

TNReady Grades 9-12 Narrative Rubric

Revised: May 2017

Score	Focus & Organization	Development	Language	Conventions
4	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> effectively engages and orients the reader by setting out a relevant problem, situation, or observation, establishing a point(s) of view, and introducing a narrator and/or characters. utilizes effective organizational strategies to establish a sequence of events and/or experiences that build on one another to create a coherent whole. contains an effective conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> effectively utilizes relevant narrative techniques, such as dialogue, pacing, description, reflection, and/or multiple plot lines, to thoroughly and insightfully develop experiences, events, and/or characters. effectively incorporates relevant, well-chosen details from the stimulus. effectively demonstrates a clear, insightful understanding of the task and stimulus by using relevant, well-chosen, descriptive details in order to convey a vivid picture of the experiences, events, setting, and/or characters. 	The writing: <ul style="list-style-type: none"> illustrates consistent and sophisticated command of precise language, including sensory language. illustrates sophisticated command of syntactic variety for meaning and reader interest. utilizes sophisticated and varied transitional words and phrases. effectively establishes and maintains an appropriate style and tone. 	The writing: <ul style="list-style-type: none"> demonstrates consistent and sophisticated command of grade-level conventions of standard written English¹. may contain a few minor errors that do not interfere with meaning.
3	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> adequately engages and orients the reader by setting out a relevant problem, situation, or observation, establishing a point(s) of view, and introducing a narrator and/or characters. utilizes adequate organizational strategies to establish a sequence of events and/or experiences that build on one another to create a coherent whole. contains an adequate conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> adequately utilizes relevant narrative techniques, such as dialogue, pacing, description, reflection, and/or multiple plot lines, in order to sufficiently develop experiences, events, and/or characters. adequately incorporates relevant details from the stimulus. adequately demonstrates an understanding of the task and stimulus by using relevant descriptive details in order to convey a vivid picture of the experiences, events, setting, and/or characters. 	The writing: <ul style="list-style-type: none"> illustrates consistent command of precise language, including sensory language. illustrates command of syntactic variety for meaning and reader interest. utilizes appropriate and varied transitional words and phrases. establishes and maintains an appropriate style and tone. 	The writing: <ul style="list-style-type: none"> demonstrates consistent command of grade-level conventions of standard written English.¹ contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.
2	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> conveys a limited, possibly confusing, situation, observation, or problem that may include a point(s) of view, a narrator, and/or characters. contains a limited sequence of events and/or experiences that may be confusing or contain gaps that interfere with the progression of events and/or experiences. contains a weak conclusion that may be only loosely related to the narrated events or experiences. 	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> utilizes some relevant narrative techniques, such as dialogue, pacing, description, reflection, and/or multiple plot lines, in order to partially develop experiences, events, and/or characters. utilizes limited, if any, relevant details from the stimulus. demonstrates some understanding of the task and stimulus by using some relevant details in order to convey a limited picture of the experiences, events, setting, and/or characters. 	The writing: <ul style="list-style-type: none"> illustrates inconsistent command of precise and/or sensory language. illustrates inconsistent command of syntactic variety. utilizes basic or repetitive transitional words and phrases. establishes but inconsistently maintains an appropriate style and tone. 	The writing: <ul style="list-style-type: none"> demonstrates inconsistent command of grade-level conventions of standard written English.¹ contains frequent errors that may significantly interfere with meaning.
1	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> contains an unclear, irrelevant, or no situation, observation, problem, or point of view. contains no or an ineffective sequence of events and/or experiences that may be brief, confusing, or very hard to follow. contains no or an irrelevant conclusion. 	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> contains few or no relevant narrative techniques, such as dialogue, pacing, description, reflection, and/or multiple plot lines, in order to develop experiences, events and/or characters. contains no or irrelevant details from the stimulus. demonstrates little to no understanding of the task and stimulus by using no or irrelevant details, conveying an unclear or no picture of experiences, events, setting and/or characters. 	The writing: <ul style="list-style-type: none"> illustrates little to no use of precise language and/or sensory language. illustrates little to no syntactic variety. utilizes no or few transitional words and phrases. does not establish or maintain an appropriate style and tone. 	The writing: <ul style="list-style-type: none"> demonstrates limited command of grade-level conventions of standard written English.¹ contains numerous and repeated errors that seriously impede meaning.

¹ Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.