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| --- | --- | --- | --- | --- |
|  | **(4) Advanced** | **(3) Proficient** | **(2) Developing** | **(1) Emerging** |
| Development | The writing –* skillfully develops real or imagined experiences or events using relevant descriptive details
* skillfully uses narrative techniques (such as dialogue, pacing, and description) to develop experiences, events, and/or characters
* skillfully uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
* skillfully includes reflections that address feelings, thoughts, changes, and new discoveries
 | The writing –* develops real or imagined experiences or events using relevant descriptive details
* uses narrative techniques(such as dialogue, pacing, and description) to develop experiences, events, and/or characters
* uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
* includes reflections that address feelings, thoughts, changes, and new discoveries
 | The writing –* develops real or imagined experiences or events using insufficient descriptive details
* inconsistently uses narrative techniques(such as dialogue, pacing, and description) to develop experiences, events, and/or characters
* inconsistently uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
* attempts to include a reflection
 | The writing –* develops real or imagined experiences or events using little or no descriptive details
* uses few, if any, narrative techniques(such as dialogue, pacing, and description) to develop experiences, events, and/or characters
* uses few, if any, precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
* no reflection
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| Organization | The writing –* skillfully engages and orients the reader by establishing a context, a point of view, and, when appropriate, introducing a narrator and/ or characters
* skillfully organizes an event sequence that unfolds naturally and logically
* skillfully uses a variety of transition words, phrases, and/or clauses to convey sequence and signal shifts from one time frame or setting to another
* skillfully provides a conclusion that follows from the narrated experiences or events
 | The writing –* engages and orients the reader by establishing a context, a point of view, and, when appropriate, introducing a narrator and/ or characters
* organizes an event sequence that unfolds naturally and logically
* uses a variety of transition words, phrases, and/or clauses to convey sequence and signal shifts from one time frame or setting to another
* provides a conclusion that follows from the narrated experiences or events
 | The writing –* inconsistently engages and orients the reader by ineffectively establishing a context, a point of view, and, when appropriate, introducing a narrator and/ or characters
* inconsistently organizes an event sequence that unfolds naturally and logically
* inconsistently uses a variety of transition words, phrases, and/or clauses to convey sequence and signal shifts from one time frame or setting to another
* provides a conclusion that ineffectively follows from the narrated experiences or events
 | The writing –* fails to engage and orient the reader by ineffectively establishing a context, a point of view, and, when appropriate, introducing a narrator and/ or characters
* fails to organize an event sequence that unfolds naturally and logically
* uses few, if any, transition words, phrases, and/or clauses to convey sequence and signal shifts from one time frame or setting to another
* may lack a conclusion that follows from the narrated experiences or events
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| Language/Conventions | The writing – * demonstrates an exemplary command of standard English conventions
* skillfully employs language and tone appropriate to audience and purpose
* has sentences that are skillfully constructed with appropriate variety in length and structure
 | The writing – * demonstrates an command of standard English conventions; errors do not interfere with understanding
* employs language and tone appropriate to audience and purpose
* has sentences that are generally complete with sufficient variety in length and structure
 | The writing – * demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding
* inconsistently employs language and tone appropriate to audience and purpose
* has some sentence formation errors and/or a lack of sentence variety
 | The writing – * demonstrates a weak command of standard English conventions; errors interfere with understanding
* employs language and tone that are inappropriate to audience and purpose
* has frequent and severe sentence formation errors and/or a lack of sentence variety
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|  | **32 31 29****A+ A A-** | **28 27 26****B+ B B-** | **25 24 23****C+ C C-** | **22 21 20****D+ D D-** |

Adapted from the Delaware Department of Education Narrative Text-Based Writing Rubric for Grade 7