

### Unit 3 Summative Assessment: Narrative Writing

Standard & Skill	No Mastery	Partial Mastery	AM	Mastery	Exceptional
<b>WS3a</b> (Development, purpose, task, style, audience)	Writing is unclear and structure is incoherent; narrative is not developed nor organized; narrative demonstrates no understanding of task, purpose, and audience.	Partial areas of narrative are clear and coherent, while parts of the development, organization, and style are unclear; partially demonstrates understanding of task, purpose, audience.		Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Establishes and maintains creative and collegiately coherent writing in which the development, organization, and style clearly demonstrate task, purpose, and audience.
<b>WS3b</b> (Techniques: dialogue, pacing, description)	Writing lacks narrative techniques (no dialogue, pacing, description, reflection, nor clear plot line); experiences, events, and/or characters are not developed or nonexistent.	Partially uses narrative techniques (missing evidence of dialogue, pacing, description, reflection, or multiple plot lines); incomplete development of experiences, events, and/or characters.		Uses narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Establishes and maintains creative and collegiate narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to fully develop experiences, events, and/or characters in a publishable manner.
<b>WS3c</b> (Techniques: sequencing events)	Writing does not demonstrate use of any techniques to sequence events; events are unclear and seem unrelated.	Partially uses techniques to sequence events; events do not always build on one another; partial areas incoherent.		Uses a variety of techniques to sequence events so that they build on one another to create a coherent whole.	Establishes and maintains creative and intentional variety among techniques used to sequence events so that they build on one another to create a coherent whole.
<b>WS3d</b> (Precise diction, sensory details, vivid imagery)	Writing displays merely simplistic words; lacks details and sensory language; conveys no picture of the experiences, events, setting, and/or characters.	Partially uses precise words; missing evidence of telling details, and sensory language; incomplete picture of the experiences, events, setting, and/or characters.		Uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Establishes and maintains creative and collegiate precision in diction and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters in a publishable manner.
<b>WS3e</b> (Reflective conclusion)	Writing leads to no conclusion; incomplete.	Attempts to provide a conclusion, but only partially reflects on what is experienced, observed, or resolved over the course of the narrative.		Provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Provides a creative and collegiate conclusion that follows from and cleverly reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>WS4</b> (Clear, fully developed, and coherent product)	Writes with no command of the development, organization, and style of narrative; incoherent.	Writes with partial command of the development, organization, and style of narrative; response to task, purpose, and audience are inconsistent.		Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produces publishable, collegiately clear and coherent writing in which the development, organization, and style clearly demonstrate task, purpose, and audience.

**\*APPROACHING MASTERY HAS ELEMENTS OF BOTH PARTIAL MASTERY AND MASTERY**