

Narrative Writing Rubric
Grade 4

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"> skillfully orients a reader by establishing a situation and introducing a narrator and/or characters (5W3a) skillfully organizes an event sequence that unfolds naturally (5W3a) uses a variety of transitional words, phrases, and clauses to manage the sequence of events (5W3c) skillfully provides a conclusion that follows the narrated experiences or events (5W3e) skillfully produce clear and coherent writing appropriate to task, purpose, and audience (5W4) 	<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) 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) produce clear and coherent writing appropriate to task, purpose, and audience (4W4) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to orient the reader by establishing a situation and introducing a narrator and/or characters attempts to organize an event sequence that unfolds naturally attempts to use a variety of transitional words and phrases to manage the sequence of events attempts to provide a conclusion that follows from the narrated experiences or events attempts to provide clear and coherent writing appropriate to task, purpose and audience 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to orient the reader by establishing a situation and introducing a narrator and/or characters makes little or no attempt to organize an event sequence naturally makes little or no attempt to use a variety of transitional words and phrases to manage the sequence of events makes little or no attempt to provide a conclusion that follows from the narrated experiences or events makes little or no attempt to provide clear and coherent writing appropriate to task, purpose and audience 	<p>Organization/ Purpose 2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> uses narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations (5W3b) skillfully uses concrete words and phrases and sensory details to convey experiences or events precisely (5W3d) summarizes or paraphrases information in finished work (5W8) skillfully uses relevant information from experiences or print and digital source to support narrative (5W8) skillfully provides a list of sources, when appropriate (5W8) 	<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) uses relevant information from experiences or print and digital sources to support narrative (4W8) provides a list of sources, when appropriate (4W8) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to use dialogue and descriptions to develop experiences and events or show the responses of characters to situations attempts to use concrete words and phrases and sensory details to convey experiences precisely attempts to use information from experiences or print and digital sources to support narrative attempts to provide a list of sources, when appropriate 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to use dialogue and descriptions to develop experiences and events or show the responses of characters to situations makes little or no attempt to use concrete words and phrases and sensory details to convey experiences precisely makes little or no attempt to use information from experiences or print and digital sources to support narrative makes little or no attempt to provide a list of sources, when appropriate 	<p>Evidence/ Elaboration 2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (5L 1-2)* has errors that do not interfere with understanding (5L 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 (4L1-2)* has errors that do not interfere with understanding (4L1-2)* 	<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 	<p>Language/ Conventions 1 x _____ = _____</p>

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 4

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Spell grade-appropriate words correctly, consulting references as needed. (4L2d) 	<ul style="list-style-type: none"> Uses correct capitalization. (4L2a) 	<p>Commas:</p> <ul style="list-style-type: none"> Use commas and quotation marks to mark direct speech and quotations from a text. (4L2b) Use a comma before a coordinating conjunction (and, but, for {n}or, yet, so) in a compound sentence. (4L2c) 	<p>Pronouns:</p> <ul style="list-style-type: none"> Use relative pronouns (who, whose, whom, which, that) and relative adverbs (<i>where, when, why</i>). (4L1a) <p>Verbs:</p> <ul style="list-style-type: none"> Form and use the progressive (<i>e.g., I was walking; I am walking; I will be walking</i>) verb tenses. (4L1b) Use modal auxiliaries (<i>can, may, must</i>) to convey various conditions. (4L1c) <p>Adjectives:</p> <ul style="list-style-type: none"> Use conventional patterns to order adjectives within sentences (<i>e.g., a small red bag, not a red small bag</i>). (4L1d) <p>Agreement:</p> <ul style="list-style-type: none"> Use relative pronouns (who, whose, whom, which, that) and relative adverbs (<i>where, when, why</i>). (4L1a) <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> Use frequently confused words* correctly (<i>e.g., to, two, too; their, there, they're; it's, its; your, you're</i>) 	<ul style="list-style-type: none"> Produce complete sentences, recognizing and correcting in appropriate fragments and run-ons. (4L1f)

* 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 grades