

	Focus	Elaboration	Organization	Integration
6	<ul style="list-style-type: none"> Subject and unifying event clear and maintained throughout with the event commented upon by the end of the composition Clearly sets purpose of composition through successful introduction strategy Reactions are effectively connected to unifying event Effective closing which unifies the writing 	<ul style="list-style-type: none"> All major episodes are developed by specific detail Episodes developed evenly (to the same degree of specificity as appropriate) Considerable Elaboration through multiple strategies (e.g., points of view/perspective, others' reactions, dialogue, etc.) Most episodes show significant depth of development Word choice enhances specificity Voice is appropriate for topic, purpose, and audience 	<ul style="list-style-type: none"> Narrative structure is clear, effective, and appropriate – sequence of episodes is logically presented without gaps Appropriate and purposeful paragraphing Coherence and cohesion demonstrated by effective and varied devices (transitions, parallel structure, pronouns, etc.) Paragraph development follows narrative sequence All episodes and reactions logically presented and interrelated Varied sentence structure and word choice produce cohesion 	<ul style="list-style-type: none"> Fully-developed composition for grade level Clear and purposeful Focus; in-depth, balanced Elaboration; sequence of episodes is coherently and cohesively developed throughout the composition
5	<ul style="list-style-type: none"> Subject and unifying event clear and maintained throughout with the event commented upon by the end of the composition Clearly sets purpose through effective opening or may attempt more sophisticated strategy (may not be completely successful) Reactions are relevant to unifying event Effective closing 	<ul style="list-style-type: none"> All major episodes developed by specific detail Most Elaboration is even or balanced Some Elaboration through multiple strategies (e.g., points of view/perspective, others' reactions, dialogue, etc.) Word choice may enhance specificity Voice is appropriate for topic, purpose, and audience 	<ul style="list-style-type: none"> Narrative structure is clear and effective – sequence of episodes is logically presented through time without significant gaps All paragraphs appropriate Coherence and cohesion demonstrated by appropriate devices (transitions, parallel structure, pronouns, repetition, etc.) Most episodes and reactions logically presented and interrelated Some varied sentence structure and word choice produce cohesion 	<ul style="list-style-type: none"> Developed composition for grade level All features not equally well-developed throughout the composition Depth is evident
4	<ul style="list-style-type: none"> Subject and unifying event clear and maintained with event commented upon by the end of the composition Sets purpose through effective opening Reactions clearly present and appropriate Has closing 	<ul style="list-style-type: none"> Many major episodes developed by specific detail; some Elaboration may be general Elaboration may not be even or balanced Some depth Word choice may enhance specificity Voice is present but inconsistent 	<ul style="list-style-type: none"> Narrative structure is evident – sequence of episodes moves through time with a beginning, a middle, and an ending with few gaps Most paragraphs appropriate Coherence (paragraph to paragraph) and cohesion (sentence to sentence) demonstrated with appropriate devices Coherence may depend on holistic structure (e.g., chronology) May have minor digressions Most episodes logically presented and organized 	<ul style="list-style-type: none"> Bare-bones-developed composition for grade level Simple and clear, presenting nothing more than the essentials Limited depth
3	<ul style="list-style-type: none"> Subject and event clear; may be prompt-dependent Minor Focus drift or lapses in logic Reactions are present May lack closing Lacks sufficiency to demonstrate developed Focus 	<ul style="list-style-type: none"> Some major episodes developed by specific detail; some Elaboration may be general or repetitive May be list of specific episodes/reactions with some extensions Limited depth Voice shifts or disappears Lacks sufficiency to demonstrate developed Elaboration 	<ul style="list-style-type: none"> Narrative structure is evident – sequence of episodes moves through time with significant gaps Some appropriate paragraphing May have a major digression May have intrusive or inappropriate transitional devices Lacks sufficiency to demonstrate developed Organization 	<ul style="list-style-type: none"> Partially developed Some (or one) of the feature(s) are not sufficiently formed, but all are present Inference is usually required

ISAT Writing Rubric – Grade 8 Narrative

10/12/06

	Focus	Elaboration	Organization	Integration
2	<ul style="list-style-type: none"> • Subject and/or event may be vague • Unrelated or illogical ideas or major drift from Focus (composition consists mostly of repetitions/redundancies) • Off-mode response (NOT narrative showing a sequence through time) • Multiple events without an umbrella statement • No reactions • Insufficient writing to determine that Focus can be sustained 	<ul style="list-style-type: none"> • List of episodes and/or reactions which may have extensions • Most Elaboration is general or consists of repetition/redundancy • No evidence of suitable voice • Insufficient writing to determine that the Elaboration can be maintained 	<ul style="list-style-type: none"> • Structure is noticeable, but the reader must infer it – sequence of episodes moves through time with either an expository preview developed by event/reaction, OR an event developed by reasons/examples • Limited evidence of appropriate paragraphing • May have major lapses/digressions • Insufficient writing to determine that Organization can be sustained 	<ul style="list-style-type: none"> • Attempts to address the assignment, but only rudiments of techniques for forming Focus, Elaboration, and Organization can be detected • Some confusion and/or disjointedness • Lacks narrative structure • Insufficient writing to determine that the features can be maintained
1	<ul style="list-style-type: none"> • Subject/event unclear • Reactions absent • Insufficient writing to show that criteria are met 	<ul style="list-style-type: none"> • May lack clarity • Insufficient writing to show that criteria are met 	<ul style="list-style-type: none"> • Little or no evidence of structure • Insufficient writing to show that criteria are met 	<ul style="list-style-type: none"> • Does not fulfill the assignment; barely deals with the topic; or does not present most or all of the features • Insufficient writing to show that criteria are met

Conventions

3	<ul style="list-style-type: none"> • Strong knowledge of Conventions is demonstrated • Standards of punctuation, capitalization, and spelling are consistently followed – may have minor lapses • May have minor errors in usage and sentence formation • A variety of sentence structures is evident
2	<ul style="list-style-type: none"> • Partial knowledge of Conventions is evident • Severity and density of errors constitute a noticeable pattern • Little attempt at varying sentence structures
1	<ul style="list-style-type: none"> • Little or no discernable knowledge of Conventions • Severity and density of errors is such that meaning is impaired • Sentence structure is simplistic or in error