

Grade 9-10 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
Understanding	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
Organization/ Purpose	<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</p> <p>Creates a satisfying ending</p>	<p>Engages and orients the reader by setting out a problem, situation, or observation; establishing one or multiple points of view and introducing a narrator or characters</p> <p>Creates a smooth progression of experiences or events</p> <p>Uses a variety of transitional words, phrases and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationship among experiences and events</p> <p>Uses a variety of techniques to sequence events so that they build on one another to create a coherent whole</p> <p>Provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</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.</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</p> <p>May end abruptly</p>

*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>Elaboration</p>	<p>Effectively uses dialogue and description to develop experiences and events or show the response of characters to situations.</p> <p>Use of concrete detail and sensory language enhances the narrative</p>	<p>Uses narrative techniques such as dialogue, description, pacing, reflection, and multiple plot lines to develop experiences, events and/or characters and /or show the response of characters to situations.</p> <p>Uses precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events , setting, and/ or characters</p>	<p>Use of narrative techniques does not develop experiences, events or characters; may detract from narrative focus</p> <p>Uses a basic vocabulary</p>	<p>Use of narrative techniques is minimal or absent</p> <p>Uses a limited vocabulary</p>
<p>Conventions</p>	<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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