NARRATIVE WRITING RUBRIC
GRADES 9-10

Score of 4 – Above Grade Level		Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
The writing – ▪ 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) ▪ 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) ▪ produces clear and coherent writing appropriate to task, purpose, and audience (11-12W4)		The writing – ▪ engages and orients the reader by setting out a problem, situation or observation (9-10W3a) ▪ establishes one or multiple point(s) of view (9-10W3a) ▪ introduces a narrator and/or characters (9-10W3a) ▪ creates a smooth progression of experiences or events (9-10W3a) ▪ uses a variety of techniques to sequence events so that they build on one another to create a coherent whole (9-10W3c) ▪ integrates information into the text selectively to maintain the flow of ideas (9-10W8) ▪ provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative (9-10W3e) ▪ produces clear and coherent writing appropriate to task, purpose, and audience (9-10W4)	The writing – ▪ attempts to engage and orient the reader by setting out a problem, situation or observation ▪ attempts to establish one or multiple point(s) of view ▪ attempts to introduce a narrator and/or characters ▪ attempts to create a smooth progressions of experiences or events ▪ attempts to use a variety of techniques to sequence events so that they build on one another to create a coherent whole ▪ attempts to integrate information into the text selectively to maintain the flow of ideas ▪ attempts to provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	The writing – ▪ makes little or no attempt to engage and orient the reader by setting out a problem, situation or observation ▪ 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 create a smooth progressions of experiences or events ▪ 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 ▪ makes little to no attempt to integrate information into the text selectively to maintain the flow of ideas (9-10.W.8) ▪ 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	Organization/Purpose 2 × ___ = ___
The writing – ▪ 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)		The writing – ▪ uses narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters (9-10W3b) ▪ uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/ or characters (9-10W3d) ▪ uses relevant information from multiple authoritative print and digital sources, when appropriate (9-10W8) ▪ quotes or paraphrases while avoiding plagiarism (9-10W8) ▪ follows a standard format for citation, when appropriate (9-10W8)	The writing – ▪ 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	The writing – ▪ 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	Evidence/Elaboration 2 × ___ = ___

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
The writing – ▪ 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)*	The writing – ▪ conforms to the guidelines in a style manual appropriate for the discipline and writing type, when appropriate (9-10L3a) ▪ a command of grade-level appropriate standard English grammar, usage, and conventions (9-10L1-2) ▪ has errors that do not interfere with understanding (9-10L1-2)	The writing – ▪ attempts to conform to the guidelines in a style manual appropriate for the discipline and writing type, when appropriate ▪ attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions ▪ has errors that may interfere with understanding	The writing – ▪ makes little or no attempt to conform to the guidelines in a style manual appropriate for the discipline and writing type, when appropriate ▪ 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	Language/Conventions 1 × ___ = ___

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 9-10

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
• Spells words at grade level and below correctly. (L2c)	• Uses capitalization rules from the previous grades. (L2a)	Semicolons: • 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) (9-10L2a) Colons: • Uses a colon to introduce a list or quotation. (9-10L2b)	Parallel Construction (9-10L1a): • With single words (e.g., verbs particularly in informational and technical writing (parallel: *A scientist observes, hypothesizes, and analyzes*. VS not parallel: *A scientist observes, hypothesized, and analyzed*) • *With clauses (parallel: The coach told the players they should get plenty of sleep, they should not eat well, and they should do some warm-up exercises).* • *With phrases (e.g., infinitive) parallel: Jamilah likes to hike, swim, and rides a bicycle, not parallel: Jamilah likes to hike, to swim, and rides a bicycle).* Phrases and Clauses (9-10L1b): • 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.	• 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.