11.4 Narrative Writing Rubric (Total points)

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File: 11.4.1 Lesson 6 Date: 10/31/14 Classroom Use: Starting 11/2014

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Criteria 1 - Responses at this Level: 4 - Responses at this Level: 3 - Responses at this Level: 2 - Responses at this Level: Coherence, Organization, and Skillfully engage and orient the Engage and orient the reader by Somewhat effectively engage or Ineffectively engage or orient the reader by thoroughly and clearly Style setting out a problem, situation, orient the reader by partially reader by insufficiently setting setting out a problem, situation, out a problem, situation, or setting out a problem, situation, or observation and its The extent to which the or observation and its significance, establishing one or or observation and its observation and its significance, response engages and orients significance, establishing one or multiple point(s) of view, and significance, establishing one or establishing one or multiple the reader by setting out a multiple point(s) of view, and introducing a narrator and/or multiple point(s) of view, and point(s) of view, and introducing problem, situation, or introducing a narrator and/or characters; create a smooth introducing a narrator and/or a narrator and/or characters; observation and its characters; skillfully create a progression of experiences or characters; create an unclear create a disorganized collection significance, establishing one smooth progression of events. (W.11-12.3.a) progression of experiences or of experiences or events. (W. or multiple point(s) of view, experiences or events. (W. events. (W.11-12.3.a) 11-12.3.a) and introducing a narrator Use narrative techniques such as 11-12.3.a) and/or characters; and Ineffectively or rarely use dialogue, pacing, description, Somewhat effectively use creates a smooth progression Skillfully use narrative techniques reflection, and multiple plot narrative techniques such as narrative techniques such as of experiences or events. such as dialogue, pacing, lines, developing experiences, dialogue, pacing, description, dialogue, pacing, description, description, reflection, and events, and/or characters. (W. reflection, and multiple plot reflection, and multiple plot CCSS.ELA-Literacy.W.11-12.3 multiple plot lines, thoroughly 11-12.3.b) lines, partially developing lines, insufficiently developing Write narratives to develop developing experiences, events, experiences, events, and/or experiences, events, and/or real or imagined experiences Use a variety of techniques to and/or characters. (W.11-12.3.b) characters. (W.11-12.3.b) characters. (W.11-12.3.b) or events using effective sequence events so that they technique, well-chosen Skillfully use a variety of build on one another to create a Somewhat effectively use Ineffectively use techniques, details, and well-structured creating a disorganized collection techniques to sequence events so coherent whole and build toward techniques, or use unvaried event sequences. that they build on one another to a particular tone and outcome. techniques to sequence events so of events that fail to build on one create a coherent whole and (W.11-12.3.c) that they insufficiently build on another to create a coherent CCSS.ELA-Literacy.W. clearly build toward a particular one another to create a loosely whole or a particular tone and 11-12.3.a Use precise words and phrases, outcome. (W.11-12.3.c) tone and outcome. (W.11-12.3.c) connected whole or a particular Engage and orient the reader telling details, and sensory tone and outcome. (W.11-12.3.c) by setting out a problem, Skillfully use precise words and language, conveying a vivid Ineffectively use precise words situation, or observation and phrases, telling details, and picture of the experiences, Somewhat effectively use precise and phrases, telling details, and its significance, establishing sensory language, conveying a events, setting, and/or words and phrases, telling sensory language, conveying an one or multiple point(s) of complete and vivid picture of the characters. (W.11-12.3.d) details, and sensory language, unclear picture of the view, and introducing a experiences, events, setting, conveying a clear picture of the experiences, events, setting, Provide a conclusion that follows narrator and/or characters; and/or characters. (W.11-12.3.d) experiences, events, setting, and/or characters. (W.11-12.3.d) from and reflects on what is create a smooth progression of and/or characters. (W.11-12.3.d) Provide a conclusion that does Provide a conclusion that clearly experienced, observed, or experiences or events. follows from and skillfully reflects resolved over the course of the Provide a conclusion that loosely not follow from or reflect on The extent to which the on what is experienced, narrative. (W.11-12.3.e) follows from and partially reflects what is experienced, observed, or observed, or resolved over the resolved over the course of the response uses narrative on what is experienced, techniques, such as dialogue, course of the narrative. (W. observed, or resolved over the text. (W.11-12.3.e) pacing, description. 11-12.3.e) course of the text. (W.11-12.3.e)

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
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.	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.
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.				
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.	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.
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.				

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
Control of Conventions The extent to which the response demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	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.
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.				

- 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.

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11.4 Narrative Writing Checklist

Assessed Standards: _____

	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)	

File: 11.4.1 Lesson 6 Date: 10/31/14 Classroom Use: Starting 11/2014

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	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)	

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