# TNReady Grades 9-12 Narrative Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Focus &amp; Organization</th>
<th>Development</th>
<th>Language</th>
<th>Conventions</th>
</tr>
</thead>
</table>
| 4     | In response to the task and the stimulus, the writing:  
- effectively engages and orient[s] the reader by setting out a relevant problem, situation, or observation, establishing a point(s) of view, and introducing a narrator and/or characters.  
- utilizes effective organizational strategies to establish a sequence of events and/or experiences that build on one another to create a coherent whole.  
- contains an effective conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  
| In response to the task and the stimulus, the writing:  
- 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.  
- effectively incorporates relevant, well-chosen details from the stimulus.  
- 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.  
| The writing:  
- illustrates consistent and sophisticated command of precise language, including sensory language.  
- illustrates sophisticated command of syntactic variety for meaning and reader interest.  
- utilizes sophisticated and varied transitional words and phrases.  
- effectively establishes and maintains an appropriate style and tone.  
| The writing:  
- demonstrates consistent and sophisticated command of grade-level conventions of standard written English\(^1\).  
- may contain a few minor errors that do not interfere with meaning.  
| 3     | In response to the task and the stimulus, the writing:  
- adequately engages and orient[s] the reader by setting out a relevant problem, situation, or observation, establishing a point(s) of view, and introducing a narrator and/or characters.  
- utilizes adequate organizational strategies to establish a sequence of events and/or experiences that build on one another to create a coherent whole.  
- contains an adequate conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  
| In response to the task and the stimulus, the writing:  
- 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.  
- adequately incorporates relevant details from the stimulus.  
- 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.  
| The writing:  
- illustrates consistent command of precise language, including sensory language.  
- illustrates command of syntactic variety for meaning and reader interest.  
- utilizes appropriate and varied transitional words and phrases.  
- establishes and maintains an appropriate style and tone.  
| The writing:  
- demonstrates consistent command of grade-level conventions of standard written English\(^1\).  
- contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.  
| 2     | In response to the task and the stimulus, the writing:  
- conveys a limited, possibly confusing, situation, observation, or problem that may include a point(s) of view, a narrator, and/or characters.  
- 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.  
- contains a weak conclusion that may be only loosely related to the narrated events or experiences.  
| 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.  
- utilizes limited, if any, relevant details from the stimulus.  
- 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.  
| The writing:  
- illustrates inconsistent command of precise and/or sensory language.  
- illustrates inconsistent command of syntactic variety.  
- utilizes basic or repetitive transitional words and phrases.  
- establishes but inconsistently maintains an appropriate style and tone.  
| The writing:  
- demonstrates inconsistent command of grade-level conventions of standard written English\(^1\).  
- contains frequent errors that may significantly interfere with meaning.  
| 1     | In response to the task and the stimulus, the writing:  
- contains an unclear, irrelevant, or no situation, observation, problem, or point of view.  
- contains no or an ineffective sequence of events and/or experiences that may be brief, confusing, or very hard to follow.  
- contains no or an irrelevant conclusion.  
| 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.  
- contains no or irrelevant details from the stimulus.  
- 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.  
| The writing:  
- illustrates little to no use of precise language and/or sensory language.  
- illustrates little to no syntactic variety.  
- utilizes no or few transitional words and phrases.  
- does not establish or maintain an appropriate style and tone.  
| The writing:  
- demonstrates limited command of grade-level conventions of standard written English\(^1\).  
- contains numerous and repeated errors that seriously impede meaning.  |

\(^1\) Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.