

Common Narrative Rubric

Anything above a 2 is proficient. A score of a 2 or below should be revised and resubmitted to demonstrate proficiency.

	4	3	2	1	0
Focus	Addresses all criteria set by the prompt.	Addresses most of the prompt's criteria.	Attempts to address the prompt but may not do so entirely.	Does not fully address the prompt or task or is off topic/misses the point.	Does not address the prompt.
Structure Organization Development of story	Narratives show unique choices, and stretch in development and organization which is logical and interesting, either through mimicking a known style, or by exhibiting creativity.	Narrative structure has all the elements of a 2 in addition to having a sophistication in choices or execution. There are clear transitions.	Narrative is told in a logical manner, in keeping with conventions of chosen genre. Has a clear beginning, middle, and end. There are some transitions but they may be used unevenly.	Narratives may be unclear in either/both comprehension or execution. Little or no transitions, pieces appear disconnected. Sequencing is haphazard and lacks deliberate intent.	Narratives exhibit little to no organization or development.
Storytelling Details Includes appropriate elements of fiction and narration	Narrative elements are effectively used and consistently developed; Logical episodes and sequencing are used to enhance the effectiveness of plot and meaning. Is rich in sensory images and details, showing information rather than simply telling about them. More complicated elements of fiction are used. Pacing is appropriate, effective to task, and creative in delivery.	Narrative elements are appropriately used and are mostly consistent in their development. Logical episodes and sequencing are established without noticeable gaps. Includes enough detail to engage the reader and reveal information about the characters, story, etc. Mostly shows, but may occasionally tell information. More complicated elements of fiction are used, mostly with success.	Narrative elements are minimally used, but are not consistent in their development. Episodes and sequencing are not logical and some gaps are apparent. Includes some detail, but tends to tell more than show. Plot elements and elements of fiction (setting, characterization, conflict, foreshadowing, theme, consistent point of view) are used correctly.	Narrative elements are insufficiently used and are inconsistent in their development. Gaps are apparent and sequencing is illogical. Does not include enough detail to engage the reader. Pacing is disjointed and harsh to read.	Narrative elements are rarely included. Passage includes few, if any, details.
Style Mechanics, format and appearance are appropriate to genre	Contains richly detailed sensory images and varied vocabulary; contains varied sentence structure; has few, if any mechanical errors	Contains sensory images and appropriate vocabulary. Contains sound sentence structure. May have some mechanical errors, but none that interfere with understanding.	Contains workable, but not fully effective vocabulary. Sentence structures may demonstrate problems or simply lack variety. Some mechanical errors interfere with understanding.	Contains overly simplistic vocabulary. Sentence structures interfere with understanding at places. Has many mechanical errors that hinder understanding.	Contains an overabundance of mechanical errors. These problems hinder understanding.

Other Notes

Process	Devotes a significant amount of time and effort to the writing process (prewriting, drafting, revising, and participating in writing workshops). Goes above and beyond and stretches self to create excellent work. Exceeds instructor expectations or shows a significant advancement in writing growth.	Consistently participates and final draft shows evidence of in-class peer editing, as well as additional revision and editing with final project.	Consistently participates in in-class peer editing and completed minimal requirements for drafting and revision.	Occasionally participates in some of the in-class workshop activities. May not always be prepared for in-class workshop activities. Demonstrates little to no evidence of the writing process.	Devotes little or no time and effort to the writing process.
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