction).