

KPBSD September 2016 – Narrative Standard Referenced Rubric
Grade 8

	4 Exceeds Standard	3 Meets Standard	2 Partially Meets Standard	1 Below Standard
<p>Ideas and Organization Establishes context and purpose</p> <p>W.8.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p>	<ul style="list-style-type: none"> • The introduction establishes setting, context, characters, and point of view on prompt. • Conflict is established when necessary. • Purpose is clearly stated. 	<ul style="list-style-type: none"> • The introduction establishes setting, context, conflict, and/or characters that fit the prompt through the author's point of view. • Purpose is clearly stated. 	<ul style="list-style-type: none"> • The introduction establishes setting, context, conflict, and/or characters that fit the prompt. • Purpose is clearly stated. 	<ul style="list-style-type: none"> • The introduction includes a setting and states the purpose or the purpose is not stated.
<p>Content and Development Demonstrates logic and sequencing to develop main ideas</p> <p>W 8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>W.8.3a2 Organize an event sequence that unfolds naturally and logically.</p>	<ul style="list-style-type: none"> • Each topic is developed with at least three pieces of evidence (dialogue, descriptions, experiences, and/or events) with at least two reflections per topic. • Events are sequenced logically and naturally with the use of foreshadowing and flashbacks. 	<ul style="list-style-type: none"> • Each topic is developed with at least three pieces of evidence (dialogue, descriptions, experiences, and/or events) with at least one reflection per topic. • Events are sequenced logically and naturally with the use of one foreshadowing and/or flashbacks. 	<ul style="list-style-type: none"> • Each topic is developed with at least three pieces of evidence (dialogue, descriptions, experiences, and/or events) with one reflection. • Events are sequenced logically and naturally. 	<ul style="list-style-type: none"> • Topics are not developed with enough pieces of dialogue, descriptions, experiences, and/or events that are relevant to the purpose. No reflections are present. • Events are not sequenced logically.
<p>Transitions and Conclusions W 8.3c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>W 8.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<ul style="list-style-type: none"> • Four or more varied transition words are found throughout the narrative between settings or events to purposefully show relationships. • The narrative's resolution restates the purpose with an in-depth reflection on the experiences or events in a skillful way. 	<ul style="list-style-type: none"> • Four or more varied transition words are found throughout the narrative between settings or events. • The narrative's resolution restates the purpose and reflects on the experiences or events in a skillful way. 	<ul style="list-style-type: none"> • Three varied transition words are found throughout the narrative between settings or events. • The narrative's resolution restates the purpose and reflects on the experiences or events. 	<ul style="list-style-type: none"> • Repetitive transition words are used. • The narrative's resolution restates the purpose only.

<p>Style and Sentence Structure W 8.3d Uses precise words and phrases, relevant descriptive details, and sensory language to advance the action and convey experiences and events.</p>	<ul style="list-style-type: none"> • Specific, relevant, and figurative 8th grade language is used to describe the experiences appealing to all five senses multiple times. 	<ul style="list-style-type: none"> • Specific, relevant, and figurative 8th grade language is used that describes the experiences with at least three senses. 	<ul style="list-style-type: none"> • Specific, relevant, and figurative 8th grade language is used most of the time to describe the experiences with at least two senses. 	<ul style="list-style-type: none"> • Specific, relevant 8th grade language is rarely used. No figurative language is used.
<p>Conventions L 8.1 Demonstrate command of the conventions of standard English grammar and usage when writing. L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation. a. Use punctuation to indicate a pause or break. c. Spell correctly</p>	<ul style="list-style-type: none"> • There are no noticeable mistakes. 	<ul style="list-style-type: none"> • 1-2 mistakes are found in verb usage. • Mistakes are limited to 2-3 and do not hinder meaning. 	<ul style="list-style-type: none"> • 3-4 mistakes are found in verb usage. • There are more than 4 mistakes and/or mistakes hinder meaning. • A few run-ons and/or fragments are present. 	<ul style="list-style-type: none"> • More than 4 mistakes are found in verb usage. • Mistakes are throughout the essay and hinder meaning. • Many run-ons and/or fragments are present.

Alaska State Standards Alignment

NOTES: In the left criterion boxes of the rubric, the AK-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (7th^h) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 7th grade standards were referenced.

The letter abbreviations are as follows:

W = Writing

RIT= Reading – Informational Text

L=Language

Strand	6th	7th	8th
<p align="center">Writing</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic (or thesis statement); organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development and organization and style are appropriate to task, purpose, and audience.</p> <p>8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic (or thesis statement) clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic (or thesis statement) clearly, previewing what is to follow; organize ideas, concepts, and information, into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

Reading- Informational Text	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.