

Quick Scale: Grade 10 Writing Narrative

This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year. Stories are usually required to be carefully revised, edited, and proofread.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The story features problems with style, form, and mechanics that make it difficult to determine the purpose and meaning. Reflects little knowledge of narrative conventions and techniques.</i>	<i>The story is generally clear, with a beginning, middle, and end. Development may seem uneven. The writer has difficulty controlling the form and style. Tends to tell about events rather than “show” them.</i>	<i>The story is clear and carefully developed, with some sense of audience and purpose. Some variety and engaging features. May overexplain in places, telling rather than “showing.”</i>	<i>The story creates an impact, with a sense of vitality, economy, and finesse. Features some complex, engaging ideas, language, structures, and techniques. Relies on “showing,” not telling.</i>
MEANING • sense of audience • integration of story elements • plot • character • theme	<ul style="list-style-type: none"> • little sense of audience or purpose • limited story elements • no underlying structure or development • stereotypic characters • no theme or controlling idea 	<ul style="list-style-type: none"> • some sense of audience; little impact • includes most story elements • easy-to-follow storyline with a simple conflict; does not build to a climax • flat, superficial characters • simple, superficial theme or controlling idea 	<ul style="list-style-type: none"> • sense of audience; some impact • has all story elements; development inconsistent • storyline has some originality or complexity • characters are clearly presented • theme or controlling idea is relevant to age group 	<ul style="list-style-type: none"> • strong sense of audience; engaging story • control and ease with story elements • efficiently developed around relatively mature conflict • develops “round” characters • some complexity in theme or controlling idea
STYLE • voice and tone • syntax • word choice • techniques	<ul style="list-style-type: none"> • little narrative voice • simple sentences and coordination • basic vocabulary; may make errors • immature style 	<ul style="list-style-type: none"> • narrative voice and point of view may slip • some sentence variety • some variety in word choice • direct, conversational; little description, imagery 	<ul style="list-style-type: none"> • tries to match narrative voice to purpose, context • varies sentences • varied word choice, visual description • some risk-taking to create effects 	<ul style="list-style-type: none"> • creates and sustains effective narrative voice • syntactic maturity • effective word choices • takes risks, often showing originality and inventiveness
FORM • beginning • structure and sequence • transitions • dialogue • ending	<ul style="list-style-type: none"> • beginning unclear • passage of time is often confusing or overemphasized • few transitions; may seem disjointed • dialogue seems random, features frequent errors • weak ending 	<ul style="list-style-type: none"> • begins by explaining the situation • passage of time is often awkward, obtrusive • transitions awkward; paragraphing inconsistent • dialogue poorly integrated • unrealistic or anticlimactic ending 	<ul style="list-style-type: none"> • begins with an incident; may overexplain • manages passage of time clearly; may falter • transitions make sequence clear; appropriate paragraphing • appropriate dialogue • resolves story in a logical, predictable way 	<ul style="list-style-type: none"> • beginning is immediately engaging • appropriate pacing; manages the passage of time effectively • well-chosen transitions and effective paragraphing create continuity • dialogue is effective • ending has some “punch”
CONVENTIONS • spelling • sentence structure and punctuation • usage	<ul style="list-style-type: none"> • frequent noticeable errors in basic sentence structure, spelling, and usage that distract the reader and may interfere with meaning 	<ul style="list-style-type: none"> • noticeable errors that may cause the reader to pause or reread; often surface errors could be fixed by careful proofreading 	<ul style="list-style-type: none"> • few errors; these do not affect meaning; appears to have been carefully edited and proofread 	<ul style="list-style-type: none"> • few errors; these do not distract the reader (may only be noticeable when the reader looks for them)