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
PRODUCTION AND DISTRIBUTION OF WRITING	• **Skillfully** develops and strengthens writing as needed by ○ planning (graphic organizers) ○ revising ○ editing ○ rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.	• Develops and strengthens writing as needed by ○ 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)	• **Partially** develops and strengthens writing as needed by ○ planning (graphic organizers) ○ revising ○ editing ○ rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.	• **Neglects to** develop writing as needed by ○ planning (graphic organizers) ○ revising ○ editing ○ rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.
TEXT TYPES AND PURPOSES *Write **narratives** to develop real or imagined experiences or events.* W.9-10.3	• **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.	• 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)	• **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.	• **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.
TEXT TYPES AND PURPOSES *Write **narratives** to develop real or imagined experiences or events.* W.9-10.3	• **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)	• 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)	• **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)	• **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.
TEXT TYPES AND PURPOSES *Write **narratives** to develop real or imagined experiences or events.* W.9-10.3	• **Sophisticatedly** uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	• 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)	• **Inappropriately** uses words, phrases, details, and sensory language to convey a picture of the experiences, events, setting, and/or characters.	• **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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TEXT TYPES AND PURPOSES *Write **narratives** to develop real or imagined experiences or events.* W.9-10.3	• **Thoughtfully** provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	• 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)	• **Attempts to** provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	• **Neglects to** provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LANGUAGE	• 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.	• 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.	• 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.	• **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.
OTHER e.g. Power Point presentation				