

Criterion	5 – Advanced (above grade level)	4 – Proficient (at grade level)	3 - Basic	2 - Below Basic	1 - Far Below Basic
Focus/ Exposition CCSS -W: ➤ 3a ➤ 4	<ul style="list-style-type: none"> The narrative, real or imagined, insightfully addresses all aspects of the prompt Purposefully engages and orients the reader by setting out a problem, situation, or observation and its significance, and establishing one or multiple point(s) of view Expertly introduces a narrator and/or characters 	<ul style="list-style-type: none"> The narrative, real or imagined, competently addresses all aspects of the prompt Engages and orients the reader by setting out a problem, situation, and establishing one or multiple point(s) of view Introduces a narrator and/or characters 	<ul style="list-style-type: none"> The narrative, real or imagined superficially addresses all aspects of the prompt Attempts to engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view Introduces a narrator and/or characters 	<ul style="list-style-type: none"> The narrative, real or imagined, partially addresses aspects of the prompt Might engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view Attempts to introduce a narrator and/or characters 	<ul style="list-style-type: none"> The narrative, real or imagined, minimally addresses some aspect of the prompt Does not engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view Does not introduce a narrator and/or characters
Organi- zation/ Plot CCSS – W: ➤ 3a ➤ 3c ➤ 3e ➤ 4	<ul style="list-style-type: none"> Expertly creates a smooth progression of experiences or events Uses a variety of techniques to sequence events that build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) Skillfully provides 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"> Creates a smooth progression of experiences or events Uses a variety of techniques to sequence events that build on one another to create a coherent whole Provides a conclusion that clearly follows from and reflects on what is experienced, observed or resolved over the course of the narrative 	<ul style="list-style-type: none"> Experiences and events are somewhat connected Uses techniques to sequence events that build on one another to create a coherent whole Provides a conclusion that connects to the narrated experiences or event 	<ul style="list-style-type: none"> Progression of experiences or events may be confusing or disjointed Techniques do not build on one another to create a coherent whole Provides a weak conclusion that may not connect to the narrated experiences or event 	<ul style="list-style-type: none"> Event sequence unfolds illogically Does not use sequencing techniques to create coherence Provides no conclusion or one that is not connected to the narrated experiences or events
Narrative Techniques CCSS -W: ➤ 3b ➤ 3d	<ul style="list-style-type: none"> Skillfully narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters Sophisticated use of precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters 	<ul style="list-style-type: none"> Effectively uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events 	<ul style="list-style-type: none"> Adequately uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters Uses some descriptive details, and sensory language to convey experiences and events 	<ul style="list-style-type: none"> Uses limited narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters Uses concrete words or phrases with limited use of descriptive details and sensory language 	<ul style="list-style-type: none"> Uses few to no narrative techniques Does not use sensory language or descriptive details
Language CCSS – L: ➤ 1 ➤ 2 ➤ 3	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) Utilizes precise and sophisticated word choice 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Utilizes strong and grade-level appropriate word choice 	<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Usually utilizes grade-level appropriate word choice 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Utilizes vague or basic word choice 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/ run-ons) Contains serious and pervasive errors in conventions Utilizes incorrect and/or simplistic word choice

ELA 9th/10th Rubric Alignment to CCSS

Strand	9th/10th CCSS-Aligned Standards
Writing	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grades 9th/10th Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9th/10th Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
Language	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a – 2c are not written on this document.)</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turbian’s Manual for Writers</i>) appropriate for the discipline and writing type.