

# ASSESSMENT RUBRIC FOR *Raising the Quality of Narrative Writing*

NAME \_\_\_\_\_

DATE \_\_\_\_\_

		1	2	3	4	5
<i>Content</i>	The child knows that the details of her life are worth writing about, and she has a growing repertoire of strategies for generating writing about her life. She regularly sifts through all the possible stories to tell in order to select one she believes will yield a more effective story.					
<i>Planning</i>	The child plans his narrative by thinking of likely focused episodes, making a mental timeline of one episode and selecting a point on that timeline to begin. He writes his plans in small boxes on each page to hold himself accountable to his writing goals. With help from the teacher, he approaches writing asking, "What is this story <i>really</i> about?"					
<i>Stance</i>	The child continues to be a story-teller by recreating experiences on the page. He lives with a writer's consciousness, thinking often, "I need to write this down." He identifies himself as a writer.					
<i>Independence</i>	The child works with a growing sense of independence and initiative. When she encounters difficulty, she relies upon a repertoire of strategies to overcome the challenges. She can stay focused on her writing for longer stretches of time. She independently incorporates many of the lessons she learned during the first unit. Work that she previously undertook with support in revision and editing she can now undertake on her own, earlier in the writing process.					
<i>Qualities of Good Writing</i>	The child is able to focus more on writing a well-crafted piece than on figuring out the structure of the story. Her narratives are still tightly focused and detailed and now have even more personal significance. She is able to extend the small moment which is the focus of her story, including a prelude and a resolution. Her writing includes an internal plot, details that ring true, and stories that are angled to support her message.					
<i>Genre</i>	The child continues to write personal narrative, now deepening her understanding of the characteristics of the genre. He is able to pay closer attention to writing a well-crafted personal narrative.					
<i>Productivity</i>	The child works much more efficiently, producing at least a page and a half of writing each day. She often writes at home. Throughout the unit, she writes many pages of entries, drafts one or two narratives outside of the notebook, and then quickly revises and edits those. By the end of the unit, she selects one of these two drafts to revise more deeply, edit, and publish.					
<i>Mechanics</i>	The child uses end punctuation and correctly spells high-frequency words even in her first draft writing. With reminders, she paragraphs her draft. She punctuates dialogue correctly. She carefully makes decisions about where to use commas.					
<i>Writing Process</i>	The child understands the way the writing process goes and is able to cycle from one stage to the next with little teacher support. He knows that a writer typically moves from gathering entries, to choosing a seed idea, to drafting, revising, editing, and publishing. His revisions are larger in scale. He shares his work in order to figure out how to make it better.					
<i>Language</i>	The child writes clearly and comprehensibly. She is beginning to use connective words between passages of thought, and so her sentence structure is becoming more sophisticated and engaging.					
<i>Reading-Writing Connection</i>	The child reads as a writer. He notices ways in which published authors have written well and tries to do likewise. He especially notices the leads in other stories, the ways in which authors have shown-not-told, and authors' uses of some conventions.					