

Name: _____ Score: _____ Teacher Name: _____

Narrative Procedure Writing School-Wide Rubric

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
Establishes a Context <i>Must meet standard on this expectation to meet the overall standard</i>	<i>Skillfully</i> selects and summarizes key ideas to establish context appropriate to the audience by using tools such as precise language, descriptive language, authoritative voice and/or persona. Skillfully establishes a controlling idea that introduces a topic when responding to a given prompt.	Selects and summarizes key ideas to establish context appropriate to the audience by using tools such as precise language, descriptive language, authoritative voice and/or persona. <i>W.9-12.1&2; VOG-Comm</i> *Establishes a controlling idea that introduces a topic when responding to a given prompt. <i>W.9-12.1&2; VOG-Comm</i>	Attempts to select and summarize key ideas to establish context but selections may be invalid, insufficient, or unclear. Attempts to establish a controlling idea but controlling idea may not address the prompt or may be invalid or unclear.	Does not select and summarize key ideas to set context. Does not establish a controlling idea.
Demonstrates Critical Thinking <i>Must meet standard on this expectation to meet the overall standard</i>	<i>Skillfully</i> fulfills all discipline-specific and task requirements. <i>Skillfully</i> uses a range of appropriate writing strategies, such as sequential order, examples, details, and most significant and relevant facts appropriate to the audience's knowledge of the topic. Accurately uses general academic and/or domain-specific words/phrases <i>that enhance meaning</i> . <i>Skillfully</i> creates and/or strategically utilizes technology, multimedia, social media and/or other digital content to enhance the audience's understanding of ideas, if applicable.	Fulfills all discipline-specific and task requirements. *Uses a range of appropriate writing strategies , such as sequential order, examples, details, and most significant and relevant facts appropriate to the audience's knowledge of the topic. <i>W.9-12.2a,b; VOG-Critical</i> *Accurately uses general academic and/or domain specific language that clarifies and supports purpose. L.9-12.6 Creates and/or strategically utilizes technology, multimedia, social media and/or other digital content to enhance the audience's understanding of ideas, if applicable. <i>W.9-12.2a; VOG-Comm</i>	Attempts to fulfill all discipline-specific and task requirements, but one element may be inaccurate or incomplete. Attempts to use a range of appropriate writing strategies, but they are ineffective. Attempts to use general academic and/or domain-specific words/phrases, but some usage is inaccurate or inappropriate. Attempts to create and/or strategically utilizes technology, multimedia, social media and/or other digital content but application causes confusion.	Does not fulfill several discipline-specific and task requirements. Little or no attempt to use a range of appropriate writing strategies.. Does not use general academic and/or domain-specific words/phrases. Little to no attempt to create and/or strategically utilizes technology, multimedia, social media and/or other digital content
Produces Clear and Coherent Writing	Uses a sophisticated organizational structure that enhances the response. Establishes and consistently maintains a formal style and objective tone while attending to the discipline-specific writing norms and conventions.	Constructs and expresses well-developed ideas in a clear and logically organized manner appropriate to task, purpose, and audience with a coherent opening, body, transitions, and a conclusion that follows from and supports the argument presented. <i>W.9-12.1-4; VOG-Comm</i> Establishes a formal style and objective tone while attending to the discipline-specific writing norms and conventions. <i>W.9-12.1d; 2e</i>	Provides some elements of organization and/or organization causes confusion. Attempts to establish a formal style and objective tone, but one element is insufficient.	Little evidence of organization. Does not establish either a formal style or an objective tone.
Demonstrates Command of Written Language Conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates command of the conventions of standard grammar, usage, capitalization, punctuation, spelling, and varied sentence construction. L.9-12.1,2 Occasional errors do not interfere with meaning (for on-demand writing).	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Errors interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Errors inhibit meaning.