

# TNReady Grades 9-12 Narrative Rubric

Revised: May 2017

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

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