

Common Core State Standards Writing Rubric Narrative Writing Rubric (3rd Grade)

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

	Establishment of Narrative Focus and Organization		Development: Language and Elaboration of Evidence		
Score	Narrative Focus	Organization	Elaboration of Evidence	Language and Vocabulary	Conventions
4 Proficient	<ul style="list-style-type: none"> ◆ Establishes a situation introduces the narrator or character(s). 	<ul style="list-style-type: none"> ◆ Organizes a clear sequence of events that unfolds naturally. ◆ Uses temporal words and phrases to signal event order. ◆ Provides a sense of closure. 	<ul style="list-style-type: none"> ◆ Uses descriptions of actions, thoughts, and feelings to develop experiences and events. ◆ Uses dialogue to develop character and plot. 	<ul style="list-style-type: none"> ◆ Uses correct and varied sentence structures. ◆ Uses strong, grade-level appropriate word choice. 	<ul style="list-style-type: none"> ◆ Demonstrates command of grade-level conventions; errors are minor and do not interfere with understanding of the text.
3 Approaching	<ul style="list-style-type: none"> ◆ Attempts to establish a situation introduces the narrator or character(s). 	<ul style="list-style-type: none"> ◆ Attempts to organize a clear sequence of events that unfolds naturally. ◆ Attempts to use temporal words and phrases to signal event order. ◆ Attempts to provide a sense of closure. 	<ul style="list-style-type: none"> ◆ Attempts to use descriptions of actions, thoughts, and feelings to develop experiences and events. ◆ Attempts to use dialogue to develop character and plot. 	<ul style="list-style-type: none"> ◆ Uses correct and varied sentence structures most of the time. ◆ Uses strong, grade-level appropriate word choice most of the time. 	<ul style="list-style-type: none"> ◆ Uses grade-level appropriate conventions most of the time; errors do not interfere with understanding of the text
2 Below	<ul style="list-style-type: none"> ◆ Attempts to establish a situation introduces the narrator or character(s) with limited success. 	<ul style="list-style-type: none"> ◆ Organizes a sequence of events that unfolds somewhat unnaturally. ◆ Uses some temporal words and phrases to signal event order. ◆ Provides somewhat of a sense of closure. 	<ul style="list-style-type: none"> ◆ Uses some descriptions of actions, thoughts, and feelings to develop experiences and events. ◆ Uses some dialogue to develop character and plot. 	<ul style="list-style-type: none"> ◆ Uses correct or varied sentence structures some of the time. ◆ Uses strong, grade-level appropriate word choice some of the time. 	<ul style="list-style-type: none"> ◆ Uses grade-level appropriate conventions some of the time; some errors interfere with understanding of the text.
1 Far Below	<ul style="list-style-type: none"> ◆ Fails to establish a situation and fails to introduce the narrator or character(s). 	<ul style="list-style-type: none"> ◆ Does not organize a clear sequence of events. ◆ Uses little to no temporal words or phrases to signal event order. ◆ Provides little or no sense of closure. 	<ul style="list-style-type: none"> ◆ Uses little to no descriptions of actions, thoughts, and feelings. ◆ Uses little to no dialogue. 	<ul style="list-style-type: none"> ◆ Does not use correct or varied sentence structures. ◆ Uses simplistic or inappropriate word choice. 	<ul style="list-style-type: none"> ◆ Does not use grade-level appropriate conventions; errors prohibit understanding of the text.