**Narrative Rubric**

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|  | **Exceeding** | **Meeting** | **Progressing** | **Beginning** |
| **Narrative**  **Purpose** | I used the story to communicate several possible themes, and I made my themes clear to my reader through several methods. | I used the story to communicate a clear theme. I made my theme clear to my reader with plot events, characters’ actions, dialogue, word choice, and/or narration. | I used the story to communicate a theme, but my reader had to work really hard to understand it or I had to state it outright for my reader to understand it. | I attempted to convey an idea, lesson, or theme, but I need to revise. |
| **Narrative**  **Structure** | I created a narrative with a clear plot structure: exposition, rising action, climax, and resolution.   * I adapted my story structure and/or timeline of events to serve my purpose. * My resolution does not necessarily solve the problem but still serves my purpose. | I created a narrative with a clear plot structure: exposition, rising action, climax, and resolution.   * The exposition established characters with clear goals and conflict. * The rising action added tension to the story. * The climax brought my conflict to a boiling point. * The resolution solved the conflict or at least ended it. | I create a narrative with a clear timeline of events, but I may not have had all of the pieces. (e.g.. my rising action and climax didn’t add enough tension to my story. There was no clear ending.) | I attempted a narrative with a clear timeline of events but my reader may have gotten confused at some points. |
| **Character** | I developed complex characters who have nuanced goals and motivations that change or develop over the course of the story.  In addition to developing my characters through several methods, my characters also grow and change over the course of the story. | I created a clear protagonist and antagonist. My characters have logical goals and motivations that change or develop over the course of the story.  I develop my characters through direct description, their thoughts and dialogue, and their choices and actions. | I have a protagonist and antagonist. They both have clear goals.  I do some development of characters through direct description. | I have characters but they may not have clear or consistent goals.  I could develop my characters more with description, their thoughts and dialogue, and their actions and choices. |
| **Setting** | **I create a rich setting that not only has a significant effect on the plot and characters but creates a mood.**  **I considered all the ways changing the setting would impact the original story, including the theme.**  **My reader can see how the original story inspired the retelling.** | **I described a clear setting that has an effect on the plot and characters.**  **When I changed the setting in my retelling, I considered all the major ways such a change would impact the original story.**  **My reader can still recognize the original story even with all the changes.** | **I established a clear setting that has some effect on the plot and characters.**  **When I changed the setting in my retelling, I considered a few ways the change would impact the original story.**  **My reader might need some help to recognize the original story.** | **I establish a setting but it may not have much effect on the plot and characters.**  **I list events with a few descriptive details.**  **My reader recognizes the original story because very little has changed or I need to help my reader to recognize the original story.** |
| **Storytelling craft** | I used imagery, descriptive details and figurative language to connect to the theme and/or contribute to the mood.  I experimented with a nonlinear story structure (parallel episodes, flashback, etc.) to develop excitement and tension. | I used imagery and rich descriptive details to help my reader picture the setting, characters, and events. (i.e I didn’t just list events.)  I used figurative language (simile, metaphor, personification) in my descriptive details.  I varied my pace and tone to develop excitement and tension and/or to convey different perspectives of narrator and characters.  I used a variety of thoughtful transitions to help my reader understand where and when events took place. | I used some descriptive details to help my reader picture characters or events.  I used mostly adjectives to describe.  I tried to develop some excitement and tension by occasionally varying my tone or pace.  I used some transitions to tell where and when events were taking place. I could have used more variety. | I list events with a few descriptive details.  I could vary my tone or place to create more excitement and tension.  I could add more transitions to show where and when events were taking place. |
| **Conventions of Grammar** | I checked spelling for accuracy, double-checking for misused homonyms and technologically created mishaps.  I was accurate and purposeful with conventions, using them to enhance and pace the tone of text. If I broke conventions, it was purposefully when appropriate to the genre and purpose. | I used the internet and other sources to check my spelling.  I used different sentence structures to achieve different purposes throughout my piece.  I used verb tenses that shift when needed, deciding between active and passive voice where appropriate.  I mostly punctuated and paragraphed dialogue correctly.  I have no errors in capitalization. | I used the internet and other sources at hand to check my spelling, but I may have a few errors or have used the wrong word.  I varied my sentence structure, sometimes using simple and sometimes using complex sentence structure.  I used quotation marks to show dialogue.  I have a few errors in capitalization. | I need to revise to meet the standard. |
| **Comments:** | | | | |