

KPBSD September 2016 – Narrative Standard Referenced Rubric
Grades 11 & 12

Students write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

	4 Exceeds Standard	3 Meets Standard	2 Partially Meets Standard	1 Below Standard
<p>Ideas and Organization Establishes context and purpose W.11-12.3a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<ul style="list-style-type: none"> • The student effectively engages and orients the reader by setting out a problem, situation, or observation and its significance • The student effectively establishes one or multiple point(s) of view, and introduces a narrator and/or characters. • The student effectively creates a smooth progression of experiences or events. 	<ul style="list-style-type: none"> • The student engages and orients the reader by setting out a problem, situation, or observation, and its significance. • The student establishes one or multiple point(s) of view, and introduces a narrator and/or characters. • The student creates a smooth progression of experiences or events. 	<ul style="list-style-type: none"> • The student attempts to engage and orient the reader by setting out a problem, situation or observation and its significance. • The student attempts to establish one or multiple point(s) of view, and attempts to introduce a narrator and/or character. • The student attempts to have a smooth progression of experiences or events. 	<ul style="list-style-type: none"> • The student fails to engage and orient the reader by setting out a problem, situation, or observation and its significance. • The student fails to establish one or multiple point(s) of view, nor attempts to introduce a narrator and/or character. • The student does not have a progression of experiences or events.
<p>Content and Development Demonstrates critical thinking in order to develop the topic W.11-12.3b Use narrative techniques to develop experiences, events, and/or characters (dialogue, pacing, descriptions, reflection, advanced plot lines).</p>	<ul style="list-style-type: none"> • The student effectively uses narrative techniques to develop experiences, events, and/or characters. 	<ul style="list-style-type: none"> • The student uses narrative techniques to develop experiences, events, and/or characters. 	<ul style="list-style-type: none"> • The student attempts to use narrative techniques to develop experiences, events and/or characters. 	<ul style="list-style-type: none"> • The student fails to use narrative techniques to develop experiences, events, and/or characters.
<p>Transitions and Conclusions Creates an organizing structure W.11-12.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and</p>	<ul style="list-style-type: none"> • The student effectively uses a variety of techniques to sequence events so that they build on one another to create a coherent whole. • The student effectively builds toward a particular tone and outcome. 	<ul style="list-style-type: none"> • The student uses a variety of techniques to sequence events so that they build on one another to create a coherent whole. • The student builds toward a particular tone and example. • The student provides a conclusion that follows from 	<ul style="list-style-type: none"> • The student attempts to use a variety of techniques to sequence events so that they build on one another to create a coherent whole. • The student attempts to build toward a particular tone and example. 	<ul style="list-style-type: none"> • The student fails to use a variety of techniques to sequence events so that they build on one another to create a coherent whole. • The student fails to build toward a particular tone and example.

<p>example (i.e. sense of mystery, suspense, growth, or resolution). W.11-12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<ul style="list-style-type: none"> • The student will effectively provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<p>and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<ul style="list-style-type: none"> • The student attempts to provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<ul style="list-style-type: none"> • The student fails to provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<p>Style Uses voice and style to enhance meaning W.11-12.3d Use precise words or phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (e.g. hyperbole and paradox).</p>	<ul style="list-style-type: none"> • The student effectively uses precise words or phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • The student effectively demonstrates understanding of figurative language, word relationships, and nuances in word meanings. 	<ul style="list-style-type: none"> • The student uses precise words or phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters • The student demonstrates understanding of figurative language, word relationships, and nuances in word meanings. 	<ul style="list-style-type: none"> • The student attempts to use precise words or phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • The student attempts to demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 	<ul style="list-style-type: none"> • The student fails to use precise words or phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • The student fails to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<p>Conventions L.11-12.1 Demonstrates command of written language conventions. L.11-12.2 Demonstrate command of the conventions of standard English: capitalization, punctuation, and spelling.</p>	<ul style="list-style-type: none"> • The student demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling. • The writer has no errors that interfere with meaning. 	<ul style="list-style-type: none"> • The student demonstrates control of usage, grammar, punctuation, capitalization, sentence construction, and spelling. • The writer has occasional errors that do not interfere with meaning. 	<ul style="list-style-type: none"> • The student demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. • The writer has errors that interfere with meaning. 	<ul style="list-style-type: none"> • The student demonstrates little control of usage, grammar, punctuation, sentence construction, or spelling. • The writer has numerous errors that interfere with meaning.