 SVHS Smarter Balanced Narrative Writing Rubric (Grades 9-12)

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| **SCORE** | **4** | **3** | **2** | **1** |
| **Organization/**  **Purpose** | |  | | --- | | **The organization of the narrative,**  **real or imagined, is fully sustained and the focus is clear and maintained throughout:**   * an effective plot helps to create a sense of unity and completeness * effectively establishes a setting, narrator/characters, and/or point of view\* * consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas * natural, logical sequence of events from beginning to end * effective opening and closure for audience and purpose | | |  | | --- | | **The organization of the narrative,**  **real or imagined, is adequately sustained, and the focus is adequate and generally maintained:**   * an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected * adequately establishes a setting, narrator/characters, and/or point of view\* * adequate use of a variety of transitional strategies to clarify the relationships between and among ideas * adequate sequence of events from beginning to end * adequate opening and closure for audience and purpose | | |  | | --- | | **The organization of the narrative,**  **real or imagined, is somewhat sustained and may have an uneven focus:**   * there may be an inconsistent plot, and/or flaws may be evident * unevenly or minimally establishes a setting, narrator/characters, and/or point of view\* * uneven use of appropriate transitional strategies and/or little variety * weak or uneven sequence of events * opening and closure, if present, are weak | | |  | | --- | | **The organization of the narrative,**  **real or imagined, may be maintained but may provide little or no focus:**   * there is little or no discernible plot or there may just be a series of events * may be brief or there is little to no attempt to establish a setting, narrator/characters, and/or point of view\* * few or no appropriate transitional strategies may be evident and may cause confusion * little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident * opening and/or closure may be missing or unsatisfactory | |
| **Development/**  **Elaboration** | **The narrative, real or imagined,**  **provides thorough, effective elaboration using relevant details, dialogue, and/or description:**   * experiences, characters, setting and/or events are clearly developed * connections to source materials may enhance the narrative * effective use of a variety of narrative techniques that advance the story or illustrate the experience * effective use of sensory, concrete, and figurative language that clearly advances the purpose * effective, appropriate style enhances the narration | **The narrative, real or imagined, provides adequate elaboration using details, dialogue, and/or description:**   * experiences, characters, setting, and/or events are adequately developed * connections to source materials may contribute to the narrative * adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience * adequate use of sensory, concrete, and figurative language that generally advances the purpose * generally appropriate style is evident | **The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and/or description:**   * experiences, characters, setting, and/or events are unevenly developed * connections to source materials may be ineffective, awkward, or vague but do not interfere with the narrative * narrative techniques are uneven and inconsistent * partial or weak use of sensory, concrete, and figurative language that may not advance the purpose * inconsistent or weak attempt to create appropriate style | **The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:**   * experiences, characters, setting, and/or events may be vague, lack clarity, or confusing * connections to source materials, if evident, may detract from the narrative * use of narrative techniques may be minimal, absent, incorrect, or irrelevant * may have little or no use of sensory, concrete, and figurative language; language does not advance and may interfere with the purpose * little or no evidence of appropriate style  |  | | --- | |  | |
| **Conventions** | **The response demonstrates a strong command of conventions:**   * exceptional use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | **The response demonstrates an adequate command of conventions:**   * adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | **The response demonstrates a partial command of conventions:**   * limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | **The response demonstrates little or no command of conventions:**   * infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling |
| **Primary**  **Traits** |  |  |  |  |

**Comments: TOTAL:**