

**Narrative Text-Based Writing Rubric  
Grades 9–10**

	<b>Score of 4</b>	<b>Score of 3</b>	<b>Score of 2</b>	<b>Score of 1</b>
<b>Reading/ Research</b> 2 x	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes effective use of available resources</li> <li>▪ effectively uses relevant and sufficient text support from the resources with accuracy</li> <li>▪ effectively uses credible sources*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes adequate use of available resources</li> <li>▪ uses relevant and sufficient text support from the resources with accuracy</li> <li>▪ uses credible sources*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes limited use of available resources</li> <li>▪ inconsistently uses relevant and sufficient text support from the resources with accuracy</li> <li>▪ inconsistently uses credible sources*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes inadequate use of available resources</li> <li>▪ fails to use relevant and sufficient text support from the resources with accuracy</li> <li>▪ attempts to use credible sources*</li> </ul>
<b>Development</b> 3 x	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ skillfully develops real or imagined experiences or events using well-chosen details</li> <li>▪ skillfully uses narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters</li> <li>▪ skillfully uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ develops real or imagined experiences or events using well-chosen details</li> <li>▪ uses narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters</li> <li>▪ uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ develops real or imagined experiences or events using insufficient details</li> <li>▪ inconsistently uses narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters</li> <li>▪ inconsistently uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ develops real or imagined experiences or events using little or no detail</li> <li>▪ uses few, if any, narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters</li> <li>▪ 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</li> </ul>
<b>Organization</b> 2 x	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ skillfully engages and orients the reader by setting out a situation or observation, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters</li> <li>▪ skillfully uses a variety of techniques to sequence events so that they build on one another to create a coherent whole</li> <li>▪ skillfully creates a smooth progression of experiences or events</li> <li>▪ skillfully provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ engages and orients the reader by setting out a situation or observation, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters</li> <li>▪ uses a variety of techniques to sequence events so that they build on one another to create a coherent whole</li> <li>▪ creates a smooth progression of experiences or events</li> <li>▪ provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ inconsistently engages and orients the reader by ineffectively setting out a situation or observation, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters</li> <li>▪ inconsistently uses a variety of techniques to sequence events so that they build on one another to create a coherent whole</li> <li>▪ has a progression of experiences or events that may lack cohesion</li> <li>▪ provides a conclusion that ineffectively follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ fails to engage and orient the reader by ineffectively setting out a situation or observation, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters</li> <li>▪ fails to sequence events so that they build on one another to create a coherent whole</li> <li>▪ may lack a clear progression of experiences or events</li> <li>▪ may lack a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</li> </ul>

	<b>Score of 4</b>	<b>Score of 3</b>	<b>Score of 2</b>	<b>Score of 1</b>
Language/Conventions 1 x = _____	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ demonstrates an exemplary command of standard English conventions</li> <li>▪ skillfully employs language and tone appropriate to audience and purpose</li> <li>▪ has sentences that are skillfully constructed with appropriate variety in length and structure</li> <li>▪ follows standard format for citation with few errors*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ demonstrates a command of standard English conventions; errors do not interfere with understanding</li> <li>▪ employs language and tone appropriate to audience and purpose</li> <li>▪ has sentences that are generally complete with sufficient variety in length and structure</li> <li>▪ follows standard format for citation with few errors*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding</li> <li>▪ inconsistently employs language and tone appropriate to audience and purpose</li> <li>▪ has some sentence formation errors and/or a lack of sentence variety</li> <li>▪ follows standard format for citation with several errors*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ demonstrates a weak command of standard English conventions; errors interfere with understanding</li> <li>▪ employs language and tone that are inappropriate to audience and purpose</li> <li>▪ has frequent and severe sentence formation errors and/or a lack of sentence variety</li> <li>▪ follows standard format for citation with significant errors*</li> </ul>

\* If applicable