12.4 Narrative Writing Rubric (Total points)

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Criteria 4 - Responses at this Level: 1 - Responses at this Level; 3 - Responses at this Level: 2 - Responses at this Level: Coherence, Organization, Skillfully engage and orient the Engage and orient the reader by Somewhat effectively engage or Ineffectively engage or orient the and Style reader by thoroughly and clearly setting out a problem, situation, orient the reader by partially reader by insufficiently setting setting out a problem, situation, or observation and its setting out a problem, situation, out a problem, situation, or 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 dialogue, pacing, description, Somewhat effectively use Ineffectively or rarely 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 developing experiences, events, experiences, events, and/or experiences, events, and/or Write narratives to develop 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) real or imagined experiences sequence events so that they or events using effective Skillfully use a variety of build on one another to create a Somewhat effectively use Ineffectively use techniques, technique, well-chosen creating a disorganized collection techniques to sequence events so coherent whole and build toward techniques, or use unvaried details, and well-structured 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 event sequences. create a coherent whole and (W.11-12.3.c) that they insufficiently build on another to create a coherent clearly build toward a particular one another to create a loosely whole or a particular tone and CCSS.ELA-Literacy.W. Use precise words and phrases, tone and outcome. (W.11-12.3.c) connected whole or a particular outcome. (W.11-12.3.c) 11-12.3.a telling details, and sensory tone and outcome. (W.11-12.3.c) Skillfully use precise words and Ineffectively use precise words language, conveying a vivid Engage and orient the reader phrases, telling details, and picture of the experiences, Somewhat effectively use precise and phrases, telling details, and by setting out a problem, sensory language, conveying a events, setting, and/or words and phrases, telling sensory language, conveying an situation, or observation and complete and vivid picture of the characters. (W.11-12.3.d) details, and sensory language, unclear picture of the its significance, establishing experiences, events, setting, conveying a clear picture of the experiences, events, setting, one or multiple point(s) of and/or characters. (W.11-12.3.d) experiences, events, setting, and/or characters. (W.11-12.3.d) view, and introducing a and/or characters. (W.11-12.3.d) narrator and/or characters; create a smooth progression of experiences or events. The extent to which the response uses narrative techniques, such as dialogue, nacina description File: 12.4.1 Lesson 4 Date: 6/30/15 Classroom Use: Starting 9/2015 © 2015 Public Consulting Group. This work is licensed under a





- 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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12.4 Narrative Writing Checklist

Assessed Standards:

	Does my writing	V
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)	

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