

Narrative Writing Rubric Grade 3

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> orients the reader by establishing a situation and introduces a narrator and/or characters (4W3a) skillfully organizes an event sequence that unfolds naturally (4W3a) uses a variety of transitional words and phrases to manage the sequence of events (4W3c) provides a conclusion that follows from the narrated experiences or events (4W3e) produces clear and coherent writing appropriate to task, purpose, and audience (4W4) 	<p>The writing –</p> <ul style="list-style-type: none"> establishes a situation and introduces a narrator and/or characters (3W3a) organizes an event sequence that unfolds naturally (3W3a) uses temporal words and phrases to signal event order (3W3c) provides a sense of closure (3W3d) produces writing appropriate to task and purpose, with guidance and support from adults (3W4) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to establish a situation and introduces a narrator and/or characters attempts to organize an event sequence that may unfold naturally attempts to use temporal words and phrases to signal event order attempts to provide a sense of closure attempts to produce writing appropriate to task and purpose, with guidance and support from adults 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to establish a situation and introduces a narrator and/or characters makes little or no attempt to organize an event sequence that may unfold naturally makes little or no attempt to use temporal words and phrases to signal event order makes little or no attempt to provide a sense of closure makes little or no attempt to produce writing appropriate to task and purpose, with guidance from adults 	Organization/ Purpose 2 x =
<p>The writing –</p> <ul style="list-style-type: none"> uses dialogue and descriptions to develop experiences and events or show the response of characters to situations (4W3b) uses concrete words and phrases and sensory details to convey experiences and events precisely (4W3d) skillfully uses information from experiences or print and digital sources, when appropriate (4W8) provides a list of sources, when appropriate (4W8) 	<p>The writing –</p> <ul style="list-style-type: none"> uses dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations (3W3b) uses information from experiences or print and digital sources, when appropriate (3W8) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations attempts to use information from experiences or print and digital sources, when appropriate 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations makes little or no attempt to use information from experiences or print and digital sources, when appropriate 	Evidence/ Elaboration 2 x =
<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (4L 1-2)* has errors that interfere with understanding (4L 1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (3.L.1-2)* has errors that do not interfere with understanding (3.L.1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that interfere with understanding 	Language/ Conventions 1 x =

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

*Conventions Chart p. 2

CONVENTIONS CHART GRADE 3

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> • Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness) (3L2e) • Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words (3L2f) • Correctly spell words at grade level and below 	<p>Capitalize</p> <ul style="list-style-type: none"> • Appropriate words in titles (3L2a) 	<p>Commas:</p> <ul style="list-style-type: none"> • In addresses (e.g. 12345 67th Ave., Spokane, WA) (3L2b) • use commas and quotation marks in dialogue (3L2c) <p>Apostrophe:</p> <ul style="list-style-type: none"> • In possessive nouns (e.g., the dog's house, the dogs' houses) (3L2d) 	<p>Nouns:</p> <ul style="list-style-type: none"> • Correctly use regular and irregular plural nouns (3L1b) • Correctly use abstract nouns (e.g., childhood) (3L1c) <p>Verbs:</p> <ul style="list-style-type: none"> • Correctly use regular and irregular verbs (3L1d) • Correctly use simple verb tenses (e.g. I walked; I walk; I will walk) (3L1e) <p>Adjectives:</p> <ul style="list-style-type: none"> • Correctly use comparative and superlative adjectives and adverbs (3Lg) <p>Agreement:</p> <ul style="list-style-type: none"> • Correctly use pronouns that match a (close) antecedent* (<i>The boy walked his dog</i>) (3L1f) • Correctly use subject verb agreement* (<i>He has ...; They have ...</i>) (3L1f) <p>Conjunctions:</p> <ul style="list-style-type: none"> • Correctly use coordinate (e.g., and but) and subordinate conjunctions (e.g., because) (3L1h) 	<ul style="list-style-type: none"> • Produce simple, compound, and complex sentences (3L1i)

* as appropriate for grade level

Adapted from the *Smarter Balanced – Conventions Chart – April, 2014*

Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier