**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hour: \_\_\_\_\_**

**Narrative/Memoir Summative Writing Rubric**

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| **Target** | **4**  **Mastery** | **3**  **Proficient** | **2**  **Developing** | **1**  **No Score** |
| **ORGANIZATION**  **I can create a topic sentence.**  Standard:ELA.7.W.3 | The topic sentence is inviting, states the main topic and previews the structure of the paper. | The topic sentence clearly states the main topic and previews the structure of the paper. | The topic sentence states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader. | There is no clear topic sentence of the main topic or structure of the paper. |
| **IDEAS**  **I can construct relevant sentences to support a main idea.**  Standard:ELA.7.W.3 | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. | Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported. | Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported. | Supporting details and information are typically unclear or not related to the topic. |
| **ORGANIZATION**  **I can use appropriate transitions to create cohesion and clarify the relationship among ideas.**  Standard:ELA.7.W.3 | A variety of thoughtful transitions are used. They clearly show how ideas are connected. | Transitions clearly show how ideas are connected, but there is little variety. | Some transitions work well; but connections between other ideas are fuzzy. | The transitions between ideas are unclear or nonexistent. |
| **WORD CHOICE/VOICE**  **I can apply precise words, descriptive details, and sensory language using tone/style.**  Standard:ELA.7.W.3 | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced. | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone. | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair. | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning. |
| **SENTENCE FLUENCY**  **I can write well-constructed sentences that vary in structure.**  Standard:ELA.7.W.1 | All sentences are well-constructed with varied structure. | Most sentences are well-constructed with varied structure. | Most sentences are well-constructed but have a similar structure. | Sentences lack structure and appear incomplete or rambling. |
| **ORGANIZATION**  **I can construct a concluding “clincher” sentence.**  Standard:ELA.7.W.3 | The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at." | The conclusion is recognizable and ties up almost all the loose ends. | The conclusion is recognizable, but does not tie up several loose ends. | There is no clear conclusion, the piece just ends. |
| **CONVENTIONS**  **I can apply proper conventions to my writing.**  Standard:ELA.7.W.1-2 | The writing demonstrates a **strong command** of conventions:  \*indentation  \*capitalization  \*spelling  \*punctuation | The writing demonstrates **adequate command** **(few errors)** of conventions:  \*indentation  \*capitalization  \*spelling  \*punctuation | The writing demonstrates **partial command** of conventions:  \*inconsistent indentation, capitalization, spelling, and punctuation errors | The writing demonstrates a **lack of command** of conventions:  \*frequent errors and inconsistent use of indentation, capitalization, spelling, and punctuation |