

Student name: _____

Date: _____

Title of narrative: _____

RUBRIC FOR BULLYING NARRATIVE

	4	3	2	1	Score
Organization	The story has a strong lead that captures the reader's interest, a well-developed middle that builds tension, and a strong ending.	The story has a strong lead, a developed middle, or a strong ending. It doesn't have all three.	The story's organization is acceptable, but it gets off topic in places.	The story is disorganized and lacks direction.	
Events	The story gives specific details about a bullying event in a clear and logical order.	The story gives several details about a bullying event and is reasonably clear and well sequenced.	The story gives some details about a bullying event, but it is not well sequenced.	The story lacks details of a bullying event and does not have a logical sequence. It's confusing to the reader.	
Scene/ Emotions	The writer paints a vivid mental picture by using carefully selected descriptive words. Emotions are strongly communicated through characters' words and actions.	The scene is described, but not vividly. Emotions are satisfactorily communicated through characters' words and actions.	Description of the scene is unclear. The writer attempts to communicate emotions, but it is weak and inconsistent.	The writer tells the story without painting an image with his or her words. The writer minimally communicates the characters' emotions.	
Paragraphs	The beginnings of all paragraphs are indented. Sentences in each paragraph are focused on one topic. Good transition sentences connect paragraphs.	Many of the paragraphs are indented, have sentences focused on one topic, and end with a good transition sentence.	Several of the paragraphs are too long, have off-topic sentences, and are not indented. There are few appropriate transition sentences.	There are several problems with paragraphs.	
Conventions	The writer consistently uses correct sentence structure, grammar, punctuation, and spelling.	The writer frequently uses correct sentence structure, grammar, punctuation, and spelling.	The writer infrequently uses correct sentence structure, grammar, punctuation, and spelling.	The writer does not consistently use correct sentence structure, grammar, punctuation, and spelling.	

Comments: