

Production of Writing: NM-MSSA Narrative Writing Rubric (Grades 6–8)

	Score Point 4	Score Point 3	Score Point 2	Score Point 1
	The Writing:			
Development/ Content	<ul style="list-style-type: none"> Presents a narrative that develops real or imagined experiences or events that consistently address the task. Uses consistently effective and varied narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. Substantially develops the narrative using consistently relevant descriptive details. 	<ul style="list-style-type: none"> Presents a narrative that develops real or imagined experiences or events that generally address the task. Uses generally effective and somewhat varied narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. Generally develops the narrative using mostly relevant descriptive details. 	<ul style="list-style-type: none"> Presents a narrative that develops real or imagined experiences or events that partially address the task. Uses partially effective and/or varied narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. Partially develops the narrative using some relevant descriptive details. 	<ul style="list-style-type: none"> Presents a narrative that develops real or imagined experiences or events that minimally address the task. Rarely uses/does not use effective and/or varied narrative techniques such as dialogue, pacing, or description to develop experiences, events, and/or characters. Minimally develops the narrative using few, if any, relevant descriptive details.
Organization/ Focus	<ul style="list-style-type: none"> Engages and effectively orients the reader by clearly establishing a context and point of view* and clearly introducing a narrator and/or character(s). Establishes and consistently maintains an event sequence that unfolds naturally and logically. Provides a conclusion that clearly follows from and reflects on the narrated experiences or events. Consistently demonstrates effective use of a wide variety of transition words, phrases, and clauses to convey sequence and signal shifts in time frame or setting. 	<ul style="list-style-type: none"> Adequately engages and orients the reader by generally establishing a context and point of view* and adequately introducing a narrator and/or character(s). Establishes and generally maintains an event sequence that unfolds naturally and logically. Provides a conclusion that generally follows from and reflects on the narrated experiences or events. Generally demonstrates effective use of a variety of transition words, phrases, and clauses to convey sequence and signal shifts in time frame or setting. 	<ul style="list-style-type: none"> Attempts to engage and orient the reader but does not clearly establish a context and point of view* and/or clearly introduce a narrator and/or character(s). Attempts to establish and partially maintains an event sequence that unfolds naturally and logically. Provides a conclusion that partially follows from and reflects on the narrated experiences of events. Sometimes demonstrates varied and effective use of transition words, phrases, and/or clauses to convey sequence and signal shifts in time frame or setting. 	<ul style="list-style-type: none"> May attempt to engage and/or orient the reader by establishing a context and point of view* and/or introduce a narrator and/or character(s). May attempt to establish but does not maintain an event sequence that unfolds naturally and logically. Provides a conclusion that minimally follows from and reflects on the narrated experiences or events or does not follow from them. Rarely demonstrates/does not demonstrate varied or effective use of transition words, phrases, and/or clauses to convey sequence and signal shifts in time frame or setting.
Language	<ul style="list-style-type: none"> Consistently uses precise words and phrases, vivid descriptive details, and sensory language to capture the action and convey experiences and events. Includes language choices that establish and consistently maintain a style and tone appropriate to the task. 	<ul style="list-style-type: none"> Often uses precise words and phrases, vivid descriptive details, and sensory language to capture the action and convey experiences and events. Includes language choices that generally contribute to a style and tone appropriate to the task. 	<ul style="list-style-type: none"> Sometimes uses precise words and phrases, vivid descriptive details, and/or sensory language to capture the action and convey experiences and events. Includes language choices that sometimes contribute to a style and tone appropriate to the task. 	<ul style="list-style-type: none"> Rarely uses/does not use precise words and phrases, vivid descriptive details, and/or sensory language to capture the action and convey experiences and events. Rarely includes/does not include language choices that contribute to a style and tone appropriate to the task and/or includes language that is inappropriate to the task.

Use of Conventions: NM-MSSA Conventions Rubric (Grades 3–8)

	Score Point 3	Score Point 2	Score Point 1
	The Writing:		
Grammar/ Usage	<ul style="list-style-type: none"> Demonstrates general command of standard English grammar and usage. 	<ul style="list-style-type: none"> Demonstrates partial command of standard English grammar and usage. 	<ul style="list-style-type: none"> Demonstrates little command of standard English grammar and usage.
Mechanics	<ul style="list-style-type: none"> Demonstrates general command of standard English conventions relative to the length and complexity of the text. May have minor or infrequent errors that do not interfere with meaning or confuse the reader. 	<ul style="list-style-type: none"> Demonstrates partial command of standard English conventions relative to the length and complexity of the text. May have errors or patterns of errors that somewhat interfere with meaning or confuse the reader. 	<ul style="list-style-type: none"> Demonstrates little command of standard English conventions relative to the length and complexity of the text. May have errors that interfere with meaning or confuse the reader.

*Only assessed at grades 7 & 8