

Narrative Essay Rubric

	Establish Situation and Central Character	Narrative Techniques	Transitions	Language	Conclusion
4	Creates the reader by establishing a situation and introducing a narrator and/or characters; organizes an event sequence that unfolds coherently.	Uses narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.	Uses a variety of transitional words, phrases, and clauses to manage the sequence of events.	Uses concrete words and phrases and sensory details to convey experiences and events precisely.	Provides a conclusion that follows from the narrated experiences or events.
3	Usually creates the reader by establishing a situation and introducing a narrator and/or characters; organizes an event sequence that unfolds coherently.	Usually uses narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.	Usually uses a variety of transitional words, phrases, and clauses to manage the sequence of events.	Usually uses concrete words and phrases and sensory details to convey experiences and events precisely.	Usually provides a conclusion that follows from the narrated experiences or events.
2	Attempts to create the reader by establishing a situation and introducing a narrator and/or characters; organizes an event sequence that unfolds coherently.	Attempts to use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.	Attempts to use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Attempts to use concrete words and phrases and sensory details to convey experiences and events precisely.	Attempts to provide a conclusion that follows from the narrated experiences or events.
1	Does not attempt to create the reader by establishing a situation and introducing a narrator and/or characters; organizes an event sequence that unfolds coherently.	Does not attempt to use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.	Does not attempt to use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Does not attempt to use concrete words and phrases and sensory details to convey experiences and events precisely.	Does not attempt to provide a conclusion that follows from the narrated experiences or events.
0/100					

Total score: _____ /100



Narrative Essay Rubric

Holt Rinehart & Winston

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the Holt Rinehart & Winston text.

Narrative Essay Rubric:

A Complete Guide to Rubrics Audrey M. Quinlan, 2012 This book takes a developmental perspective at the use of scoring rubrics to assess student work Citing developmental characteristics of each age the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult college After a presentation of foundation information on rubrics separate chapters are devoted to each grade level from primary through adult Written so that each chapter can be addressed independently the book provides additional chapters devoted to assessing technological topics and using rubrics with students with special needs The final chapters provide practical information to help teachers to create their own rubrics and to covert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included

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English Language Arts, Grade 12 Module 1 PCG Education, 2015-11-05 Paths to College and Career Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6 12 to educators across the country Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require Paths to College and Career includes daily lesson plans guiding questions recommended texts scaffolding strategies and other classroom resources Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts At each grade level Paths to College and Career delivers a yearlong curriculum that develops all students ability to read closely and engage in text based discussions build evidence based claims and arguments conduct research and write from sources and expand their academic vocabulary Paths to College and Career s instructional resources address the needs of all learners including students with disabilities English language learners and gifted and talented students This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction and Student Journals that give students learning tools for each module and a single place to organize and document their learning As the creators of the Paths ELA curriculum for grades 6 12 PCG Education provides a professional learning

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Powerful Lesson Planning Janice Skowron, 2015-09-15 Guide to teaching and creating lesson plans Covers four types of instructional design Useful for teachers with all levels of experience Have you ever wondered how to maximize your lesson plans Do you want to get the most out of every minute that you teach Powerful Lesson Planning Every Teacher's Guide to Effective Instruction will help you accomplish those goals This book includes summaries of basic instructional design integrated instructional design differentiated instructional design and problem based learning instructional design It shares different teaching strategies and is especially helpful for beginner teachers This guide emphasizes the decisions that teachers make as they plan lessons and classes It includes descriptive information tools and several examples to help every teacher make their lesson plans well

Standards-based Activities with Scoring Rubrics: Performance-based portfolios, 2002 Houghton Mifflin English, 2004 *Rethinking Rubrics in Writing Assessment* Maja Wilson, 2006 The conventional wisdom in English education is that rubrics are the best and easiest tools for assessment But sometimes it's better to be unconventional In *Rethinking Rubrics in Writing Assessment* Maja Wilson offers a new perspective on rubrics and argues for a better more responsive way to think about assessing writers progress Though you may sense a disconnect between student centered teaching and rubric based assessment you may still use rubrics for convenience or for want of better alternatives *Rethinking Rubrics in Writing Assessment* gives you the impetus to make a change demonstrating how rubrics can hurt kids and replace professional decision making with an inauthentic pigeonholing that stamps standardization onto a notably nonstandard process With an emphasis on thoughtful planning and teaching Wilson shows you how to reconsider writing assessment so that it aligns more closely with high quality instruction and avoids the potentially damaging effects of rubrics Stop listening to the conventional wisdom and turn instead to a compelling new voice to find out why rubrics are often replaceable Open *Rethinking Rubrics in Writing Assessment* and let Maja Wilson start you down the path to more sensitive authentic style of writing assessment

Assessing and Correcting Reading and Writing Difficulties Thomas G. Gunning, 2006 MyLabSchool Where the classroom comes to life bull bull Watch real classrooms in action in the MLS VideoLab bull Study for the PRAXIS exam using our video cases and practice test bull Prepare for your first or next job interview with the MLS Career Center bull Learn how to write effective research papers with Research Navigator Contact your local Allyn Bacon sales representative for more information about this great tool or for the Valuepack ISBN

Differentiated Early Literacy for English Language Learners Paul Boyd-Batstone, 2006 Early literacy strategies for

English language learners are differentiated according to five levels of language proficiency BOOK JACKET *Teaching Reading in the 21st Century* Michael F. Graves, Connie Juel, 2001 **Elements of Literature** Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2003-11 Asmnt Holt Rinehart & Winston, 2005 *Holt 6 Traits/Writing M/S Eolit/Lang* 2007 Holt Rinehart & Winston, 2007 **Assessment for Educational Leaders** W. James Popham, 2006 Written specifically for school administrators and those preparing to be school administrators this easy to read book contains only what is needed by leaders in today's assessment dominated world of educational accountability The content of the text is unabashedly practical addressed specifically to the assessment related needs of today's school administrators The real world orientation of the book based on the author's extensive and continuing work in the nation's public schools makes the book attractive to those instructors who teach assessment courses taken by prospective school administrators Students and in service school administrators will recognize that this text is not loaded with dry abstruse content about measurement and psychometric exotica This book deals with the real world measurement issues that today's educational leaders will most certainly encounter *Writing and Grammar: Communication in Action* Pearson/Prentice Hall, Joyce Armstrong Carroll, 2004 Writing and Grammar: Ruby level (11), 2001 State adopted textbook 2001 2007 grade 11 **Measurement and Assessment in Teaching** Robert L. Linn, M. David Miller, 2005 For Test and Measurement courses this volume introduces prospective teachers to all of the elements of measurement and assessment that are essential to good teaching including the techniques needed to create use evaluate and interpret the full spectrum of both published and self created assessment vehicles

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