

Name: _____

Score: _____

Teacher Name: _____

Narrative Procedure School-wide Rubric

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1
<p>Establishes a Context</p> <p><i>Must meet standard on this expectation to meet the overall standard</i></p>	<p>Skillfully selects and summarizes key ideas to establish context appropriate to audience by using tools such as precise language, descriptive language, authoritative voice, and/or persona.</p>	<p>Selects and summarizes key ideas to establish context appropriate to audience by using tools such as precise language, descriptive language, authoritative voice and/or persona. <i>W-10-2.1; 7.3,7.4, 7.5.; R-10-3.2</i></p>	<p>Attempts to select and summarize key ideas to establish context but selections may be invalid, insufficient, or unclear.</p>	<p>Does not select and summarize key ideas to set context.</p>
<p>Uses appropriate writing strategies</p> <p><i>Must meet standard on this expectation to meet the overall standard</i></p>	<p>Skillfully fulfills all discipline-specific and task requirements.</p> <p>Skillfully uses a range of appropriate writing strategies, such as sequential order, examples, details, and facts to enhance meaning.</p> <p>Skillfully employs transitional words/phrases.</p> <p>Skillfully uses precise and descriptive language that clarifies and supports purpose.</p> <p>Skillfully maintains focus.</p>	<p>Fulfills all discipline-specific and task requirements.</p> <p>Uses a range of appropriate writing strategies, such as sequential order, examples, details, and facts to enhance meaning. <i>W-10-8.2</i></p> <p>Employs transitional words/phrases. <i>W-10 – 6.3</i></p> <p>Uses precise and descriptive language that clarifies and supports purpose. <i>W-10-7.5; R-10-3.2</i></p> <p>Maintains focus. <i>W-10-7.2</i></p>	<p>Attempts to fulfill all discipline-specific and task requirements, but one element may be inaccurate or incomplete.</p> <p>Uses a limited range of appropriate writing strategies, such as sequential order, examples, details, and facts to enhance meaning.</p> <p>Minimal employment of transitional words/phrases.</p> <p>Attempts to use descriptive language, but language is not necessarily clear or purposeful.</p> <p>Weak focus.</p>	<p>Does not fulfill several discipline-specific and task requirements.</p> <p>Writing strategies are used ineffectively.</p> <p>Little or no use of transitional words/phrases.</p> <p>Ineffective and vague language.</p> <p>Lacks focus.</p>
<p>Provides a guide to action</p> <p><i>Must meet standard on this expectation to meet the overall standard</i></p>	<p>Creates a logical progression/sequence of information, which allows a reader who is unfamiliar with this topic to successfully complete this procedure with ease.</p> <p>Consistently anticipates problems, mistakes, and misunderstandings.</p>	<p>Creates a logical progression/sequence of information, which allows a reader who is unfamiliar with this topic to successfully complete this procedure with minimal confusion. <i>W-10-8.4</i></p> <p>Anticipates and addresses potential problems, mistakes, and misunderstandings. <i>W-10-7.5</i></p>	<p>Creates a progression/sequence. Some steps or omissions may cause the reader confusion in completing the procedure.</p> <p>Anticipates some potential problems, mistakes, and misunderstandings, but ineffectively addresses these.</p>	<p>Progression is not logical, or major omissions exist, which prohibit successful completion of procedure.</p> <p>Does not anticipate problems, mistakes, or misunderstandings</p>
<p>Creates an organizing structure</p>	<p>Uses an organizational structure that enhances the response.</p> <p>The opening, body, and closure are skillfully organized.</p>	<p>Uses an organizational structure that allows for a progression of ideas to develop. <i>W 10-1.1, 1.2, 1.3, 1.4, 3.4, 4.6, 14.3, 14.5</i></p> <p>The response includes an opening, body, and closure.</p>	<p>Uses an organizational structure that causes confusion.</p> <p>The response shows some elements of organization.</p>	<p>There is little evidence of organization.</p>
<p>Demonstrates understanding of English language conventions</p>	<p>Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.</p>	<p>Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. <i>W-10-9.1, 9.2, 9.4, 9.5</i></p> <p>Occasional errors do not interfere with meaning.</p>	<p>Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Errors do interfere with meaning.</p>	<p>Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Numerous errors interfere with meaning.</p>

*adapted from Rhode Island Skills Commission rubrics