**Grade 3 Narrative Rubric**

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| **When scoring,**  **Consider:** | **4**  **Above Standards** | **3**  **Meets Standards** | **2**  **Approaching Standards** | **1**  **Below Standards** |
| **Organization** | Writer organizes an intricate event sequence that unfolds naturally (W.3.3a).  Writer uses individual style to provide a sense of closure (W.3.3d). | Writer organizes an event sequence that unfolds naturally (W.3.3a).  Writer provides a sense of closure (W.3.3d). | Writer attempts to organize an event sequence, but writing may be choppy or out of order (W.3.3a).  Writer attempts a closure but it may not refer back to the central message (W.3.3d). | Writer does not organize an event sequence (W.3.3a).  Writer does not provide a sense of closure (W.3.3d). |
| **Content & Support** | Writer uses an engaging lead to establish the situation and introduce the narrator/characters (W.3.3a)  Writer develops events using ALL of the following with a strong sense of voice:   * dialogue * description of characters’ actions * description of characters’ thoughts and feelings (W.3.3b) | Writer establishes the situation and introduces the narrator/characters using a simple introduction (W.3.3a).  Writer develops events using ALL of the following:   * dialogue * description of characters’ actions * description of characters’ thoughts and feelings (W.3.3b) | Writer only establishes the situation OR only introduces the narrator/characters (W.3.3a).  Writer develops events using 1-2 of the following:   * dialogue * description of characters’ actions * description of characters’ thoughts and feelings (W.3.3b) | Writer does not establish the situation or introduce the narrator/characters (W.3.3a).  Writer does not use dialogue, description of characters’ actions, thoughts, or feelings to develop events (W.3.3b). |
| **Conventions of Language & Mechanics** | Author makes no errors in grammar, spelling, or mechanics and the writing is exceptionally easy to read (L.3.1/L.3.2) | Author makes some simple errors in grammar, spelling, or mechanics but the writing is still easy to read (L.3.1/L.3.2) | Author makes a few errors in grammar, spelling or mechanics that interrupt the flow and distract the reader from the content (L.3.1/L.3.2) | Author makes numerous errors in grammar, spelling and mechanics that interrupt the flow and heavily distract the reader from the content |
| **Word Choice** | Use many temporal words and phrases to connect ideas or signal event order (W.3.3c) | Uses some temporal words and phrases to connect ideas or signal event order (W.3.3c) | Attempts to use temporal words and phrases to connect ideas or signal event order (W.3.3c) | Does not use temporal words or phrases. Events may be out of order. |

Grade 4 Narrative Rubric

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| **When scoring,**  **Consider:** | **4** | **3** | **2** | **1** |
| Organization | Writer organizes events in an order that unfolds naturally (W.4.3a)  Writer includes a conclusion that clearly follows from the narrated experiences or events and distinctly ties up all loose ends (W.4.3e) | Writer organizes events in an order that makes sense. (W.4.3a)  Writer includes a conclusion that summarizes the events and brings it to a close. (W.4.3e) | Writer attempts to organize events but writing may be choppy and/or out of sequence (W.4.3a)  Writer includes a conclusion but it may not adequately summarize the events of the narrative (W.4.3e) | Writer does not organize events and the writing is difficult to follow (W.4.3a)  Writer does not include a conclusion. (W.4.3e) |
| Content and Support | Writing includes a clear introduction that establishes a situation and introduces the narrator or characters (W.4.3a)  Writer uses dialogue, description, and appropriate pacing, to develop experiences and events or show the responses of characters to situations (W.4.3b) | Writing includes a beginning that introduces all major story elements including the characters, setting, and plot. (W.4.3a)  Writer uses dialogue and description to develop experiences and events or show the responses of characters to situations. (W.4.3.b) | Writing includes a beginning that introduces some story elements (W.4.3a).  Writer uses some description to develop experiences and events or show characters’ feelings/responses (W.4.3b) | Writing does not include a beginning to introduce the story elements (W.4.3a).  Writer does not effectively develop experiences and/or events in the narrative. (W.4.3b) |
| Conventions of Language & Mechanics | Writer capitalizes all sentences, proper nouns, and titles. (L.4.2)  Writes in complete sentences and uses a variety of sentence types. (L.4.2) | Writer capitalizes most sentences, proper nouns, and titles. (L.4.2)  Writes in complete sentences. (L.4.2) | Writer capitalizes some sentences, proper nouns, and titles. (L.4.2)  Attempts to write in complete sentences but writing includes some fragments. (L.4.2) | Writer has many errors in spelling, grammar and punctuation. (L.4.2)  Does not write in complete sentences. (L.4.2) |
| Word Choice | Writer uses a variety of transitional words, phrases and clauses to show the sequence of events (W.4.3c)  Writer uses higher-level vocabulary to write descriptions (W.4.3d).  Writer uses concrete words, phrases and sensory details to convey experiences and events precisely (W.4.3d) | Writer uses a variety of transitional words and phrases to show the sequence of events. (W.4.3c)  Writer uses grade-level vocabulary to write descriptions. (W.4.3d)  Writer uses concrete words, phrases and sensory details to convey experiences and events precisely.(W.4.3d) | Writer uses some transitional words or phrases to show the sequence of events (W.4.3c)  Writer uses basic vocabulary words to write descriptions (W.4.3d)  Writer uses some concrete words, phrases to convey experiences and events precisely. (W.4.3d) | Writer does not include transitional words or phrases to show the sequence of events.  Vocabulary words are limited and writing lacks description.  Writer does not include sensory details to convey experiences in their narrative. (W.4.3d) |

