

Grade 3: Narrative Writing Rubric *DRAFT*

Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

	4 - Exceeds	3 - Proficient	2 - Approaching	1 - Beginning
Understanding	Connection to content or text enhances the narrative	Narrative is clearly connected to assigned content or text	Connections to assigned content or text may be awkward or vague	Connections to assigned content or text are missing or detract from the narrative
Organization/ Purpose	Effectively orients the reader to the characters and situation Organizational structure contributes to the development of characters or events Uses a variety of transitional words and phrases to manage the sequence of events. Creates a satisfying ending	Adequately establishes a situation and introduces a narrator and/or characters Organizes an event sequence that unfolds naturally Uses temporal words to signal event order Provides a sense of closure.	Minimally establishes a situation and a narrator/characters Sequence of events is, at times, vague or unclear. Use of temporal words is minimal Closing is weak or confusing	Does not establish a situation and/or a narrator/characters Sequence of events is illogical or confusing Lack of transitional words and phrases causes confusion Ends abruptly
Elaboration	Effectively uses dialogue and description to develop experiences and events or show the response of characters to situations. Uses concrete words and phrases and sensory language to convey experiences and events precisely.	Uses dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. Uses concrete words and phrases and sensory language	Use of narrative techniques does not develop experiences, events or characters Uses a basic vocabulary	Use of narrative techniques is minimal or absent Uses a limited vocabulary
Conventions	Few, if any, errors in usage and sentence formation	Some errors in usage and sentence formation are present,	Frequent errors in usage may obscure meaning	

*Note: Descriptors in **bold** are taken directly from the CCSS for this grade level. Some of the language used in this rubric has been adapted from the SBAC and PAARC rubrics.*

	Effective and consistent use of grade appropriate punctuation, capitalization, and spelling	but no systematic pattern of errors is displayed Adequate use of grade appropriate punctuation, capitalization, and spelling	Inconsistent use of grade appropriate punctuation, capitalization, and spelling	Errors in usage and/or punctuation, capitalization, and spelling are frequent and severe, and meaning is often obscured
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