**Four Point Holistic Rubric**

**Genre: Narrative**

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| **Description** | **Points** | **Criteria** |
| The **Narrative**  writing task examines the writer’s ability  to effectively develop  real or imagined  experiences or  events using effective  techniques, descriptive details, and clear event  sequences.  Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the  language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. | 4 | *The student’s response is a well-developed narrative that fully develops a real or imagined experience based on a text as a stimulus (when designated).*  •Effectively establishes a situation, one or more points of view, and introduces a narrator and/or characters  •Creates a smooth progression of events  •Effectively uses multiple narrative techniques, such as dialogue, description, pacing, reflection, and plot to develop rich, interesting experiences, events, and/or characters  •Uses a variety of techniques consistently to sequence events that build on one another  •Uses precise words and phrases, details, and sensory language consistently to convey a vivid picture of the events  •Provides a conclusion that follows from the narrated experiences or events  •Integrates ideas and details from source material effectively (when applicable)  •Has no errors in usage and/or conventions |
| 3 | *The student’s response is a complete narrative that develops a real or imagined experience based on a text as a stimulus (when designated).*  •Establishes a situation, a point of view, and introduces one or more characters  •Organizes events in a clear, logical order  •Uses some narrative techniques, such as dialogue, description, pacing, reflection, and plot to develop experiences, events, and/or characters  •Uses words and/or phrases to indicate sequence  •Uses words, phrases, and details to convey a picture of the events  •Provides an appropriate conclusion  •Integrates some ideas and/or details from source material (when applicable)  •Has a few minor errors in usage and/or conventions |
| 2 | *The student’s response is an incomplete or oversimplified narrative based on a text as a stimulus (when designated).*  •Introduces a vague situation and at least one character  •Organizes events in a sequence but with some gaps or ambiguity  •Attempts to use a narrative technique, such as dialogue, description, reflection, and plot to develop experiences, events, and/or characters  •Inconsistently uses occasional signal words to indicate sequence  •Inconsistently uses some words or phrases to convey a picture of the events  •Provides a weak or ambiguous conclusion  •Attempts to integrate ideas or details from source material (when applicable)  •Has frequent or major errors in usage and conventions |
| 1 | *The student’s response provides evidence of an attempt to write a narrative based on a text as a stimulus (when designated).*  •Provides a weak or minimal introduction  •May be too brief to demonstrate a complete sequence of events  •Shows little or no attempt to use dialogue or description  •Uses words that are inappropriate, overly simple, or unclear  •Provides few if any words that convey a picture of the events, signal shifts in time or setting, or show relationships among experiences or events  •Provides a minimal or no conclusion  •May use few if any ideas or details from source material (when applicable)  •Has frequent or major errors in usage and conventions that interfere with meaning |
| 0 | •The response is completely irrelevant or incorrect, or there is no response.  •The student merely copies the text in the prompt.  •The student copies so much text from the passages that there is not sufficient original work to be scored. |