

Name:

Hour:

Description	4- Exceptional	3- Proficient	2- Developing	1- Inadequate	No Evidence
<p>Exposition: The text sets up a story by introducing the event/conflict, characters, and setting.</p>	<p>The text creatively engages the reader by setting out a well-developed conflict, situation, or observation. The text establishes one or multiple points of view and introduces a narrator and/or complex characters</p>	<p>The text orients the reader by setting out a conflict, situation, or observation. It establishes one point of view and introduces a narrator and/or developed characters.</p>	<p>The text provides a setting with a vague conflict, situation, or observation with an unclear point of view. It introduces a narrator and/ or underdeveloped characters.</p>	<p>The text provides a setting that is unclear with a vague conflict, situation, or observation. It has an unclear point of view and underdeveloped narrator and/or characters.</p>	<p>The text provided provides too little information</p>
<p>Narrative Techniques and Development: The story is developed using dialogue, pacing, description, reflection, and multiple plot lines.</p>	<p>The text demonstrates sophisticated narrative techniques such as engaging dialogue, artistic pacing, vivid description, complex reflection, and multiple plot lines to develop experiences, events, and/or characters.</p>	<p>The text uses narrative techniques such as dialogue, description, and reflection that illustrate events and/or characters.</p>	<p>The text uses some narrative techniques such as dialogue or description that merely retells events and/or experiences.</p>	<p>The text lacks narrative techniques and merely retells events and/or experiences.</p>	<p>The text provided provides too little information</p>
<p>Organization and Cohesion: The text follows a logical sequence of events.</p>	<p>The text creates a seamless progression of experiences or events using multiple techniques—such as chronology, flashback, foreshadowing, suspense, etc.—to sequence events so that they build on one another to create a coherent whole.</p>	<p>The text creates a logical progression of experiences or events using some techniques —such as chronology, flashback, foreshadowing, suspense, etc.—to sequence events so that they build on one another to create a coherent whole</p>	<p>The text creates a sequence or progression of experiences or events.</p>	<p>The text lacks a sequence or progression of experiences or events or presents an illogical sequence of events.</p>	<p>The text provided provides too little information</p>
<p>Style and Conventions: The text uses sensory language and details to create a vivid picture of the events, setting, and characters.</p>	<p>The text uses eloquent words and phrases, showing details and rich sensory language and mood to convey a realistic picture of the experiences, events, setting, and/or characters.</p>	<p>The text uses words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>The text uses words and phrases and telling details to convey experiences, events, settings, and/or characters.</p>	<p>The text merely tells about experiences, events, settings, and/or characters.</p>	<p>The text provided provides too little information</p>
<p>Conclusion: The text provides a conclusion that follows from the course of the narrative. The conclusion provides a reflection on or resolution of the events.</p>	<p>The text moves to a conclusion that artfully follows from and thoughtfully reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>The text provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>The text provides a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.</p>	<p>The text may provide a conclusion to the events of the narrative.</p>	<p>The text provided provides too little information</p>

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Collection of works: The final draft is turned in with evidence of first a second drafts, annotations, cornell notes, and a completed peer editing sheet.	All pieces are turned in/proven to have been done with evidence.	One piece of evidence is missing	N/A	N/A	Two or more pieces of evidence are missing
Checklist rubrics All pieces from the 2 checklist rubrics are met	All requirements are met.	One requirement is missing,	N/A	N/A	Two or more requirements are missing

9-10.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.); 9-10.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences; 9-10.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.