

# Teacher Checklist

## Grade 8 Narrative (Real or Imagined) Writing (part 1)

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

	<b>4 Deep Command</b>	<b>3 Sufficient Command</b>	<b>2 Partial Command</b>	<b>1 Limited Command</b>
<b>Narrative Focus</b>	<input type="checkbox"/> Effectively engages and orients the reader <input type="checkbox"/> Clearly focused and maintained throughout <input type="checkbox"/> Effectively establishes a setting <input type="checkbox"/> Effectively establishes a narrator and/or characters <input type="checkbox"/> Effectively establishes a context <input type="checkbox"/> Effectively establishes a point of view	<input type="checkbox"/> Adequately engages and orients the reader <input type="checkbox"/> Adequately focused and generally maintained throughout <input type="checkbox"/> Adequately establishes a setting <input type="checkbox"/> Adequately establishes a narrator and/or characters <input type="checkbox"/> Adequately establishes a context <input type="checkbox"/> Adequately establishes a point of view	<input type="checkbox"/> Inconsistently engages and orients the reader <input type="checkbox"/> Somewhat maintained <b>or</b> may have a minor drift in focus <input type="checkbox"/> Vaguely establishes a setting <input type="checkbox"/> Inconsistently establishes a narrator and/or characters <input type="checkbox"/> Inconsistently establishes a context <input type="checkbox"/> Inconsistently establishes a point of view	<input type="checkbox"/> Does not engage and orient the reader <input type="checkbox"/> Little or no focus <b>or</b> major drift in focus <b>or</b> confusing focus; ambiguous focus <b>or</b> very brief <input type="checkbox"/> Does not establish a setting <input type="checkbox"/> Does not establish a narrator and/or characters <input type="checkbox"/> Does not establish a context <input type="checkbox"/> Lacks a point of view
<b>Organization</b>	<input type="checkbox"/> Effective opening addresses audience and purpose <input type="checkbox"/> Natural and logical unfolding of events beginning to end <input type="checkbox"/> Logical connection of ideas and events <input type="checkbox"/> Effective consistent use of a variety of transitional strategies <input type="checkbox"/> Effective closure reflects on experience or events	<input type="checkbox"/> Adequate opening addresses audience and purpose <input type="checkbox"/> Adequate sequence of events from beginning to end <input type="checkbox"/> Adequate, perhaps at times inconsistent, connection among ideas and events <input type="checkbox"/> Adequate use of transitional strategies <input type="checkbox"/> Adequate closure reflects on experience or events	<input type="checkbox"/> Weak opening <input type="checkbox"/> Uneven sequence of events from beginning to end <input type="checkbox"/> Weak connections among ideas and events <input type="checkbox"/> Inconsistent use of basic transitional strategies with little variety <input type="checkbox"/> Weak closure	<input type="checkbox"/> Does not establish an opening <input type="checkbox"/> Lacks sequence of events <b>or</b> frequent extraneous ideas intrude <input type="checkbox"/> Lacks connections among ideas and events <b>or</b> irrelevant ideas and events are included <input type="checkbox"/> Few <b>or</b> no transitional strategies are evident <input type="checkbox"/> Does not provide a sense of closure
<b>Elaboration of Narrative</b>	<input type="checkbox"/> Effective plot creates unity and completeness <input type="checkbox"/> Thorough and effective use of narrative techniques that advance the story or illustrate the experience <input type="checkbox"/> Thorough and effective use of elaboration of details and description	<input type="checkbox"/> Adequate plot creates unity and completeness and may have minor flaws and some loosely connected ideas <input type="checkbox"/> Adequate use of narrative techniques that generally advance the story or illustrate the experience <input type="checkbox"/> Adequate use of elaboration of details and description	<input type="checkbox"/> Inconsistent and flawed plot <input type="checkbox"/> Uneven and inconsistent use of narrative techniques <input type="checkbox"/> Uneven use of elaboration of details and description	<input type="checkbox"/> Little <b>or</b> no discernible plot <input type="checkbox"/> Minimal use of narrative techniques <input type="checkbox"/> Minimal <b>or</b> no use of elaboration of details, and description

Narrative checklist continues on next page.

## Teacher Checklist

### Grade 8 Narrative (Real or Imagined) Writing (part 2)

	<b>4 Deep Command</b>	<b>3 Sufficient Command</b>	<b>2 Partial Command</b>	<b>1 Limited Command</b>
Language and Vocabulary	<input type="checkbox"/> Clearly and effectively expresses experiences or events  <input type="checkbox"/> Effective use of precise words and phrases and relevant descriptive details capture the action and convey the experience and events  <input type="checkbox"/> Effective use of sensory, concrete, and figurative language clearly advances the purpose	<input type="checkbox"/> Adequately expresses experiences or events  <input type="checkbox"/> Some use of precise words and phrases and relevant descriptive details capture the action and convey the experience and events  <input type="checkbox"/> Adequate use of sensory, concrete, and/or figurative language generally advances the purpose	<input type="checkbox"/> Unevenly expresses experiences or events  <input type="checkbox"/> Inconsistent use of precise words and phrases and descriptive details  <input type="checkbox"/> Partial <b>or</b> weak use of sensory, concrete, and/or figurative language that may not advance the purpose	<input type="checkbox"/> Vaguely expresses experiences or events <b>or</b> lacks clarity <b>or</b> confusing  <input type="checkbox"/> Little <b>or</b> no use of precise words and phrases and descriptive details  <input type="checkbox"/> Limited <b>or</b> no use of sensory, concrete, and/or figurative language with little sense of purpose
Conventions	<input type="checkbox"/> Few, if any, errors in usage and sentence formation  <input type="checkbox"/> Effectively and consistently uses punctuation, capitalization, and spelling	<input type="checkbox"/> Some errors in usage and sentence formation (no systematic pattern of errors)  <input type="checkbox"/> Adequately uses punctuation, capitalization, and spelling	<input type="checkbox"/> Frequent errors in usage and sentence formation may obscure meaning  <input type="checkbox"/> Inconsistently uses punctuation, capitalization, and spelling	<input type="checkbox"/> Frequent and severe errors in usage and sentence formation often obscure meaning  <input type="checkbox"/> Frequent and severe errors in punctuation, capitalization, and spelling often obscure meaning

**Comments:**

The purpose of this checklist is (1) to support teachers as they learn to use the 2013 Narrative Writing Rubric (Grades 3-8); (2) to clarify essential knowledge, skills, and abilities specific to eighth grade; (3) to use as a tool for conferencing with individual students; and (4) to use as an optional tool to enhance the consistency of evaluating the Nevada Formative Writing Assessment Tasks.