**9th/10th Grade Writing Rubric – Narrative Writing**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CCSS** | **4 - Standard Exceeded** | **3 – Standard Met** | **2 - Standard Nearly Met** | **1 – Standard not Met** | **NS** |
| W.9-10.  3a  4 | The narrative, real or imagined:   * Skillfully engages and orients the reader by setting out a problem, situation, and establishing one or multiple point(s) of view. * Effectively introduces and establishes setting, narrator and/or characters. | The narrative, real or imagined:   * Engages or orients the reader by setting out a problem, situation, and establishing one or multiple point(s) of view. * Introduces a narrator, characters, and setting. | The narrative, real or imagined:   * Partially engages or orients the reader by either setting out a problem, situation, and/or establishing one or multiple point(s) of view. * Attempts to introduce a narrator, characters, and setting. | The narrative, real or imagined:   * Does not engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view. * Does not introduce one or more of the following: a narrator, characters, setting. | Incoherent, Off-task, Illegible |
| W.9-10.  3a  3c  3e  4 | * Skillfully creates a smooth progression of experiences or events. * Sophisticated use of a variety of techniques to logically sequence events so that they build on one another to create a coherent whole. * Insightfully provides a conclusion that clearly follows from and reflects on what is experienced, observed or resolved over the course of the narrative. | * Creates a smooth progression of experiences and events. * Uses a variety of techniques to sequence events so that they build on one another to create a coherent whole. * Provides a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative. | * Progression of experiences or events may be somewhat confusing. * Sequencing techniques partially build on one another toward creating a coherent whole. * Provides a weak conclusion that may or may not connect to the narrated experiences or events. | * Event sequence unfolds illogically. * Does not use sequencing techniques to create coherence, or build toward a particular tone or outcome. * Provides no conclusion or one that is not connected to the narrated experiences or events. |
| W.9-10.  3b  3d | * Effectively uses a variety of narrative techniques such as dialogue, pacing, and description to develop setting, experiences, events, and/or characters. * Sophisticated use of precise words and phrases, telling, relevant details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. | * Uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. * Use of precise words and phrases, telling, relevant details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. | * Uses limited/ineffective narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters. * Limited/ineffective use of telling, relevant details and sensory language. | * Uses few to none narrative techniques. * Does not use telling, relevant details or sensory language. |
|  | **STUDENT’S HOLISTIC SCORE for the NARRATIVE, circle one: 4 3 2 1 NS** | | | |
| L.9-10.  1  2 | * Sophisticated and purposeful sentence structures. * Skillful use of punctuation, capitalization, grammar usage, and spelling to enhance meaning. | * Purposeful sentence structures. * Appropriate use of punctuation, capitalization, grammar usage, and spelling. Minor errors do not interfere with meaning. | * Some weakness in sentence structures. * Partial use of punctuation, capitalization, grammar usage, and spelling. Errors partially interfere with meaning. | * Weak and/or confusing sentence structures. * Punctuation, capitalization, grammar usage, and spelling, errors interfere with meaning. |
|  | **STUDENT’S HOLISTIC SCORE for LANGUAGE USE and CONVENTIONS, circle one: 4 3 2 1 NS** | | | |  |