Grade 5 Narrative Rubric

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| **When scoring,**  **Consider:** | **4** | **3** | **2** | **1** |
| Organization | Writer organizes an event sequence that unfolds naturally and logically. (W.5.3a).  Writer provides a distinct concluding section that follows from the experiences or events (W.5.3a) | Writer organizes an event sequence that unfolds naturally (W.5.3a).  Writer provides a conclusion that follows from the narrated experiences or events (W.5.3e) | Writer attempts to organize an event sequence but writing may be choppy in parts (W.5.3a)  Writer provides a general concluding statement (W.5.3e) | Writing is unorganized or hard for the reader to follow (W.5.3a)  Writer does not provide a conclusion statement or sense of closure (W.5.3e) |
| Content and Support | Writing includes a clear and enticing introduction that introduces the narrator or characters (W.5.3a)  Writer uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (W.5.3b) | Writing includes a clear introduction that establishes a situation and introduces the narrator or characters (W.5.3a)  Writer uses narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations (W.5.3b) | Writing includes an introduction that introduces some story elements W.5.3a)  Writer uses some narrative techniques to develop experiences and events or show responses of characters (W.5.3b) | Writing does not have a clearly defined introduction (W.5.3a.  Writer does not effectively develop experiences and/or events in the narrative. (W.5.3b) |
| Conventions of Language & Mechanics | Writer demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing (L.5.2)  Writer incorporates challenging words with no little to no errors in spelling. | Writer demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing (L.5.2)  Spells all grade level words appropriately (L.5.2e) | Writer has some errors in spelling, grammar, and punctuation. Errors do not distract from the writing (L.5.2). | Writer has numerous errors in spelling, grammar and punctuation that interferes with reader’s understanding (L.5.2). |
| Word Choice | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (W.5.3c)  Writer varies sentence pattern and maintains consistency of tone to better convey experiences and events in their narrative (L.5.3)  Writer includes numerous examples of figurative language and Distinguishes among the connotations of words with similar denotations (L.5.5) | Writer uses a variety of transitional words, phrases and clauses to manage the sequence of events (W.5.3c)  Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.5.3d)  Writer includes multiple examples of figurative language, including similes and metaphors (L.5.5) | Writer uses some transitional words, phrases and clauses to manage the sequence of events (W.5.3c)  Writer uses some concrete words and phrases to convey experiences and events in their narrative (W.5.3d)  Writing includes some examples of figurative language, including similes and metaphors (L.5.5). | Writer does not include transitional words or phrases to help manage the sequence of events (W.5.3c)  Writing is very literal with limited examples of figurative language. (L.5.5) |