

STATE ASSESSMENT RUBRICS

TNReady Grades 9-12 Narrative Rubric

Grades 9-12 16 points total 4 criteria TN State assessment rubrics

The TN TNReady Grades 9-12 Narrative Rubric scored out of 16 points across 4 criteria, for narrative writing at grades 9-12.

SOURCE AND ATTRIBUTION

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https://www.tn.gov/content/dam/tn/education/documents/rubric_writing_g9-12_narrative.pdf

How it is scored

CRITERION	POINTS	LEVELS
Focus & Organization	4	4
Development	4	4
Language	4	4
Conventions	4	4
Total	16	

The full rubric

Focus & Organization · 4 points

SCORE	WHAT EARNS IT
4 pts	In response to the task and the stimulus, the writing: • effectively engages and orients 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.
3 pts	In response to the task and the stimulus, the writing: • adequately engages and orients 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.

SCORE	WHAT EARNS IT
2 pts	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.
1 pt	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.

Development • 4 points

SCORE	WHAT EARNS IT
4 pts	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.
3 pts	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.
2 pts	In response to the task and the stimulus, the writing: • 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.
1 pt	In response to the task and the stimulus, the writing: • 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.

Language • 4 points

SCORE	WHAT EARNS IT
4 pts	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.
3 pts	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.
2 pts	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.
1 pt	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.

Conventions • 4 points

SCORE	WHAT EARNS IT
4 pts	The writing: • demonstrates consistent and sophisticated command of grade-level conventions of standard written English . • may contain a few minor errors that do not interfere with meaning.
3 pts	The writing: • demonstrates consistent command of grade-level conventions of standard written English. • contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.
2 pts	The writing: • demonstrates inconsistent command of grade-level conventions of standard written English. • contains frequent errors that may significantly interfere with meaning.
1 pt	The writing: • demonstrates limited command of grade-level conventions of standard written English. • contains numerous and repeated errors that seriously impede meaning.

Scoring record

Student	Assignment	Date
CRITERION	SCORE	COMMENTS
Focus & Organization	/ 4	
Development	/ 4	
Language	/ 4	
Conventions	/ 4	
Total	/ 16	

Free to print and share. The readable version, and a grader that scores an essay against this rubric, are at nudgelearn.app/rubrics/tn-tcap-narrative-9-12