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| **Narrative Writing Rubric****3rd Grade** |
| **Score** | **Statement of Purpose / Focus** **and Organization (4-point rubric)** | **Conventions/Editing****(2-point rubric begins at score point 2)** |
| **4** | The response is fully sustained and consistently and purposefully focused:* Writes real or imagined experiences or events
* Introduces narrator and/or characters
* Sequence unfolds naturally
* Provides descriptive details regarding what happened such as actions, thoughts, feelings, sensory details, and dialogue
* Uses a variety of temporal words and phrases to signal event order
* Provides a conclusion that follows the experience or event
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| **3** | The response is adequately sustained and generally focused:* Writes real or imagined experiences or events
* Introduces narrator and/or characters
* Sequence unfolds naturally
* Provides descriptive details regarding what happened such as actions, thoughts, feelings, and dialogue
* Uses temporal words to signal event order
* Provides a sense of closure
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| **2** | The response is somewhat sustained, may have a minor drift in focus, an, may be missing some elements:* Writes about one real/imagined experience or event
* Poorly sequenced events
* Unclear, irrelevant, and/or lack of descriptive details of what happened
* Inconsistent use of temporal words
* Unclear closure
 | The response demonstrates an adequate command of conventions: * Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
* Form and use regular and irregular plural nouns.
* Use abstract nouns (e.g., *childhood*).
* Form and use regular and irregular verbs.
* Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.Ensure subject-verb and pronoun-antecedent agreement.\*
* Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
* Use coordinating and subordinating conjunctions.
* Produce simple, compound, and complex sentences.
* Capitalize appropriate words in titles.
* Use commas in addresses.
* Use commas and quotation marks in dialogue.
* Form and use possessives.
* Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
* Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
* Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
* Also, language standards from previous grade levels
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| **1** | The response may be related to the topic but may provide little or no focus:* Does not introduce the narrator and/or characters
* Unclear sequenced events
* Limited to no details of what happened
* Limited or no use of temporal words
* No sense of closure
 | The response demonstrates partial command of conventions: * Errors in usage may obscure meaning
* Inconsistent use of punctuation, capitalization, and spelling
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| **0** |  | The response demonstrates a lack of command of conventions. |
| **NS** | Insufficient, illegible, foreign language, incoherent, off topic, or off-purpose writing |  |