

Name: _____

Score: _____

Teacher Name: _____

Narrative Procedure Writing School-wide Rubric

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
<p style="text-align: center;">Establishes a Context</p> <p><i>Must meet standard on this expectation to meet the overall standard</i></p>	<p><i>Skillfully</i> selects and summarizes key ideas to establish context appropriate to audience by using tools such as precise language, descriptive language, authoritative voice and/or persona.</p> <p><i>Skillfully</i> establishes a controlling idea that introduces a topic when responding to a given prompt.</p>	<p>Selects and summarizes key ideas to establish context appropriate to audience by using tools such as precise language, descriptive language, authoritative voice and/or persona. <i>W9-12.1&2</i></p> <p>*Establishes a controlling idea that introduces a topic when responding to a given prompt. <i>W9-12.1&2</i></p>	<p>Attempts to select and summarize key ideas to establish context but selections may be invalid, insufficient, or unclear.</p> <p>Attempts to establish a controlling idea but controlling idea may not address the prompt or may be invalid or unclear.</p>	<p>Does not select and summarize key ideas to set context.</p> <p>Does not establish a controlling idea.</p>
<p style="text-align: center;">Demonstrates Critical Thinking</p> <p><i>Must meet standard on this expectation to meet the overall standard</i></p>	<p><i>Skillfully</i> fulfills all discipline-specific and task requirements.</p> <p><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.</p> <p>Accurately uses general academic and/or domain-specific words/phrases <i>to enhance meaning</i>.</p> <p><i>Skillfully</i> includes formatting, graphics, and multimedia to aid comprehension if applicable.</p>	<p>Fulfills all discipline-specific and task requirements.</p> <p>*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>W9-12.2a,b</i></p> <p>*Accurately uses general academic and/or domain specific language that clarifies and supports purpose. <i>L.9-12.6</i></p> <p>Includes formatting, graphics, and multimedia to aid comprehension, if applicable. <i>W9-12.2a</i></p>	<p>Attempts to fulfill all discipline-specific and task requirements, but one element may be inaccurate or incomplete.</p> <p>Attempts to use a range of appropriate writing strategies, but they are ineffective.</p> <p>Attempts to use general academic and/or domain-specific words/phrases, but some usage is inaccurate or inappropriate.</p> <p>Attempts to include formatting, graphics, and multimedia to aid comprehension, but is ineffective.</p>	<p>Does not fulfill several discipline-specific and task requirements.</p> <p>Little or no attempt to use a range of appropriate writing strategies.</p> <p>Does not use general academic and/or domain-specific words/phrases.</p> <p>Little or no attempt to include formatting, graphics, and multimedia to aid comprehension.</p>
<p style="text-align: center;">Produces Clear and Coherent Writing</p>	<p>Uses a sophisticated organizational structure <i>that enhances the response</i>.</p> <p>Establishes and <i>consistently maintains</i> a formal style and objective tone while attending to the discipline-specific writing norms and conventions.</p>	<p>Provides organization appropriate to task, purpose, and audience with a clear and coherent opening, body, transitions, and a conclusion that follows from and supports the argument presented. <i>W9-12.1-4</i></p> <p>Establishes a formal style and objective tone while attending to the discipline-specific writing norms and conventions. <i>W9-12.1d; 2e</i></p>	<p>Provides some elements of organization and/or organization causes confusion.</p> <p>Attempts to establish a formal style and objective tone, but one element is insufficient.</p>	<p>Little evidence of organization.</p> <p>Does not establish either a formal style or an objective tone.</p>
<p style="text-align: center;">Demonstrates Command of Written Language Conventions</p>	<p>Demonstrates <i>consistent</i> control of grammar, usage, punctuation, sentence construction, and spelling.</p>	<p>Demonstrates command of the conventions of standard grammar, usage, capitalization, punctuation, spelling, and varied sentence construction. <i>L.9-12.1, 2</i></p> <p>Occasional errors do not interfere with meaning (for on-demand writing).</p>	<p>Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Errors interfere with meaning.</p>	<p>Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Errors inhibit meaning.</p>

NOTES: a) Students cannot achieve an overall meet standard score (3 or 4) on the task if they have received a below standard score (1) on any individual indicator

b) An asterisk (*) indicates essential indicators when determining preponderance of the evidence