

## Grade 9 Narrative Rubric

	Prompt Task	Development of Narrative	Organization	Language Use
<b>5</b>	<p>The purpose of the narrative is meaningful, clear, and well-suited for the task and designated audience. The response includes successful reflection that adds to the meaning of the narrative. The narrative successfully uses ample details and/or ideas from provided text(s).</p>	<p>Thoroughly develops the plot, characters, and setting through sufficient and well-chosen details. Successfully uses multiple narrative techniques such as dialogue, pacing, description, multiple plotlines, and reflection to develop events and characters.</p>	<p>Successfully engages and orients the reader by clearly defining a situation or observation, establishing and maintaining clear point of view, and introducing a narrator and/or character(s). Provides a satisfying conclusion that follows from and thoughtfully reflects on what is experienced, observed, or resolved in the narrative. Successfully uses a variety of techniques to create a smooth progression of experiences or events and create a coherent whole.</p>	<p>Uses precise words and phrases, telling details, and sensory language to successfully convey a vivid picture of experiences, events, setting, and/or characters. Demonstrates strong control of sentences by successfully using a variety of sentence lengths and constructions.</p>
<b>4</b>	<p>The purpose of the narrative is clear and appropriate for the task and designated audience. The response includes appropriate reflection for the purpose of the narrative. The narrative uses some appropriate details and/or ideas from provided text(s).</p>	<p>Adequately develops the plot, characters, and setting through some specific and relevant details. Has some success with using narrative techniques such as dialogue, pacing, description, multiple plotlines, and reflection to develop events and characters.</p>	<p>Orients the reader by defining a situation or observation, establishing point of view, and introducing a narrator and/or character(s). Provides an appropriate conclusion that follows from and offers some reflection on what is experienced, observed, or resolved in the narrative. Uses a variety of techniques to order experiences or events so they build on one another to create a logical progression.</p>	<p>Uses mostly specific and somewhat varied word choice, sometimes offering telling details and sensory language to convey a rich picture of experiences, events, setting, and/or characters. Demonstrates control of sentences by offering some variety in sentence lengths and constructions.</p>

## Grade 9 Narrative Rubric

	Prompt Task	Development of Narrative	Organization	Language Use
<b>3</b>	The purpose of the narrative is only superficially related to the task or is only somewhat clear. Details, ideas, and/or inspiration from provided text(s) are used, but their use is limited or excessive, or the text(s) is (are) misrepresented.	Unevenly or incompletely develops the plot, characters, and setting of the narrative. Some description or dialogue may not be clearly relevant. Has limited success with using narrative techniques such as dialogue, pacing, description, multiple plotlines, and reflection to develop events and characters.	Provides an opening for the narrative. Provides a conclusion that is unoriginal, abrupt, or unsuitable and/or does not offer relevant reflection. Offers some logical sequencing of events, and transition words, phrases, and clauses are sometimes used to indicate chronology and/or connect parts of the narrative. However, the progression of experiences or events as a whole is not smooth and may be confusing at times.	Uses general word choice, occasionally providing descriptive details and sensory language to build a picture of experiences, events, setting, and/or characters. Offers a little variety in sentence lengths and constructions, though there may be a few long, uncontrolled sentences.
<b>2</b>	The purpose of the narrative is vague or otherwise confusing. Attempts to use details, ideas, and/or inspiration from provided text(s) are unsuccessful (text sections are reproduced exactly, misunderstood, or not appropriate for the context of the new narrative).	Minimally and/or superficially develops the plot, characters, and/or setting of the narrative. Some description or dialogue may be paraphrased from the provided text(s) or may be irrelevant.	Lacks an opening or conclusion, or the opening or conclusion is abrupt or confusing. Conclusion does not include reflection. Sequencing of events is often unclear or confusing. Transition words, phrases, and clauses are rarely used and may cause confusion.	Uses simple and/or repetitive word choice. Rarely includes descriptive details or any sensory language to describe experiences, events, setting, and/or characters. Uses repetitive sentence structure and/or long, uncontrolled sentences.
<b>1</b>	The narrative lacks a purpose. No attempt is made to use the provided text(s) in the narrative.	Plot, characters, and/or setting are introduced but not developed. Any developed narrative is a paraphrase or reproduction of provided text(s) or is not relevant. May demonstrate a lack of understanding of the purpose of narrative writing.	Lacks an opening and conclusion. No sequencing is evident. Transition words, phrases, and clauses are not used. Response may be too short to assess organization.	Uses awkward, incorrect, and/or confusing word choice and sentence structure. Does not include descriptive details or use sensory language.