|  |  |  |
| --- | --- | --- |
| **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 |  |
| **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 |  |
| **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 |
| **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 |
| **0** |  | The response demonstrates a lack of command of conventions. |
| **NS** | Insufficient, illegible, foreign language, incoherent, off topic, or off-purpose writing |  |