

NARRATIVE WRITING RUBRIC GRADES 11 and 12

North Smithfield School Department

COMMON CORE	4 Proficient with distinction	3 Proficient	2 Partially proficient	1 Below proficiency
<u>PRODUCTION AND DISTRIBUTION OF WRITING</u>	<ul style="list-style-type: none"> • Skillfully develops and strengthens writing as needed by <ul style="list-style-type: none"> ○ planning (graphic organizers) ○ revising ○ editing ○ rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience. 	<ul style="list-style-type: none"> • Develops and strengthens writing as needed by <ul style="list-style-type: none"> ○ planning (graphic organizers) ○ revising ○ editing ○ rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience. (W.9-12.5) 	<ul style="list-style-type: none"> • Partially develops and strengthens writing as needed by <ul style="list-style-type: none"> ○ planning (graphic organizers) ○ revising ○ editing ○ rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience. 	<ul style="list-style-type: none"> • Neglects to develop writing as needed by <ul style="list-style-type: none"> ○ planning (graphic organizers) ○ revising ○ editing ○ rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.
<u>TEXT TYPES AND PURPOSES</u> <small>Write narratives to develop real or imagined experiences or events. W.9-10.3</small>	<ul style="list-style-type: none"> • Creatively 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. • Compellingly creates a smooth progression. 	<ul style="list-style-type: none"> • 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. • Creates a smooth progression. (W.11-12.3a) 	<ul style="list-style-type: none"> • Insufficiently 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. • Insufficiently creates a smooth progression. 	<ul style="list-style-type: none"> • Does not engage and/or 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. • Neglects to introduce or create a smooth progression.
<u>TEXT TYPES AND PURPOSES</u> <small>Write narratives to develop real or imagined experiences or events. W.9-10.3</small>	<ul style="list-style-type: none"> • Skillfully uses narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to creatively develop experiences, events, and/or characters. • Consistently uses a variety of techniques to sequence events so that they seamlessly build on one another to create a coherent whole and build toward a particular time and outcome (e.g. a sense of mystery, suspense, growth, or resolution) 	<ul style="list-style-type: none"> • Uses narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (W.11-123b) • 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 time and outcome (e.g. a sense of mystery, suspense, growth, or resolution). (W.11-12.3c) 	<ul style="list-style-type: none"> • Inconsistently uses narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Attempts to use some techniques to sequence events so that they build on one another to create a coherent whole and attempts to build toward a particular time and outcome (e.g. a sense of mystery, suspense, growth, or resolution) 	<ul style="list-style-type: none"> • Shows little or no effort to use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Does not use any techniques to sequence events so that they build on one another to create a coherent whole.
<u>TEXT TYPES AND PURPOSES</u> <small>Write narratives to develop real or imagined experiences or events. W.9-10.3</small>	<ul style="list-style-type: none"> • Sophisticatedly uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 	<ul style="list-style-type: none"> • Uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (W.11-12.3d) 	<ul style="list-style-type: none"> • Inappropriately uses words, phrases, details, and sensory language to convey a picture of the experiences, events, setting, and/or characters. 	<ul style="list-style-type: none"> • Neglects to use words, phrases, details, and sensory language to convey a picture of the experiences, events, setting, and/or characters.

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<p>TEXT TYPES AND PURPOSES <i>Write narratives to develop real or imagined experiences or events. W.9-10.3</i></p>	<ul style="list-style-type: none"> • Thoughtfully provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<ul style="list-style-type: none"> • Provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3e) 	<ul style="list-style-type: none"> • Attempts to provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<ul style="list-style-type: none"> • Neglects to provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<p>LANGUAGE</p>	<ul style="list-style-type: none"> • Demonstrates sophisticated command of the conventions of standard English grammar and usage when writing or speaking. • Carefully conforms to the guidelines of a style manual appropriate for the discipline and writing type. 	<ul style="list-style-type: none"> • Demonstrates command of the conventions of standard English grammar and usage when writing or speaking; errors do not impair the readability. L.9-10.1 • Conforms to the guidelines of a style manual appropriate for the discipline and writing type. 	<ul style="list-style-type: none"> • Demonstrates partial command of the conventions of standard English grammar and usage when writing or speaking; errors distract from the readability. • Inconsistently conforms to the guidelines of a style manual appropriate for the discipline and writing type. 	<ul style="list-style-type: none"> • Does not demonstrate command of the conventions of standard English grammar and usage when writing or speaking; errors impede the readability. • Does not conform to the guidelines of a style manual appropriate for the discipline and writing type.
<p>OTHER e.g. Power Point presentation</p>				