

**San Lorenzo Valley Unified School District**  
**Grade 8**  
**Narrative Writing Scoring Rubric**

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**4**

***The writing***

- clearly addresses all parts of the writing task
- demonstrates a clear understanding of purpose and audience
- maintains a consistent point of view, focus and organizational structure, including the effective use of transitions
- includes a clearly presented central idea with relevant facts, details, and/or explanations
- includes a variety of sentence types
- contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader's understanding of the writing

***Narrative***

- provides a thoroughly developed, clear, concise incident (plot) by using well chosen details (e.g. setting, character(s))
- clearly reveals the significance of, or the writer's attitude about, the subject.
- clearly uses appropriate strategies (e.g., relevant dialogue, suspense, physical description, background description)

**3**

***The writing***

- addresses all parts of the writing task and demonstrates a general understanding of purpose and audience
- maintains a mostly consistent point of view, focus, and organizational structure, including the effective use of transitions
- presents a central idea with mostly relevant facts, details, and/or explanations
- includes a variety of sentence types
- contains some errors in the conventions of the English language (grammar, punctuations, capitalizations, spelling). These errors do not interfere with the reader's understanding of the writing.

***Narrative***

- provides an adequately developed a clear, concise incident (plot) by using details (e.g. setting, character(s))
- adequately reveals the significance of, or the writer's attitude about, the subject.
- adequately uses appropriate strategies (e.g., relevant dialogue, suspense, physical description, background description)

**2**

***The writing***

- addresses only parts of the writing task
- demonstrates little understanding of purpose and audience
- maintains an inconsistent point of view, focus, and/or organizational structure, which may include ineffective or awkward transitions that do not unify important ideas
- suggests a central idea with limited facts, details, and/or explanations
- includes little variety in sentence types
- contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors may interfere with the reader's understanding of the writing.

***Narrative***

- provides a minimally developed incident (plot) and limited details (e.g. setting, character(s))
- the significance of, or the writer's attitude about, the subject may/may not be revealed
- attempts to use appropriate strategies, but with limited effectiveness (e.g., relevant dialogue, suspense, physical description, background description)

**1**

***The writing***

- addresses only part of the writing task
- demonstrates no understanding of purpose and audience
- lacks a point of view, focus, organizational structure, and transitions that unify important ideas
- lacks a central idea but may contain marginally related facts, details, and/or explanations
- includes no sentence variety
- contains serious errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader's understanding of the writing.

***Narrative***

- lacks a developed, clear, concise incident (plot) and little to no details (e.g. setting, character(s))
- the significance of, or the writer's attitude about, the subject is not revealed
- fails to use appropriate strategies, and/or there is minimal effectiveness (e.g., relevant dialogue, suspense, physical description, background description)