|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **(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 |
| 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 |
| 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 |
|  | **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