

## NARRATIVE WRITING RUBRIC GRADES 11-12

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ skillfully engages and orients the reader by setting out a situation or observation and its significance (11-12W3a)</li> <li>▪ skillfully establishes one or multiple point(s) of view (11-12W3a)</li> <li>▪ skillfully introduces a narrator and/or characters (11-12W3a)</li> <li>▪ skillfully 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 (11-12-W3c)</li> <li>▪ skillfully provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative (11-12W3e)</li> <li>▪ skillfully integrates information into the text selectively to maintain the flow of ideas (11-12W8)</li> <li>▪ skillfully produces clear and coherent writing appropriate to task, purpose, and audience (11-12W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ engages and orients the reader by setting out a situation or observation and its significance (11-12W3a)</li> <li>▪ establishes one or multiple point(s) of view (11-12W3a)</li> <li>▪ introduces a narrator and/or characters (11-12W3a)</li> <li>▪ 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 (11-12-W3c)</li> <li>▪ provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative (11-12W3e)</li> <li>▪ integrates information into the text selectively to maintain the flow of ideas (11-12W8)</li> <li>▪ produces clear and coherent writing appropriate to task, purpose, and audience (11-12W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to engage and orient the reader by setting out a situation or observation and its significance</li> <li>▪ attempts to establish one or multiple point(s) of view</li> <li>▪ attempts to introduce a narrator and/or characters</li> <li>▪ attempts to use 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</li> <li>▪ attempts to provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</li> <li>▪ attempts to integrate information into the text selectively to maintain the flow of ideas</li> <li>▪ attempts to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to engage and orient the reader by setting out a situation or observation and its significance</li> <li>▪ makes little or no attempt to establish one or multiple point(s) of view</li> <li>▪ makes little or no attempt to introduce a narrator and/or characters</li> <li>▪ makes little or no attempt to use 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</li> <li>▪ makes little or no attempt to provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</li> <li>▪ makes little or no attempt to integrate information into the text selectively to maintain the flow of ideas</li> <li>▪ makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<b>Organization/Purpose</b> 2 x ____ = ____
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ skillfully uses narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters (11-12W3b)</li> <li>▪ skillfully uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/ or characters (11-12W3d)</li> <li>▪ skillfully uses relevant information from multiple authoritative print and digital sources, when appropriate (11-12W8)</li> <li>▪ skillfully quotes or paraphrases while avoiding plagiarism (11-12W8)</li> <li>▪ skillfully follows a standard format for citation, when appropriate (11-12W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ uses narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters (11-12W3b)</li> <li>▪ uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/ or characters (11-12W3d)</li> <li>▪ uses relevant information from multiple authoritative print and digital sources, when appropriate (11-12W8)</li> <li>▪ quotes or paraphrases while avoiding plagiarism (11-12W8)</li> <li>▪ follows a standard format for citation, when appropriate (11-12W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters</li> <li>▪ attempts to use precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/ or characters</li> <li>▪ attempts to use relevant information from multiple authoritative print and digital sources, when appropriate</li> <li>▪ attempts to quote or paraphrase while avoiding plagiarism</li> <li>▪ attempts to follow a standard format for citation, when appropriate</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters</li> <li>▪ makes little or no attempt to use precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/ or characters</li> <li>▪ makes little or no attempt to use relevant information from multiple authoritative print and digital sources, when appropriate</li> <li>▪ makes little or no attempt to quote or paraphrase while avoiding plagiarism</li> <li>▪ makes little or no attempt to follow a standard format for citation, when appropriate</li> </ul>	<b>Evidence/Elaboration</b> 2 x ____ = ____

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ demonstrates a skillful command of grade-level appropriate standard English grammar, usage, and conventions (11-12L1-2)*</li> <li>▪ has errors that do not interfere with understanding (11-12L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (11-12L1-2)*</li> <li>▪ has errors that do not interfere with understanding (11-12L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>▪ has errors that may interfere with understanding (11-12L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>▪ has errors that interfere with understanding</li> </ul>	Language/Conventions 1 X ____ = ____

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose.

\*Conventions Chart p. 3

**CONVENTIONS CHART  
GRADES 11-12**

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spells words at grade level and below correctly (L2)</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades (L2)</li> </ul>	<p>Semicolons (<b>use previous grade 9-10L2a</b>):</p> <ul style="list-style-type: none"> <li>Uses semi-colon between two independent clauses connected by a conjunctive adverb (e.g., I studied late into the night; consequently, I passed the test)</li> </ul> <p>Colons (<b>use previous grade 9-10L2b</b>):</p> <ul style="list-style-type: none"> <li>Uses a colon to introduce a list or quotation</li> </ul> <p>Hyphens:</p> <ul style="list-style-type: none"> <li>Follows hyphenation conventions (11-12L2a)</li> </ul>	<p>Parallel Construction (<b>use previous grade 9-10L1a</b>):</p> <ul style="list-style-type: none"> <li>With single words (e.g., verbs particularly in informational and technical writing (parallel: <i>A scientist observes, hypothesizes, and analyzes.</i> VS not parallel: <i>A scientist observes, hypothesized, and analyzed</i>)</li> <li>With clauses (parallel: <i>The coach told the players they should get plenty of sleep, they should not eat well, and they should do some warm-up exercises.</i>)</li> <li>With phrases (e.g., infinitive) parallel: <i>Jamilah likes to hike, swim, and rides a bicycle,</i> not parallel: <i>Jamilah likes to hike, to swim, and rides a bicycle.</i></li> </ul> <p>Phrases and Clauses (use previous grade 9-10L1b):</p> <ul style="list-style-type: none"> <li>uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent)</li> <li>Uses noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations</li> </ul>	<ul style="list-style-type: none"> <li>Use previous grades (L1)</li> </ul>

\* as appropriate for grade level

*Adapted from the Smarter Balanced – Conventions Chart – April, 2014*

\* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.