

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

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

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"> Spells words at grade level and below correctly (L2) 	<ul style="list-style-type: none"> Uses capitalization rules from the previous grades (L2) 	<p>Semicolons (use previous grade 9-10L2a):</p> <ul style="list-style-type: none"> 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) <p>Colons (use previous grade 9-10L2b):</p> <ul style="list-style-type: none"> Uses a colon to introduce a list or quotation <p>Hyphens:</p> <ul style="list-style-type: none"> Follows hyphenation conventions (11-12L2a) 	<p>Parallel Construction (use previous grade 9-10L1a):</p> <ul style="list-style-type: none"> 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>) 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>) 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> <p>Phrases and Clauses (use previous grade 9-10L1b):</p> <ul style="list-style-type: none"> uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent) Uses noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations 	<ul style="list-style-type: none"> Use previous grades (L1)

* 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.