

Extended Historical Narrative Project Rubric

	Exceeding Standard	Standard Met	Approaching Standard	Standard Not Met
<p>Narrative Structure & Organization 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>Narrative Style 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>Research 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>Revision 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 STRONG 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>Conventions 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.