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