

**Narrative Text-Based Writing Rubric
Grades 11–12**

| | Score of 4 | Score of 3 | Score of 2 | Score of 1 |
|---|--|---|--|---|
| Reading/ Research 2 x _____ = _____ | <p>The writing –</p> <ul style="list-style-type: none"> ▪ makes effective use of available resources ▪ effectively uses relevant and sufficient text support from the resources with accuracy ▪ effectively uses credible sources* | <p>The writing –</p> <ul style="list-style-type: none"> ▪ makes adequate use of available resources ▪ uses relevant and sufficient text support from the resources with accuracy ▪ uses credible sources* | <p>The writing –</p> <ul style="list-style-type: none"> ▪ makes limited use of available resources ▪ inconsistently uses relevant and sufficient text support from the resources with accuracy ▪ inconsistently uses credible sources* | <p>The writing –</p> <ul style="list-style-type: none"> ▪ makes inadequate use of available resources ▪ fails to use relevant and sufficient text support from the resources with accuracy ▪ attempts to cite credible sources* |
| Development 3 x _____ = _____ | <p>The writing –</p> <ul style="list-style-type: none"> ▪ skillfully develops real or imagined experiences or events using well-chosen details ▪ skillfully uses narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters ▪ skillfully uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters | <p>The writing –</p> <ul style="list-style-type: none"> ▪ develops real or imagined experiences or events using well-chosen details ▪ uses narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters ▪ uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters | <p>The writing –</p> <ul style="list-style-type: none"> ▪ develops real or imagined experiences or events using insufficient details ▪ inconsistently uses narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters ▪ inconsistently uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters | <p>The writing –</p> <ul style="list-style-type: none"> ▪ develops real or imagined experiences or events using little or no detail ▪ uses few, if any, narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters ▪ uses few, if any, precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters |

| | Score of 4 | Score of 3 | Score of 2 | Score of 1 |
|--|--|---|---|---|
| Organization 2 x ____ = ____ | <p>The writing –</p> <ul style="list-style-type: none"> ▪ skillfully engages and orients the reader by setting out a situation, or observation and its significance, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters ▪ skillfully 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 tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) ▪ skillfully creates a smooth progression of experiences or events ▪ skillfully provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative | <p>The writing –</p> <ul style="list-style-type: none"> ▪ engages and orients the reader by setting out a situation or observation and its significance, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters ▪ 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 tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) ▪ creates a smooth progression of experiences or events ▪ provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative | <p>The writing –</p> <ul style="list-style-type: none"> ▪ inconsistently engages and orients the reader by ineffectively setting out a situation or observation and its significance, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters ▪ inconsistently 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 tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) ▪ has a progression of experiences or events that may lack cohesion ▪ provides a conclusion that ineffectively follows from and reflects on what is experienced, observed, or resolved over the course of the narrative | <p>The writing –</p> <ul style="list-style-type: none"> ▪ fails to engage and orient the reader by ineffectively setting out a situation or observation and its significance, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters ▪ fails to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) ▪ may lack a clear progression of experiences or events ▪ may lack a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative |
| Language/Conventions 1 x ____ = ____ | <p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates an exemplary command of standard English conventions ▪ skillfully employs language and tone appropriate to audience and purpose ▪ has sentences that are skillfully constructed with appropriate variety in length and structure ▪ follows standard format for citation with few errors* | <p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a command of standard English conventions; errors do not interfere with understanding ▪ employs language and tone appropriate to audience and purpose ▪ has sentences that are generally complete with sufficient variety in length and structure ▪ follows standard format for citation with few errors* | <p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding ▪ inconsistently employs language and tone appropriate to audience and purpose ▪ has some sentence formation errors and/or a lack of sentence variety ▪ follows standard format for citation with several errors* | <p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a weak command of standard English conventions; errors interfere with understanding ▪ employs language and tone that are inappropriate to audience and purpose ▪ has frequent and severe sentence formation errors and/or a lack of sentence variety ▪ follows standard format for citation with significant errors* |

* If applicable