# SAU 39 Narrative Writing Rubric: Grades 9-12

| Comp | Scoring Element | Extending 4 | Applying 3 | Approaching 2 | Beginning 1 |
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| Writing | **FOCUS** CCSS.W.3a CCSS.W.4 | ▪ The writing creatively engages the reader by setting out a well-developed situation, or observation. ▪ The writing establishes and maintains a consistent POV. | ▪ The writing engages and orients the reader by setting out situations and/or observations. ▪ The writing establishes a POV, introduces a narrator and/or characters. | ▪ The writing provides a vague setting with a vague situation or observation. ▪ The POV is inconsistent or unengaging. | ▪ The writing does not engage the reader/does not set out a situation and/or observation in each section. ▪ The POV is confusing and unengaging. |
| | **DEVELOPMENT** CCSS.W.3b CCSS.W.3d CCSS.W.4 CCSS.L.5 . | ▪ Uses sophisticated narrative techniques, such as reflection and realistic dialogue, showing internal thoughts; purposeful pacing is used to move the story forward. ▪ Uses precise and vivid descriptions and sensory language to show the experiences, events, setting, and characters in an engaging manner. ▪ Uses sophisticated figurative language, word nuances, and relationships to make experiences, events, setting, and characters come to life. | ▪ Consistently uses narrative techniques such as reflection, and mostly realistic dialogue; a steady pace is used to move the story forward ▪ Uses precise descriptions and sensory language to show the experiences, events, setting, and characters. ▪ Uses figurative language, word relationships, and nuanced vocabulary to convey experiences and events and to develop the setting and characters. | ▪ Inconsistently uses narrative techniques such as reflection and dialogue; pacing is choppy. ▪ Uses generic descriptions and sensory details to show the experiences, events, setting, and characters. ▪ Uses limited figurative language and/or nuanced vocabulary which minimally develops experiences, events, characters and/or setting. | ▪ Does not use appropriate narrative techniques; pacing is inconsistent and causes the narrative to be underdeveloped or unclear ▪ Limited use of descriptions to convey the experiences, events, setting, and characters. ▪ Does not use figurative language or nuanced vocabulary to develop experiences, events, characters, or setting. |
| | **ORGANIZATION** CCSS.W.3c CCSS.W.3e CCSS.W.4 | ▪ Uses a variety of sophisticated techniques to sequence events creating a unified whole. ▪ Provides a meaningful conclusion that clearly follows from the narrated experience, observation, or realization that demonstrates the relevance of the belief to the audience. | ▪ Uses techniques to sequence events to create a unified whole. ▪ Provides a conclusion that follows from the narrated experience, observation, or realization that demonstrates the relevance of the belief to the audience. | ▪ Inconsistently uses technique(s) to sequence events. ▪ Conclusion reiterates belief, but does not clearly demonstrate its connection to the writer's life. | ▪ Uses below grade-level or no technique(s) to sequence events contributing to an unclear or choppy story. ▪ Does not provide discernible conclusion or the conclusion does not follow from the narrated experience, observation, or realization. Does not demonstrate the relevance of the belief to the audience. |

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| **Language** | **Conventions of Standard English Language** L.1 L.2 | ▪ Consistently applies Standard English conventions, **with few errors**. Demonstrates **varied syntax** and **precise word choice**. | ▪ **Consistently applies** Standard English conventions; **minor errors**, while noticeable, **do not interfere** with the clarity of the writing. | ▪ Errors in Standard English conventions **sometimes interfere** with the clarity of the writing. | ▪ Major errors in Standard English conventions interfere with the clarity of the writing. |
| | **Language & Vocabulary** CCSS.L.3 CCSS.L.6 CCSS.W.3.d CCSS.W.4 | ▪ **Consistently** uses language and tone appropriate to the audience and purpose. | ▪ Uses language and tone **appropriate to the audience and purpose**. | ▪ Uses language and tone that are **sometimes inappropriate** for the audience and purpose | ▪ Language or tone is inappropriate. |
| **Disciplinary Content Understanding** | | ▪ *Add Criteria Here* | ▪ *Add Criteria Here* | ▪ *Add Criteria Here* | ▪ *Add Criteria Here* |