Grade 9-12 SAUSD Writing Rubric – Narrative (Writing Standard 3)

Criterion	Standard Exceeded 5	Standard Met 4	Standard Nearly Met 3	Standard Not Met 2	Standard Not Met 1
Focus/ Exposition	The narrative, real or imagined, insightfully addresses all aspects of the writing task Purposefully engages and orients the reader by setting out a problem, situation, or observation and its significance, and establishing one or multiple point(s) of view Expertly introduces a narrator and/or characters	The narrative, real or imagined, competently addresses all aspects of the writing task Engages and orients the reader by setting out a problem, situation, and establishing one or multiple point(s) of view Introduces a narrator and/or characters	The narrative, real or imagined, superficially addresses all aspects of the writing task Attempts to engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view Introduces a narrator and/or characters	The narrative, real or imagined, partially addresses aspects of the writing task Might engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view Attempts to introduce a narrator and/or characters	The narrative, real or imagined, minimally addresses some aspect of the writing task Does not engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view Does not introduce a narrator and/or characters
Organi-zation/ Plot	Effectively creates a smooth progression of experiences or events Uses a variety of techniques to sequence events that build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) Skillfully provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	Creates a smooth progression of experiences or events Uses a variety of techniques to sequence events that build on one another to create a coherent whole Provides a conclusion that clearly follows from and reflects on what is experienced, observed or resolved over the course of the narrative	Experiences and events are somewhat connected Uses techniques to sequence events that build on one another to create a coherent whole Provides a conclusion that connects to the narrated experiences or event	Progression of experiences or events may be confusing or disjointed Techniques do not build on one another to create a coherent whole Provides a weak conclusion that may not connect to the narrated experiences or event	Event sequence unfolds illogically Does not use sequencing techniques to create coherence Provides no conclusion or one that is not connected to the narrated experiences or events
Narrative Techniques	Skillfully uses narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters Uses precise words and phrases in a sophisticated manner, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	Effectively uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events	Adequately uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters Uses some descriptive details, and sensory language to convey experiences and events	Uses limited narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters Uses concrete words or phrases with limited use of descriptive details and sensory language	Uses few to no narrative techniques Does not use sensory language or descriptive details
Language	Uses purposeful and varied sentence structure Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) Utilizes precise and sophisticated word choice	Uses correct and varied sentence structure Contains few, minor errors in conventions Utilizes strong and grade-level appropriate word choice	Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Usually utilizes grade-level appropriate word choice	Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Utilizes vague or basic word choice	Lacks sentence mastery (e.g., fragments/ run-ons) Contains serious and pervasive errors in conventions Utilizes incorrect and/or simplistic word choice

Papers receiving a 0 are unable to be scored for one of the following reasons: illegibility, no response (blank), completely off topic, written in a language other than English, completely plagiarized.

Adapted from the Elk Grove Unified School District