CCSS.W.9-10.3 Rubric

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ESTABLISHING SETTING, POINT OF VIEW AND CHARACTERS	Does not establish the setting, point of view, or characters.	Introduces the setting, but the point of view is vague and/or the characters are undeveloped.	Clearly establishes one or two of the essential elements that orients a reader (setting, character, point of view).	Sets up the narrative by establishing a clear setting and point of view and by introducing a narrator and/or characters.	Creatively engages the reader with a well-developed setting, establishes one or multiple points of view, and introduces a narrator and/or complex characters.
NARRATIVE TECHNIQUES	Does not use include narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines.	Attempts to includes narrative techniques such as dialogue, pacing, description,reflection, and multiple plot lines but does so incorrectly.	Includes some narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines but does not fully develop the experiences, events, and/or characters accurately.	Includes narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to elaborate details and develop the experiences, events, and/or characters accurately.	Includes a variety of narrative techniques such as engaging dialogue, strategic pacing, vivid descriptions, reflection, and multiple plot lines that develop and advance the story.
THEME/ MESSAGE	Does not include a theme or message.	Intended theme or message is unclear due to unfocused writing.	Attempts to create a theme or message but it is not fully developed.	Theme or message is developed throughout the writing.	Theme or message is clearly developed to enhance the reader's understanding.

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CCSS.W.9-10.3 Rubric

Narrative Writing | Grade 9-10

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ORGANIZATION	Lacks progression of experiences or events to create a coherent whole. Does not include transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and/or show the relationships among experiences and events.	Follows an illogical progression of experiences or events and does not create a coherent whole. May include incorrect use of transitional words, phrases, and clauses, to convey sequence, signal shifts from one time frame or setting to another, and/or show the relationships among experiences and events.	Follows a progression of experiences or events to create a coherent whole but contains inconsistencies. Inconsistently includes transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and/or show the relationships among experiences and events.	Follows a progression of experiences or events. Includes transitional words, phrases to convey sequence, signal shifts from one time frame or setting to another, and/or show the relationships among experiences and events.	Logically progresses through experiences or events to create a coherent whole. Uses appropriate and varied transitional words, phrases, and clauses to to convey sequence, signal shifts from one time frame or setting to another, and/or show the relationships among experiences and events.
AUDIENCE APPROPRIATE LANGUAGE (STYLE & WORD CHOICE)	Use of words and phrases, relevant descriptive details, and sensory language is very limited and severely limits understanding of the experiences, events, setting, and/or characters. Does not attempt to vary sentence patterns for meaning, interest, or style. The style of the writing is not appropriate for the task, purpose, and/or audience.	Use of words and phrases, relevant descriptive details, and sensory language is limited and limits understanding of the experiences, events, setting, and/or characters. Uses minimal variation in sentence patterns for meaning, interest, or style The style of the writing is not appropriate to task, purpose, and audience with major inconsistencies.	Use of words and phrases, relevant descriptive details, and sensory language is often insufficient and/or partially limits understanding of the experiences, events, setting, and/or characters. Attempts to vary sentence patterns for meaning, interest, or style, but this often interferes with meaning. The style of the writing is mostly appropriate to task, purpose, and audience with some inconsistencies.	Use of words and phrases, relevant descriptive details, and sensory language is sufficient but at times can limit understanding of the experiences, events, setting, and/or characters. Varies sentence patterns for meaning, interest, or style. The style of the writing is appropriate to task, purpose, and audience with minor inconsistencies.	Uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences, events, setting, and/or characters. Skillfully varies sentence patterns for meaning, interest, and style to enhance the plot. theme, and/or character development. The style of the writing is appropriate to task, purpose, and audience.
CONVENTIONS OF ENGLISH	Does not demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Many significant errors in conventions that are identified as a focus for this assignment.	Demonstrates little to no command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Many errors in conventions that are identified as a focus for this assignment.	Demonstrates a partial command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Errors in conventions that affect the overall meaning.	Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Some errors in conventions but they do not affect meaning.	Demonstrates a skillful command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Few or no errors in conventions.