

Comprehensive American Studies II--Civil War Letter

Narrative/Informative Letter Writing Rubric Grades 9-12

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS.ELA-LITERACY.W.11-12.3)

| <i>Criteria</i> | <i>Proficient with Distinction</i> | <i>Proficient</i> | <i>Partially Proficient</i> | <i>Below Proficient/ Insufficient Evidence</i> |
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| Engaging and Orienting the Reader (W.3.A) | In a manner that distinguishes the writing from other pieces, the writer <u>engages and orients the reader</u> by setting out a problem, situation, or observation and its significance, <u>establishing a point of view</u> , and introducing a narrator/character; creates a smooth progression of experiences or events. 20 18 | The writer engages and orients the reader by setting out a problem, situation, or observation, establishing a point of view, and introducing a narrator/character; creates a logical progression of experiences or events. 16 14 | The writer orients the reader by establishing some context and introducing a narrator/character; creates a logical progression of events. 12 10 | The writer does not engage and orient the reader by establishing clear context and point of view; the progression of events is illogical and/or lacking important information. 8 4 0 |
| Evidence Historical Events (W.2B) | In a manner that distinguishes the writing from other pieces, the writer develops the topic thoroughly by selecting the most significant and relevant facts, concrete details, or other information and examples appropriate to the audience's knowledge of the topic. <u>At least 5 historical events/facts are intricately woven and referenced. Sources are hyperlinked in the digital document.</u> 20 18 | The writer develops the topic thoroughly by selecting the most significant and relevant facts, concrete details, or other information and examples appropriate to the audience's knowledge of the topic. 4-5 historical events/facts are referenced. 16 14 | The writer develops the topic with well-chosen, relevant, and sufficient facts, concrete details, or other information and examples appropriate to the audience's knowledge of the topic. 3-4 historical events/facts are referenced. 12 10 | The writer does not develop the topic using relevant facts, concrete details, and other information and examples or the above do not fit the chosen topic. Less than 3 historical events/facts are referenced. 8 4 0 |
| Use of Language (W.3.D) | In a manner that distinguishes the writing from other pieces, the writer uses precise words and phrases, <u>telling details</u> , and sensory language to convey a <u>vivid picture of the experiences, events, setting, and/or characters.</u> 20 18 | The writer uses telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 16 14 | The writer uses some descriptive details, and sensory language to capture the action and convey experiences and events. 12 10 | The writer does not use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 8 4 0 |

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| Plot and Sequence (W.3B) | In a manner that distinguishes the writing from other pieces, the writer uses narrative techniques, such as <u>pacing, description, and reflection, to develop experiences</u> , events, and/or characters. | The writer uses narrative techniques, such as pacing, description, and reflection, to develop experiences, events, and/or characters. | The writer uses some narrative techniques, such as pacing, description, and reflection, to develop experiences, events, and/or characters. | The writer does not use narrative techniques, such as pacing, description, and reflection, to develop experiences, events, and/or characters. |
| | <p>In a manner that distinguishes the writing from other pieces, the writer uses <u>appropriate and varied transitions and syntax</u> to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>The writer uses a variety of techniques to sequence events so that they build on one another to <u>create a coherent whole</u> and <u>build toward a particular tone</u> (e.g., a sense of growth, hopefulness, despair, nostalgia, etc.).</p> <p>10 9</p> | <p>The writer uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>The writer uses a variety of techniques to sequence events so that they build on one another to create a coherent whole and build towards a particular tone.</p> <p>8 7</p> | <p>The writer uses appropriate, but less varied transitions to link the major sections of the text and create cohesion.</p> <p>The writer uses some techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>6 5</p> | <p>The writer does not use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>The writer does not use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>4 0</p> |
| Conclusion (W.3.E) | In a manner that distinguishes the writing from other pieces, the writer provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | The writer provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | The writer provides a conclusion that follows from the narrated experiences or events. | The writer does not provide a conclusion that follows from and reflects on the narrated experiences or events. |
| | 10 9 | 8 7 | 6 5 | 4 0 |
| Mechanics/ spelling/ grammar (W.11-12 1.C) | The writing is error free. | Grammar and punctuation errors are few. The reader is not distracted by the errors | There are a number of distracting grammar and punctuation errors that confuse the reader. | Frequent errors make it incomprehensible. |
| | 10 9 | 8 7 | 6 5 | 4 |
| Product (W.4) | <p><u>Produce</u> clear and coherent writing in which the development, organization, and style are <u>appropriate to task, purpose, and audience</u>.</p> <p>Letter has a distinctive 1860's look— typed as if handwritten; dated; 3 pages</p> <p>10</p> | <p>Letter has a somewhat distinctive 1860's look; 2 pages</p> <p>8</p> | <p>Letter has somewhat modern/ contemporary look; 1-2 pages</p> <p>6</p> | <p>Letter has a modern/contemporary look; 1 page or less</p> <p>4</p> |