

11<sup>th</sup> /12<sup>th</sup> Grade Elk Grove Unified School District Writing Rubric – Narrative (CCSS Writing #3)

(Created 2.14.13)

Criterion	5 – Advanced (above grade level)	4 – Proficient (at grade level)	3 - Basic	2 - Below Basic	1 - Far Below Basic
<b>Focus/ Exposition</b>  CCSS -W: > 3a > 4	<ul style="list-style-type: none"> <li>The narrative, real or imagined, insightfully addresses all aspects of the prompt</li> <li>Purposefully engages and orients the reader by setting out a problem, situation, or observation and its significance, and establishing one or multiple point(s) of view</li> <li>Expertly introduces a narrator and/or characters</li> </ul>	<ul style="list-style-type: none"> <li>The narrative, real or imagined, competently addresses all aspects of the prompt</li> <li>Engages and orients the reader by setting out a problem, situation, and establishing one or multiple point(s) of view</li> <li>Introduces a narrator and/or characters</li> </ul>	<ul style="list-style-type: none"> <li>The narrative, real or imagined superficially addresses all aspects of the prompt</li> <li>Attempts to engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view</li> <li>Introduces a narrator and/or characters</li> </ul>	<ul style="list-style-type: none"> <li>The narrative, real or imagined, partially addresses aspects of the prompt</li> <li>Might engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view</li> <li>Attempts to introduce a narrator and/or characters</li> </ul>	<ul style="list-style-type: none"> <li>The narrative, real or imagined, minimally addresses some aspect of the prompt</li> <li>Does not engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view</li> <li>Does not introduce a narrator and/or characters</li> </ul>
<b>Organi- zation/ Plot</b>  CCSS – W: > 3a > 3c > 3e > 4	<ul style="list-style-type: none"> <li>Expertly creates a smooth progression of experiences or events</li> <li>Adeptly uses a variety of techniques to sequence events that 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)</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>	<ul style="list-style-type: none"> <li>Creates a smooth progression of experiences or events</li> <li>Uses a variety of techniques to sequence events that 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)</li> <li>Provides a conclusion that clearly follows from and reflects on what is experienced, observed or resolved over the course of the narrative</li> </ul>	<ul style="list-style-type: none"> <li>Experiences and events are somewhat connected</li> <li>Uses a variety techniques to sequence events that build on one another to create a coherent whole or build toward a particular tone or outcome</li> <li>Provides a conclusion that connects to the narrated experiences or event</li> </ul>	<ul style="list-style-type: none"> <li>Progression of experiences or events may be confusing or disjointed</li> <li>Techniques do not build on one another to create a coherent whole or build toward a particular tone or outcome</li> <li>Provides a weak conclusion that may not connect to the narrated experiences or event</li> </ul>	<ul style="list-style-type: none"> <li>Event sequence unfolds illogically</li> <li>Does not use sequencing techniques to create coherence or build toward a particular tone or outcome</li> <li>Provides no conclusion or one that is not connected to the narrated experiences or events</li> </ul>
<b>Narrative Techniques</b>  CCSS -W: > 3b > 3d	<ul style="list-style-type: none"> <li>Skillfully narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters</li> <li>Sophisticated use of precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</li> </ul>	<ul style="list-style-type: none"> <li>Effectively uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters</li> <li>Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</li> </ul>	<ul style="list-style-type: none"> <li>Adequately uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters</li> <li>Uses some descriptive details, and sensory language to convey experiences and events</li> </ul>	<ul style="list-style-type: none"> <li>Uses limited narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters</li> <li>Uses concrete words or phrases with limited use of descriptive details and sensory language</li> </ul>	<ul style="list-style-type: none"> <li>Uses few to no narrative techniques</li> <li>Does not use sensory language or descriptive details</li> </ul>
<b>Language</b>  CCSS – L: > 1 > 2 > 3	<ul style="list-style-type: none"> <li>Uses purposeful and varied sentence structure</li> <li>Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization)</li> <li>Utilizes precise and sophisticated word choice</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct and varied sentence structure</li> <li>Contains few, minor errors in conventions</li> <li>Utilizes strong and grade-level appropriate word choice</li> </ul>	<ul style="list-style-type: none"> <li>Uses mostly correct and some varied sentence structure</li> <li>Contains some errors in conventions which may cause confusion</li> <li>Usually utilizes grade-level appropriate word choice</li> </ul>	<ul style="list-style-type: none"> <li>Uses limited and/or repetitive sentence structure</li> <li>Contains numerous errors in conventions which cause confusion</li> <li>Utilizes vague or basic word choice</li> </ul>	<ul style="list-style-type: none"> <li>Lacks sentence mastery (e.g., fragments/ run-ons)</li> <li>Contains serious and pervasive errors in conventions</li> <li>Utilizes incorrect and/or simplistic word choice</li> </ul>

How do I grade this?

## Rubric Alignment to CCSS

Strand	11 <sup>th</sup> /12 <sup>th</sup> CCSS-Aligned Standards
<b>Writing</b>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well structured event sequences.</p> <ol style="list-style-type: none"><li>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li><li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li><li>Use 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).</li><li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li><li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of</li></ol> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"><li>Apply grades 11<sup>th</sup>/12<sup>th</sup> Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</li><li>Apply grades 11<sup>th</sup>/12<sup>th</sup> Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</li></ol>
<b>Language</b>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"><li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li><li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</li></ol> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a and 2b are not written on this document.)</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"><li>Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li></ol>