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

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| **CCSS** | **4 - Standard Exceeded** | **3 – Standard Met** | **2 - Standard Nearly Met** | **1 – Standard not Met** | **NS** |
| W.9-10.3a4 | 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.9-10.3a3c3e4 | * 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.
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| W.9-10.3b3d | * 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.
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|  | **STUDENT’S HOLISTIC SCORE for the NARRATIVE, circle one: 4 3 2 1 NS** |
|  L.9-10.12 | * 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.
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|  | **STUDENT’S HOLISTIC SCORE for LANGUAGE USE and CONVENTIONS, circle one: 4 3 2 1 NS** |  |