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| **Narrative Writing Rubric****4th 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
* Effectively introduces narrator and/or characters
* Sequence unfolds naturally
* Use concrete words and phrases to provide descriptive details regarding what happened such as actions, thoughts, feelings, sensory details, dialogue, and pacing
* Uses a variety of temporal words, phrases, and clauses to signal event order
* Provides an effective 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
* Use concrete words and phrases to provide 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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| **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
* Minimally introduces the narrator and/or characters
* 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: * Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
* Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
* Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
* Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
* Form and use prepositional phrases.
* Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*
* Correctly use frequently confused words (e.g., to, too, two; there, their).\*Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
* Use correct capitalization.

* Use commas and quotation marks to mark direct speech and quotations from a text.
* Use a comma before a coordinating conjunction in a compound sentence.
* Spell grade-appropriate words correctly, consulting references as needed.
* 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:* Fails to 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 |  |