# CCSS.W.11-12.3 Rubric



| | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|---|---|---|---|---|---|
| **ESTABLISHING SETTING, POINT OF VIEW AND CHARACTERS** | Does not establish the setting (set out a problem, situation, or observation) one or multiple point(s) of view, or characters. | Introduces the setting (sets out a problem, situation, or observation), 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 that sets out a problem, situation, or observation, one or multiple point(s) of view, character). | Sets up the narrative by establishing a clear setting (sets out a problem, situation, or observation) one or multiple point(s) of view and by introducing a narrator and/or characters. | Creatively engages the reader with a well-developed setting (settings out a problem, situation, or observation), 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. |

**Continue onto the next page >>>**

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## Narrative Writing | Grade 11-12

| | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|---|---|---|---|---|---|
| **ORGANIZATION** | Lacks progression of experiences or events to create a coherent whole.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>Uses appropriate and varied 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. |
| **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.<br><br>Does not vary syntax.<br><br>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.<br><br>Attempts to vary syntax for effect but does so incorrectly.<br><br>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.<br><br>Inconsistently varies syntax for effect.<br><br>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.<br><br>Varies syntax for effect.<br><br>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.<br><br>Skillfully varies syntax to enhance the plot, theme, and/or character development.<br><br>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.<br><br>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.<br><br>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.<br><br>Errors in conventions that affect the overall meaning. | Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br><br>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.<br><br>Few or no errors in conventions. |