11.4 Narrative Writing Rubric / (Total points)

| **Criteria** | **4 – Responses at this Level:** | **3 – Responses at this Level:** | **2 – Responses at this Level:** | **1 – Responses at this Level:** |
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| **Coherence, Organization, and Style**  **The extent to which the response engages and orients the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; and creates a smooth progression of experiences or events.**  **CCSS.ELA-Literacy.W.11-12.3**  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  **CCSS.ELA-Literacy.W.11-12.3.a**  Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  **The extent to which the response uses narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.**  **CCSS.ELA-Literacy.W.11-12.3.b**  Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  **The extent to which the response 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.**  **CCSS.ELA-Literacy.W.11-12.3.c**  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 (e.g., a sense of mystery, suspense, growth, or resolution).  **The extent to which the response uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.**  **CCSS.ELA-Literacy.W.11-12.3.d**  Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  **The extent to which the response provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**  **CCSS.ELA-Literacy.W.11-12.3.e**  Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | Skillfully engage and orient the reader by thoroughly and clearly setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; skillfully create a smooth progression of experiences or events. (W.11-12.3.a)  Skillfully use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, thoroughly developing experiences, events, and/or characters. (W.11-12.3.b)  Skillfully use a variety of techniques to sequence events so that they build on one another to create a coherent whole and clearly build toward a particular tone and outcome. (W.11-12.3.c)  Skillfully use precise words and phrases, telling details, and sensory language, conveying a complete and vivid picture of the experiences, events, setting, and/or characters. (W.11-12.3.d)  Provide a conclusion that clearly follows from and skillfully reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3.e) | Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (W.11-12.3.a)  Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, developing experiences, events, and/or characters. (W.11-12.3.b)  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. (W.11-12.3.c)  Use precise words and phrases, telling details, and sensory language, conveying a vivid picture of the experiences, events, setting, and/or characters. (W.11-12.3.d)  Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3.e) | Somewhat effectively engage or orient the reader by partially setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an unclear progression of experiences or events. (W.11-12.3.a)  Somewhat effectively use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, partially developing experiences, events, and/or characters. (W.11-12.3.b)  Somewhat effectively use techniques, or use unvaried techniques to sequence events so that they insufficiently build on one another to create a loosely connected whole or a particular tone and outcome. (W.11-12.3.c)  Somewhat effectively use precise words and phrases, telling details, and sensory language, conveying a clear picture of the experiences, events, setting, and/or characters. (W.11-12.3.d)  Provide a conclusion that loosely follows from and partially reflects on what is experienced, observed, or resolved over the course of the text. (W.11-12.3.e) | Ineffectively engage or orient the reader by insufficiently setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a disorganized collection of experiences or events. (W.11-12.3.a)  Ineffectively or rarely use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, insufficiently developing experiences, events, and/or characters. (W.11-12.3.b)  Ineffectively use techniques, creating a disorganized collection of events that fail to build on one another to create a coherent whole or a particular tone and outcome. (W.11-12.3.c)  Ineffectively use precise words and phrases, telling details, and sensory language, conveying an unclear picture of the experiences, events, setting, and/or characters. (W.11-12.3.d)  Provide a conclusion that does not follow from or reflect on what is experienced, observed, or resolved over the course of the text. (W.11-12.3.e) |
| **Coherence, Organization, and Style**  **The extent to which the response demonstrates clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**  **CCSS.ELA-Literacy.W.11-12.4**  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Consistently demonstrate clear and coherent writing in which the development, organization, and style thoroughly and skillfully address the task, purpose, and audience. | Demonstrate clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. | Inconsistently demonstrate clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. | Rarely demonstrate clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. |
| **Coherence, Organization, and Style**  **The extent to which the response develops and strengthens writing during the writing process, addressing what is most significant for the specific purpose and audience.**  **CCSS.ELA-Literacy.W.11-12.5**  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | Thoroughly develop and strengthen writing during the writing process, skillfully addressing what is most significant for the specific purpose and audience. | Develop and strengthen writing during the writing process, addressing what is most significant for the specific purpose and audience. | Partially develop and strengthen writing during the writing process, somewhat effectively addressing what is most significant for the specific purpose and audience. | Insufficiently develop and strengthen writing during the writing process, ineffectively addressing what is most significant for the specific purpose and audience. |
| **Control of Conventions**  **The extent to which the response demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.**  **CCSS.ELA-Literacy.L.11-12.1**  **CCSS.ELA-Literacy.L.11-12.2**  Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing or speaking. | Demonstrate skillful command of conventions with no grammar, usage, capitalization, punctuation, or spelling errors. | Demonstrate command of conventions with occasional grammar, usage, capitalization, punctuation, or spelling errors that do not hinder comprehension. | Demonstrate partial command of conventions with several grammar, usage, capitalization, punctuation, or spelling errors that hinder comprehension. | Demonstrate insufficient command of conventions with frequent grammar, usage, capitalization, punctuation, or spelling errors that make comprehension difficult. |

* A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
* A response that is totally copied from the text with no original writing must be given a 0.
* A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

11.4 Narrative Writing Checklist

**Assessed Standards:**

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|  | **Does my response…** | **✔** |
| **Coherence, Organization, and Style** | Engage and orient the reader by setting out a problem, situation, or observation and its significance? **(W.11-12.3.a)** | □ |
| Establish one or multiple point(s) of view? **(W.11-12.3.a)** | □ |
| Introduce a narrator and/or characters? **(W.11-12.3.a)** | □ |
| Create a smooth progression of experiences or events? **(W.11-12.3.a)** | □ |
| Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters? **(W.11-12.3.b)** | □ |
| 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? **(W.11-12.3.c)** | □ |
| Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters? **(W.11-12.3.d)** | □ |
| Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative? **(W.11-12.3.e)** | □ |
| Demonstrate clear and coherent writing in which the development, organization, and style that are appropriate to task, purpose, and audience? **(W.11-12.4)** | □ |
| Develop and strengthen writing during the writing process, addressing what is most significant for the specific purpose and audience? **(W.11-12.5)** | □ |
| **Control of Conventions** | Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling? **(L.11-12.1, L.11-12.2)** | □ |