

| | Focus | Elaboration | Organization | Integration |
|----------|---|---|--|---|
| 6 | <ul style="list-style-type: none"> • Subject and unifying event clear and maintained throughout with the event commented upon by the end of the composition • Clearly sets purpose of composition through successful introduction strategy • Reactions are effectively connected to unifying event • Effective closing which unifies the writing | <ul style="list-style-type: none"> • All major episodes are developed by specific detail • Episodes developed evenly (to the same degree of specificity as appropriate) • Considerable Elaboration through multiple strategies (e.g., points of view/perspective, others' reactions, dialogue, etc.) • Most episodes show significant depth of development • Word choice enhances specificity • Voice is appropriate for topic, purpose, and audience | <ul style="list-style-type: none"> • Narrative structure is clear, effective, and appropriate – sequence of episodes is logically presented without gaps • Appropriate and purposeful paragraphing • Coherence and cohesion demonstrated by effective and varied devices (transitions, parallel structure, pronouns, etc.) • Paragraph development follows narrative sequence • All episodes and reactions logically presented and interrelated • Varied sentence structure and word choice produce cohesion | <ul style="list-style-type: none"> • Fully-developed composition for grade level • Clear and purposeful Focus; in-depth, balanced Elaboration; sequence of episodes is coherently and cohesively developed throughout the composition |
| 5 | <ul style="list-style-type: none"> • Subject and unifying event clear and maintained throughout with the event commented upon by the end of the composition • Clearly sets purpose through effective opening or may attempt more sophisticated strategy (may not be completely successful) • Reactions are relevant to unifying event • Effective closing | <ul style="list-style-type: none"> • All major episodes developed by specific detail • Most Elaboration is even or balanced • Some Elaboration through multiple strategies (e.g., points of view/perspective, others' reactions, dialogue, etc.) • Word choice may enhance specificity • Voice is appropriate for topic, purpose, and audience | <ul style="list-style-type: none"> • Narrative structure is clear and effective – sequence of episodes is logically presented through time without significant gaps • All paragraphs appropriate • Coherence and cohesion demonstrated by appropriate devices (transitions, parallel structure, pronouns, repetition, etc.) • Most episodes and reactions logically presented and interrelated • Some varied sentence structure and word choice produce cohesion | <ul style="list-style-type: none"> • Developed composition for grade level • All features not equally well-developed throughout the composition • Depth is evident |
| 4 | <ul style="list-style-type: none"> • Subject and unifying event clear and maintained with event commented upon by the end of the composition • Sets purpose through effective opening • Reactions clearly present and appropriate • Has closing | <ul style="list-style-type: none"> • Many major episodes developed by specific detail; some Elaboration may be general • Elaboration may not be even or balanced • Some depth • Word choice may enhance specificity • Voice is present but inconsistent | <ul style="list-style-type: none"> • Narrative structure is evident – sequence of episodes moves through time with a beginning, a middle, and an ending with few gaps • Most paragraphs appropriate • Coherence (paragraph to paragraph) and cohesion (sentence to sentence) demonstrated with appropriate devices • Coherence may depend on holistic structure (e.g., chronology) • May have minor digressions • Most episodes logically presented and organized | <ul style="list-style-type: none"> • Bare-bones-developed composition for grade level • Simple and clear, presenting nothing more than the essentials • Limited depth |
| 3 | <ul style="list-style-type: none"> • Subject and event clear; may be prompt-dependent • Minor Focus drift or lapses in logic • Reactions are present • May lack closing • Lacks sufficiency to demonstrate developed Focus | <ul style="list-style-type: none"> • Some major episodes developed by specific detail; some Elaboration may be general or repetitive • May be list of specific episodes/reactions with some extensions • Limited depth • Voice shifts or disappears • Lacks sufficiency to demonstrate developed Elaboration | <ul style="list-style-type: none"> • Narrative structure is evident – sequence of episodes moves through time with significant gaps • Some appropriate paragraphing • May have a major digression • May have intrusive or inappropriate transitional devices • Lacks sufficiency to demonstrate developed Organization | <ul style="list-style-type: none"> • Partially developed • Some (or one) of the feature(s) are not sufficiently formed, but all are present • Inference is usually required |

ISAT Writing Rubric – Grade 8 Narrative

10/12/06

| | Focus | Elaboration | Organization | Integration |
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| 2 | <ul style="list-style-type: none"> • Subject and/or event may be vague • Unrelated or illogical ideas or major drift from Focus (composition consists mostly of repetitions/redundancies) • Off-mode response (NOT narrative showing a sequence through time) • Multiple events without an umbrella statement • No reactions • Insufficient writing to determine that Focus can be sustained | <ul style="list-style-type: none"> • List of episodes and/or reactions which may have extensions • Most Elaboration is general or consists of repetition/redundancy • No evidence of suitable voice • Insufficient writing to determine that the Elaboration can be maintained | <ul style="list-style-type: none"> • Structure is noticeable, but the reader must infer it – sequence of episodes moves through time with either an expository preview developed by event/reaction, OR an event developed by reasons/examples • Limited evidence of appropriate paragraphing • May have major lapses/digressions • Insufficient writing to determine that Organization can be sustained | <ul style="list-style-type: none"> • Attempts to address the assignment, but only rudiments of techniques for forming Focus, Elaboration, and Organization can be detected • Some confusion and/or disjointedness • Lacks narrative structure • Insufficient writing to determine that the features can be maintained |
| 1 | <ul style="list-style-type: none"> • Subject/event unclear • Reactions absent • Insufficient writing to show that criteria are met | <ul style="list-style-type: none"> • May lack clarity • Insufficient writing to show that criteria are met | <ul style="list-style-type: none"> • Little or no evidence of structure • Insufficient writing to show that criteria are met | <ul style="list-style-type: none"> • Does not fulfill the assignment; barely deals with the topic; or does not present most or all of the features • Insufficient writing to show that criteria are met |

Conventions

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| 3 | <ul style="list-style-type: none"> • Strong knowledge of conventions is demonstrated • Standards of punctuation, capitalization, and spelling are consistently followed – may have minor lapses • May have minor errors in usage and sentence formation • A variety of sentence structures is evident |
| 2 | <ul style="list-style-type: none"> • Partial knowledge of conventions is evident • Severity and density of errors constitute a noticeable pattern • Little attempt at varying sentence structures |
| 1 | <ul style="list-style-type: none"> • Little or no discernable knowledge of conventions • Severity and density of errors is such that meaning is impaired • Sentence structure is simplistic or in error |