

GRADE 4 NARRATIVE WRITING RUBRIC

	1 (Below Basic)	2 (Basic)	3 (Proficient)	4 (Advanced)
STRUCTURE				
Overall	The writer wrote about when he/she did something.	The writer wrote about one time when he/she did something.	The writer wrote about one time when he/she did something and told the story bit by bit.	The writer wrote a story of an important moment. I read like a published story.
Lead	The writer tried to make a beginning for his/her story.	The writer thought about how to write a good beginning and chose a way to start the story. The writer chose action, talk, or setting to make the beginning.	The writer wrote a beginning that introduced the characters and setting of the story in an original way.	The writer wrote a beginning that showed what was happening and where it happened. There were also clues to what would become the problem for the main character.
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 words such as <i>a little later or after that</i> .	The writer used transitional phrases to show time such as <i>meanwhile, at the same time, early that morning, or three hours later</i> .
Ending	The writer found a way to end the story (e.g., <i>the end</i>).	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 wrote an ending that connected to the main part of the story. The character had a new realization. The writer created a sense of closure.
Organization	The writer's story included a clear beginning, middle, and end.	The writer wrote a beginning, a middle, and an end of 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, or to show when a character was speaking.	The writer used paragraphs to separate different parts or times of the story and to show when a new character was speaking. Some parts of the story were longer and more developed than others.

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DEVELOPMENT				
Elaboration	The writer described the characters, events, and feelings of the people in the story.	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 their feelings.	The writer developed characters, setting, and plot throughout the story, especially the heart of the story. To do this the writer used a blend of description, action, dialogue, and thinking.
Craft	The writer used some details in his/her writing.	The writer chose strong words that helped the readers make a picture of the story in their minds.	The writer included details about how the characters were thinking.	The writer showed why the character did what he/she did. The writer made less important parts short and less detailed. The writer included precise details and used figurative language. The writer varied his/her sentences to create the pace and tone of the piece.
LANGUAGE CONVENTIONS				
Spelling	The writer only used chunks of words.	The writer used spelling patterns most of the time.	The writer used spelling patterns correctly and edited regularly.	The writer used spelling patterns correctly and extended them to create new words.
Conventions	<p>The writer began and ended some sentences with capitalization and punctuation.</p> <p>The writer rarely punctuated with commas and quotation marks.</p>	<p>The writer began and ended most sentences with capitalization and punctuation.</p> <p>The writer sometimes punctuated with commas and quotation marks.</p>	<p>The writer began and ended all sentences with capitalization and punctuation.</p> <p>The writer used long, complex sentences, commas, and quotations appropriately.</p>	<p>The writer edited independently.</p> <p>The writer used commas to set off introductory parts of sentences such as: <i>One day at the park, I went to the slide.</i> The writer also uses commas to show talking directly to someone such as: <i>Are you mad, Mom?</i></p>

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

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: _____