

GRADE 3 NARRATIVE WRITING RUBRIC

	1 (1 Point)	2 (2 Points)	3 (3 Points)	4 (4 Points)
STRUCTURE				
Overall	The writer wrote about a personal experience.	The writer explained an important part of a personal experience.	The writer told about an important part of a personal experience bit by bit.	The writer wrote the important part of an event bit by bit and took out unimportant parts.
Lead	The writer tried to make a beginning for his/her story.	The writer wrote a good beginning. He/she chose the action, talk, or setting that would make a good beginning.	The writer wrote a beginning that introduced the characters and setting in an original way.	The writer wrote a beginning in which he/she showed what was happening and where, getting readers into the “world” of the story.
Transitions	The writer used words such as <i>and, then, and so</i> .	The writer used words such as <i>when, then, and after</i> .	The writer used phrases such as <i>a little later and after that</i> .	The writer showed how much time went by using words such as <i>just then and suddenly</i> .
Ending	The writer found a way to end his/her story.	The writer chose the action, talk, or feeling that would make a good ending.	The writer chose the action, talk, or feeling to end the story and worked hard at writing it.	The writer used action, dialogue, or feeling to bring the story to a close.
Organization	The writer’s story included a clear beginning, middle, and end.	The writer wrote a beginning, a middle, and an end to the story. Each part (beginning, middle, and end) of the story was many lines long.	The writer used paragraphs to separate what happened first from what happened next, the events that took place later, and the closing of the story.	The writer used paragraphs to separate the different parts or times of the story and to show when a new character was speaking.
DEVELOPMENT				
Elaboration	The writer included characters—what they did and how they felt.	The writer described the characters, events, and feelings of the event.	The writer described the characters using either talk or vivid action to make the characters come to life.	The writer chose words carefully and worked hard to determine the right words and phrases to describe the characters, their actions, and feelings.
Craft	The writer used few details in his/her writing.	The writer used some details in his/her writing.	The writer chose strong words that helped the reader make a picture of their story in his/her mind.	The writer included precise details and sensory words to describe how the characters were thinking.

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	1	2	3	4
LANGUAGE CONVENTIONS				
Spelling	The writer used chunks of words (e.g., <i>at, op, it</i> , etc.) to spell.	The writer used spelling patterns correctly (e.g., <i>tion, er, ly</i> , etc.).	The writer used spelling patterns correctly and edited regularly.	The writer used spelling patterns correctly and extended them to create new words.
Conventions	The writer began and ended few sentences with capitalization and punctuation. The writer rarely punctuated dialogue with commas and quotation marks.	The writer began and ended most sentences with capitalization and punctuation. The writer sometimes punctuated dialogue with commas and quotation marks.	The writer began and ended all sentences with capitalization and punctuation. The writer punctuated dialogue correctly with commas and quotation marks.	The writer edited independently. The writer used long, complex sentences and commas appropriately.

Scoring Directions

Please note: As you assess students' writing, you can indicate ½ points and also "0's". For example, if a student does not attempt a lead the teacher would mark that component as a 0. If a student "falls between" categories, please indicate this as a 1.5, 2.5, etc.

Compiling the Scores

Scoring Directions: In each row, highlight the descriptor in the column that matches the student's work. **Scores in the categories of Elaboration and Craft are worth double the point value.** Total the number of points and then track students' progress by seeing when the total points increase.

Overall Score _____

Lead Score _____

Transition Score _____

Ending Score _____

Organization Score _____

Elaboration _____ x 2 = _____

Craft Score _____ x 2 = _____

Conventions Score _____

Spelling Score _____

Number of Points	Scaled Score*
1—11	1
12—22	2
23—33	3
34—44	4

***The Scaled Score is recorded on the Class Report Form and the Consolidated Report Form.**

Total Score: _____