

Scoring Guide: Narrative Writing

Narrative writing re-creates a real or imagined experience. It usually contains four elements: characters, a setting, a chronological sequence of events, and a conflict or problem to be solved. The writer typically builds in high points by putting characters into interesting situations, weaving in plot twists, incorporating vivid details, and creating a central conflict or problem that builds suspense and holds the piece together.

6 HIGH	EXCEPTIONAL - Starts with a lead that sets up the story and draws in the reader. - Contains characters that are believable, fresh, and well described. The characters grow and learn. - Describes a setting that is unique and rich. - Features events that are logically sequenced and move the story forward. Time and place work in harmony. - Is a complete story that has never been told or is an original twist on a familiar story. The plot is well developed. There is a key conflict or problem that is compelling and eventually solved. - Features well-used literary techniques, such as foreshadowing and symbolism. - Leaves the reader feeling intrigued, delighted, surprised, entertained, and/or informed. - Ends satisfyingly because the key conflict or problem is solved thoughtfully and credibly.
5 MIDDLE	STRONG
4 MIDDLE	REFINING - Starts with a lead that sets the scene, but is predictable or unoriginal. - Contains characters that are a bit too familiar. The characters show little change in their thinking or understanding as the story moves along. - Offers a setting that is not described all that well. - Features events that are given the same level of importance. Significant ones mingle with trivial ones, and sometimes stray from the main story line. - Is a nearly complete story that may not contain new or original thinking. The plot moves forward, but then stumbles. Minor conflicts and problems distract from major ones. - Contains examples of literary techniques such as foreshadowing and symbolism that are not all that effective. - Leaves the reader engaged at some points, detached at others. - Ends by providing the reader with a sense of resolution, but he or she may also feel unsatisfied or perplexed.
3 MIDDLE	DEVELOPING
2 LOW	EMERGING - Starts with a lead that is perfunctory: "I'm going to tell you about the time..." - Contains characters that don't feel real. The unconvincing characters are stereotypes or cardboard cutouts. - Offers a setting that is not at all described clearly and/or completely. - Features simple, incomplete events that don't relate to one another and/or add up to anything much. There is a mismatch between the time and place. - Is a story that jumps around illogically. There is no clear conflict or problem to be solved. - Contains no examples of literary techniques—or, at most, poor, purposeless ones. - Leaves the reader frustrated and/or disappointed. He or she feels the story was not thought out before it was committed to paper. - Finishes with no clear ending or, at most, a halfhearted attempt at an ending, leaving the reader wondering why he or she bothered to read the piece.
1 LOW	RUDIMENTARY

Narrative Writing Scoring Guide

R Barnett



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Education Statistics Quarterly ,2000 **The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation** Bruce B. Frey,2018-01-29 This encyclopedia is the first major reference guide for students new to the field covering traditional areas while pointing the way to future developments Stronger Writing Skills for Teens Gregory Berry,2018-08-16 Stronger Writing Skills for Teens offers middle and high school teachers strategies techniques and materials for teaching adolescent writing in a variety of modes A practical and useful resource for classroom teachers the book focuses on quality writing instruction within the modes of writing as defined by Common Core State Standards Examples of student work are included to illustrate effectively designed assignments and strategies for writing and revising It includes methods for teaching vocabulary and academic language to help students improve word choice and use of language in their writing Tools for assessing and grading student writing are also included as well as suggestions and resources for effectively using writing rubrics and scoring guides Narrative expository explanatory argument and research writing are discussed with specific strategies suggested materials and ways to approach the modes Teachers will also find suggestions for helping students learn to incorporate multimodal text into their writing and successfully write in digital contexts as well as methods for helping students master timed and on demand writing The Testing Trap George Hillocks,2002-04-12 Do statewide assessments really do what they are supposed to do Through interviews with over three hundred teachers and administrators Hillocks examines whether state writing tests in Illinois Kentucky Oregon New York and Texas actually improve students ability to express their thinking in writing Ultimately Hillocks argues that the majority of existing tests actually have a harmful effect on the way students are taught to write In addition to providing analyses of assessments that do not encourage good writing The Testing Trap contrasts them to those that do Concluding with practical procedures for examining and evaluating writing assessments this book is a provocative and essential read for administrators teachers policymakers parents and all who care about the education of our children **NAEP ... Writing Report Card** ,1999 **NAEP 1998 Writing Report Card for the Nation and the States** Elissa A. Greenwald,1999 What Principals Need to Know About Teaching and Learning Writing Ruth Culham,2009-09-01 Discover practical strategies for supporting and assessing writing instruction in all content areas while equipping teachers with instructional practices that emphasize this critical skill which students need to adapt to the demands of the CCSS and thrive in the 21st century This guide offers the pedagogical expertise every administrator needs to serve as an effective leader **What is Good Writing?** Geoffrey J. Huck,2015 This book answers the title question by drawing on empirical results from linguistics and the other cognitive sciences The author argues that good writing is fluent writing where fluency in writing is similar to fluency in speech in that both are naturally derived from motivated participation in a language community In the case of writing the community is that of writers and readers Fluent writing can be learned through avid reading but like fluent speech the evidence indicates that

it can't be taught Guided Writing Instruction Shelley Peterson, 2001 Shelley Peterson believes students become better writers through guided instruction and self assessment Guided Writing Instruction is a great source of ideas for teaching writing in any classroom This resource includes ideas for teaching informational and narrative writing classroom tested teaching and assessment tools solutions for students who struggle with starting the writing process suggestions for working with diverse groups of students NAEP ... Writing Report Card Highlights ,

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