

Name: \_\_\_\_\_

Score: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

### Narrative Account Writing School-wide Rubric

Expectations	Exceeds Standards 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
<p style="text-align: center;"><b>Establishes a storyline/plot</b></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>Engages and orients the reader by establishing a storyline/plot <i>and its significance</i>, including point of view, setting, narrator and/or characters, and conflict.</p>	<p>*Selects and summarizes key ideas to establish <b>context</b> appropriate to audience by using tools such as precise language, descriptive language, authoritative voice and/or persona. <i>W.9-12.1&amp;2</i></p> <p>*Engages and orients the reader by <b>establishing a storyline/plot</b>, including point of view, setting, narrator and/or characters, and conflict. <i>W.9-12.3a</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 storyline/plot and/or lacks one of the following: point of view, setting, narrator and/or characters, and conflict.</p>	<p>Does not select and summarize key ideas to set context.</p> <p>Incoherent storyline/plot and/or lacks more than one of the following: point of view, setting, narrator and/or characters, and conflict.</p>
<p style="text-align: center;"><b>Demonstrates Critical Thinking</b></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 narrative techniques, such as dialogue, pacing, description, foreshadowing, flashback, characterization, specific narrative action (e.g., movement, gestures, expression, etc.), reflection, and multiple plot lines to create a coherent whole.</p> <p><i>Skillfully</i> uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p><i>Skillfully</i> builds toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, etc.).</p>	<p>Fulfills all discipline-specific and task requirements.</p> <p>*Effectively uses a range of <b>narrative techniques</b>, such as dialogue, pacing, description, foreshadowing, flashback, characterization, specific narrative action (e.g., movement, gestures, expression, etc.), reflection, and multiple plot lines to create a coherent whole. <i>W.9-12.3b</i></p> <p>*Effectively uses precise words and phrases, telling details, and sensory language to <b>convey a vivid picture</b> of the experiences, events, setting, and/or characters. <i>W.9-12.3d</i></p> <p>Effectively builds toward a <b>particular tone and resolution</b> (e.g., a sense of mystery, suspense, growth, etc.). <i>W.11-12.3c</i></p>	<p>Attempts to fulfill all discipline-specific and task requirements, but one element may be inaccurate or incomplete.</p> <p>Uses a range of narrative techniques, such as dialogue, pacing, description, foreshadowing, flashback, characterization, specific narrative action (e.g., movement, gestures, expression, etc.), reflection, and multiple plot lines to create a coherent whole, but range is insufficient or strategies are ineffective.</p> <p>Attempts to use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters but are ineffective.</p> <p>Attempts to build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, etc.) but is ineffective and/or inconsistent.</p>	<p>Does not fulfill several discipline-specific and task requirements.</p> <p>Little evidence of appropriate writing strategies.</p> <p>Little or no use of precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Little to no attempt to build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, etc.).</p>
<p style="text-align: center;"><b>Produces Clear and Coherent Writing</b></p>	<p>Uses a <i>sophisticated</i> 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 <b>organization</b> appropriate to task, purpose, and audience with a clear and coherent opening, body, transitions, and a conclusion that follows from and supports the narrative presented. <i>W.9-12.1-4</i></p> <p>Establishes a <b>formal style and objective tone</b> while attending to the discipline-specific writing norms and conventions. <i>W.9-12.1d; 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;"><b>Demonstrates Command of Written Language Conventions</b></p>	<p>Demonstrates <i>consistent</i> control of grammar, usage, punctuation, sentence construction, and spelling.</p>	<p>Demonstrates command of the <b>conventions</b> 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