**TTSD Third Grade Narrative Writing Rubric**

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| **Scoring Guide** | **1**  **(Below Grade Level)** | **2**  **(Approaching Grade Level)** | **3**  **(At Grade Level)** | **4**  **(Above Grade Level)** |
| **Focus**  score  CCSS: W-3a  W-4 | \*Responds to **some or no** parts of the prompt  \***Fails** to establish a situation (real or imagined)  **\*Does not** introduce characters and/or a narrator | \*Responds to **most** parts of the prompt  \*Establishes a situation (real or imagined)  **\*Attempts** to introduce characters and/or a narrator | \*Responds to **all** parts of the prompt  \***Establishes** a situation (real or imagined)  \*Introduces characters and/or a narrator | \*Responds **skillfully to all** parts of the prompt  \*Orients the reader by **establishing a vivid** situation (real or imagined) \*Skillfully introduces characters and/or a narrator |
| **Narrative Techniques**  CCSS: W-3b  score | \*Uses **little to no** description of actions, thoughts, or feelings to describe experiences /events  \***Does not** use dialogue to support plot when appropriate. | \*Uses **minimal or irrelevant** descriptions of actions, thoughts, or feelings to describe experiences /events  \***Attempts** to use dialogue to support plot when appropriate | \***Uses** descriptions of actions, thoughts, and feelings to develop experiences and events  \***Uses** dialogue to show the response of characters to situations when appropriate | \***Uses creative** descriptions of actions, thoughts, and feelings to develop experiences and events  \***Uses vivid** dialogue to show the response of characters to situations |
| score    **Organization/Plot**  CCSS: W-3a, W-3c, W-3d, W-4 | \***Does not** sequence narrative in a logical order. Narrative is confusing  \*Uses **few to no** temporal words or phrases to manage the sequence of events.  \*Conclusion is **not** attempted or discernible | \*Organizes **some** sequencing but might confuse the reader  \*Uses **some** temporal words and/or phrases to signal event order  \***Attempts** a conclusion | \*Organizes a **clear** event sequence that unfolds naturally  \***Uses** temporal words and phrases to signal event order  \***Provides** a sense of closure | \***Coherently** organizes a clear event sequence that unfolds naturally  \***Skillfully uses** temporal words and phrases to signal event order  \*Provides a conclusion that **follows from the narrated experience or events** |
| **Grammar**  score  CCSS: L-1 | \*Uses **little to no** correct sentence structure  \*Utilizes **incorrect and/or simplistic** word choice | \*Uses **some** correct sentence structures  \*Utilizes **vague or basic** word choice correct simple and compound sentences. | \*Uses **correct and varied** sentence structures  \*Utilizes **strong and grade-level appropriate** word choice | \*Uses **purposeful and varied** sentence structures  \*Utilizes **precise and sophisticated** word choice |
| **Conventions**  score  CCSS: L-2 | \*Demonstrates **limited** understanding of grade level appropriate conventions, and errors interfere with the meaning | \*Demonstrates **some** grade level appropriate conventions, but errors may obscure meaning | \*Demonstrates **grade level appropriate** conventions; errors are minor | \*Demonstrates **creativity and flexibility** when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning |

\*CCSS-Common Core State Standards alignment (“W” =Writing Strand; “L” =Language Strand) Revised 03/14