

CHARIHO REGIONAL HIGH SCHOOL NARRATIVE PROCEDURE (W-11) RUBRIC

NAME _____

DATE _____

ASSIGNMENT _____

	5 Exceeds Standard	4 Meets Standard	3.5 Nearly Meets Standard	3 Below Standard	2 Little Progress Toward Standard	0
Guide to Action (W-3, W-7)	A comprehensive guide to action is provided for a complex procedure.	A complete guide to action is provided for a complex procedure.	A nearly complete guide to action is provided for a complex procedure.	A partial guide to action is provided for a complex procedure.	An incomplete guide to action is provided for a complex procedure.	
Ideas (W-2, W-4, W-8)	Information is precisely explained, showing in-depth understanding; the reader's problems, mistakes, and misunderstandings are anticipated.	Information is clearly explained, showing understanding; the reader's problems, mistakes, and misunderstandings are anticipated.	Information is vaguely explained, showing some understanding; some of the reader's problems, mistakes, and misunderstandings are anticipated.	Information is incompletely explained showing little understanding; few of the reader's problems, mistakes, and misunderstandings are anticipated.	Information is poorly explained; understanding is not evident; the reader's problems, mistakes, misunderstandings are not anticipated.	
Transitions (W-3)	Strong, varied and sophisticated use of transitions.	Effective use of transitions.	Some effective use of transitions.	Ineffective use of transitions.	Lack of transitions result in choppy and disjointed ideas.	
Organization (W-1, W-4, W-6, W-7)	Introduction creatively previews a complex procedure or task; conclusion exceptionally summarizes purpose, motivates and/or encourages reader; Outstanding order and sequencing enhance understanding.	Introduction clearly previews a complex procedure or task; conclusion clearly summarizes purpose, motivates and/or encourages reader; Appropriate order and sequencing enhance understanding.	Introduction vaguely previews a complex procedure or task; conclusion vaguely summarizes purpose, motivates and/or encourages reader; Order and sequencing somewhat support understanding.	Introduction provides little preview of a complex procedure or task; conclusion weakly summarizes purpose. Order and sequencing limits understanding.	Introduction provides no preview of a complex procedure or task; conclusion provides no summary of purpose. Poor order and sequencing.	
Content (W-5, W-6, W-8)	Expert level of detailed information; all extraneous information excluded.	Well-developed detail provided; extraneous information excluded.	Amateur level of detail provided; some extraneous information excluded.	Basic level of information provided; little extraneous information excluded.	Little relevant information provided.	
Writing Strategies (W-8)	Outstanding use of appropriate writing strategies (e.g., creates visual hierarchy, provides headings, uses white space and graphics appropriately).	Appropriate writing strategies used (e.g., creates visual hierarchy, provides headings, uses white space and graphics appropriately).	Some appropriate writing strategies used (e.g., creates visual hierarchy, provides headings, use of white space and graphics appropriately).	Strategies ineffectively used.	Few appropriate writing strategies used.	
Word Choice (W-7)	Exceptionally precise language enhances understanding of procedure	Precise language supports understanding of procedure	Somewhat clear language gives some support to understanding of procedure	Weak and limited language gives little support to understanding of procedure	Very limited language seriously impairs understanding of procedure	
Sentence Fluency (W-1)	Sentences vary greatly in length and structure enhancing flow	Sentences vary in length and structure sustaining flow	Sentences vary slightly in length and structure restricting flow	Sentences vary little in length and structure disrupting flow	Sentences do not vary in length and structure inhibiting flow	
Conventions And Formatting (W-9)	No errors in format, grammar, usage, or spelling	Few noticeable errors in format, grammar, usage, and spelling	Some errors in format, grammar, usage, and spelling	Many errors in format, grammar, usage, and spelling	Excessive errors in format, grammar, usage, and spelling	
Revisions and Editing (W-10)	Revisions and edits enhance writing with ample evidence of planning or no revisions and edits needed.	Revisions and edits improve writing with evidence of planning.	Revisions and edits improve writing somewhat with evidence of planning.	Revisions and edits improve writing very little with evidence of planning.	Revisions and edits do not improve writing with evidence of planning.	

TOTAL POINTS _____ X 2 = FINAL SCORE _____ (Proficient Product = Score of 80)

Teacher's Signature _____

