

PYLUSD 11th/12th Grade Narrative Rubric

	4 Advanced	3 Proficient	2 Below Proficient	1 Far Below Proficient
Writing W11-12.3 W11-12.4 Writes narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	<p>Expertly uses a variety of narrative techniques (e.g., sensory detail, dialogue, pacing, description, reflection, multiple plot lines) to develop experiences, events, and/or characters as well as to engage and orient the reader:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly sets out a problem, situation, or observation and its significance <input type="checkbox"/> Establishes and maintains one or multiple point(s) of view <input type="checkbox"/> Introduces a narrator and/or characters that grow in complex ways <input type="checkbox"/> Creates a smooth progression of experiences or events that seamlessly build on one another to create a stronger, more coherent whole <input type="checkbox"/> Sequences events so that they smoothly build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) <input type="checkbox"/> Uses precise words and phrases, telling details, and sensory language to skillfully convey a vivid picture of the experiences, events, setting, and/or characters <input type="checkbox"/> Provides a conclusion that follows from, reflects on, and strengthens what is experienced, observed, or resolved over the course of the narrative 	<p>Uses a variety of narrative techniques (e.g., sensory detail, dialogue, pacing, description, reflection, multiple plot lines) to develop experiences, events, and/or characters as well as to engage and orient the reader:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sets out a problem, situation, or observation and its significance <input type="checkbox"/> Establishes one or multiple point(s) of view <input type="checkbox"/> Introduces a narrator and/or characters <input type="checkbox"/> Creates a smooth progression of experiences or events that build on one another to create a coherent whole <input type="checkbox"/> Uses a variety of techniques to sequence events so that they build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) <input type="checkbox"/> Uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters <input type="checkbox"/> Provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative 	<p>Uses limited narrative techniques (e.g., sensory detail, dialogue, pacing, description, reflection, multiple plot lines) to develop experiences, events, and/or characters as well as to engage and orient the reader:</p> <ul style="list-style-type: none"> <input type="checkbox"/> May set out a problem, situation, or observation but it is not clear and/or its significance is not developed <input type="checkbox"/> Attempts to establish one or multiple point(s) of view but creates some confusion for the reader <input type="checkbox"/> Introduces a narrator and/or characters but creates confusion for the reader <input type="checkbox"/> Creates a progression of experiences or events that do not always build on one another and thus creates confusion for the reader <input type="checkbox"/> Uses limited techniques to sequence events so that they build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) <input type="checkbox"/> Uses imprecise words and phrases, limited details, and/or limited sensory language to convey a vague picture of the experiences, events, setting, and/or characters <input type="checkbox"/> Provides a weak conclusion 	<p>Does not use narrative techniques (e.g., sensory detail, dialogue, pacing, description, reflection, multiple plot lines) to develop experiences, events, and/or characters as well as to engage and orient the reader:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does not set out a problem, situation, or observation <input type="checkbox"/> Does not establish a point of view creating much confusion for the reader <input type="checkbox"/> Does not introduce a narrator and/or characters <input type="checkbox"/> Does not create a progression of experiences or events <input type="checkbox"/> Does not use techniques to sequence events so that they build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) <input type="checkbox"/> Does not use words and phrases, details, or sensory language to convey a vivid picture of the experiences, events, setting, and/or characters <input type="checkbox"/> Does not provide a conclusion
	<p>Language L11-12.1 L11-12.2 L11-12.3 L11-12.5 L11-12.6</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writes and edits work so that it conforms to the guidelines in a style manual with no errors (e.g., MLA Handbook, etc.) when indicated and appropriate <input type="checkbox"/> Varies syntax, sentence structures, lengths, and starters to strengthen the narrative <input type="checkbox"/> Uses rich, vivid, above grade-appropriate words and phrases with accuracy <input type="checkbox"/> Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling with no errors 	<ul style="list-style-type: none"> <input type="checkbox"/> Writes and edits work so that it conforms to the guidelines in a style manual with few errors (e.g., MLA Handbook, etc.) when indicated and appropriate <input type="checkbox"/> Varies syntax, sentence structures, lengths, and starters <input type="checkbox"/> Uses grade-appropriate words and phrases with accuracy <input type="checkbox"/> Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling with few errors 	<ul style="list-style-type: none"> <input type="checkbox"/> Writes and edits work so that it conforms to the guidelines in a style manual with many errors (e.g., MLA Handbook, etc.) when indicated and appropriate <input type="checkbox"/> Has limited variety in syntax, sentence structure, length, and/or starters <input type="checkbox"/> Uses grade-appropriate words and phrases with limited accuracy <input type="checkbox"/> Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling with many errors 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, etc.) when indicated and appropriate <input type="checkbox"/> Does not vary syntax, sentence structure, lengths, or starters (contains many fragments, run-ons, and/or repetitive/choppy sentences) <input type="checkbox"/> Uses simplistic, below grade-appropriate words and phrases <input type="checkbox"/> Text is confusing due to frequent errors in the conventions of standard English capitalization, punctuation, and spelling