

## Extended Historical Narrative Project Rubric

|   | Exceeding Standard   | Standard Met  | Approaching Standard   | Standard Not Met  |
|---|--|---|--|---|
| <p><b>Narrative Structure &amp; Organization</b><br/>Engage and orient the reader by setting out the problem(s), situation(s), or observation(s) and its significance from the point of view of a historical individual as a first-person narrator; create a smooth progression of experiences or events through a series of journal entries and/or letters written over the period being studied. (W.11-12.3A)</p> | <p>Deeply engaged the reader by setting out a problem, situation or observation, AND its significance; Established a strong point of view through the introduction of a historical narrator; Organized an event sequence that unfolds naturally and logically.</p> | <p>Engaged and oriented the reader by setting out a problem, situation, or observation AND its significance; Established a point of view through the introduction of a historical narrator; Organized an event sequence that unfolds naturally and logically.</p> | <p>Engaged and oriented the reader by establishing a context and point of view and introduced a historical narrator; organized an event sequence that unfolds naturally.</p> | <p>Oriented the reader by establishing a situation and introducing a narrator; disorganized event sequence.</p> |
| <p><b>Narrative Style</b><br/>Use precise words and phrases indicative of the time period, telling/showing historical and personal details using sensory language to convey a vivid picture of the experiences, events, and/or setting and the historical character being portrayed. (W.11-12.3D)</p>   | <p>Used precise words and phrases, telling details, and sensory language to convey a vivid and engaging picture of the experiences, events, setting, and character.</p>  | <p>Used precise words and phrases, telling details, and/or sensory language to convey a vivid picture of the experiences, events, setting, and character.</p>   | <p>Used precise words and phrases, and relevant descriptive detail to convey an experience or event. Relied more on telling than showing.</p>                                | <p>Struggled to convey experiences and events.</p>  |

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|---|--|--|---|---|
| <p><b>Research</b><br/>Draw evidence from primary sources to support the reflections of your historical character. Provide a reference list (in-text citations not required) (WHST.11-12.9)</p>                             | Supported reflection with research throughout the narrative; reference list cites 10 or more primary sources.  | Supported reflection with research throughout the narrative; reference list cites 8-9 primary sources.   | Supported reflection with research throughout the narrative; reference list cites 6-7 primary sources.  | Struggled to support reflection with research throughout the narrative; reference list is absent or cites 5 or less primary sources.  |
| <p><b>Revision</b><br/>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach based on teacher or mentor feedback throughout the project. (WHST.11-12.5)</p>          | Displayed evidence of a <b>STRONG</b> writing process including planning, revising, editing, rewriting, or trying a new approach, with a focus on addressing what is most significant for a specific purpose and audience. | Displayed evidence of a writing process including planning, revising, editing, rewriting, or trying a new approach, with a focus on addressing what is most significant for a specific purpose and audience. | Displayed evidence of a writing process including planning, revising, editing, rewriting, or trying a new approach.   | Displayed some evidence of an incomplete writing process including planning, revising, and/or editing.  |
| <p><b>Conventions</b><br/>Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience, with few, if any, grammatical errors. (WHST.11-12.4)</p> | Produced clear, coherent, and engaging writing in which the development, organization, and style are best suited to task, purpose, and audience. Free of spelling or grammatical errors.                                   | Produced clear, coherent, and engaging writing in which the development, organization, and style are best suited to task, purpose, and audience. Minimal (1-2) spelling or grammatical errors.               | Produced writing that was sometimes clear and coherent, and in which the development, organization, and style were somewhat appropriate to task, purpose, and audience. Some spelling and grammatical errors. | Struggled to produce writing that was clear or coherent and/or where the development, organization, or style was appropriate to the task, purpose, or audience. Multiple spelling and grammatical errors distract the reader. |