

## Grade 11 -12 Narrative Writing Rubric *DRAFT*

Writes narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

	4 - Exceeds	3 - Proficient	2 - Approaching	1 - Beginning
<b>Understanding</b>	Connection to content or text enhances the narrative; may be insightful	Narrative is clearly connected to assigned content or text	Connections to assigned content or text may be awkward or vague	Connections to assigned content or text are missing or detract from the narrative
<b>Organization/ Purpose</b>	<p>Effectively orients the reader to the characters and situation</p> <p>Organizational structure contributes to the development of characters or events</p> <p>Transitional words and phrases are well chosen to create particular tone or outcome</p> <p>Creates a satisfying ending; may be insightful</p>	<p><b>Engages and orients the reader by setting out a problem, situation, or observation and its significance; establishing one or multiple points of view and introducing a narrator or characters</b></p> <p><b>Creates a smooth progression of experiences or events</b></p> <p><b>Uses a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., sense of mystery, suspense, growth, or resolution)</b></p> <p><b>Provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</b></p>	<p>Minimally establishes a situation and a narrator/characters</p> <p>Sequence of events is, at times, vague or unclear.</p> <p>Transitional words and phrases are present, but may be minimal, poorly chosen, or incorrectly used; tone may be inconsistent</p> <p>Closing is weak or confusing</p>	<p>Does not establish a situation and/or a narrator/characters</p> <p>Sequence of events is illogical or confusing</p> <p>Lack of transitional words and phrases causes confusion; tone may be inappropriate</p> <p>May end abruptly</p>
<b>Elaboration</b>	Effectively uses dialogue and description to develop experiences	<b>Uses narrative techniques such as dialogue, description, pacing,</b>	Use of narrative techniques does not develop experiences,	Use of narrative techniques is minimal or absent

*Note: Descriptors in **bold** are taken directly from the CCSS for this grade level. Some of the language used in this rubric has been adapted from the SBAC and PAARC rubrics.*

	<p>and events or show the response of characters to situations.</p> <p>Use of concrete detail and sensory language enhances the narrative</p>	<p><b>reflection, and multiple plot lines to develop experiences, events and/or characters</b> and /or show the response of characters to situations.</p> <p><b>Uses precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events , setting, and/ or characters</b></p>	<p>events or characters; may detract from narrative focus</p> <p>Uses a basic vocabulary</p>	<p>Uses a limited vocabulary</p>
<b>Conventions</b>	<p>Few, if any, errors in usage and sentence formation</p> <p>Effective and consistent use of grade appropriate punctuation, capitalization, and spelling</p>	<p>Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed</p> <p>Adequate use of grade appropriate punctuation, capitalization, and spelling</p>	<p>Frequent errors in usage may obscure meaning</p> <p>Inconsistent use of grade appropriate punctuation, capitalization, and spelling</p>	<p>Errors in usage and/or punctuation, capitalization, and spelling are frequent and severe, and meaning is often obscured</p>

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