

**TTSD Third Grade Narrative Writing Rubric**

<b>Scoring Guide</b>	<b>1 (Below Grade Level)</b>	<b>2 (Approaching Grade Level)</b>	<b>3 (At Grade Level)</b>	<b>4 (Above Grade Level)</b>
<b>Focus</b> CCSS: W-3a W-4	*Responds to <b>some or no</b> parts of the prompt * <b>Fails</b> to establish a situation (real or imagined) * <b>Does not</b> introduce characters and/or a narrator	*Responds to <b>most</b> parts of the prompt *Establishes a situation (real or imagined) * <b>Attempts</b> to introduce characters and/or a narrator	*Responds to <b>all</b> parts of the prompt * <b>Establishes</b> a situation (real or imagined) *Introduces characters and/or a narrator	*Responds <b>skillfully to all</b> parts of the prompt *Orients the reader by <b>establishing a vivid</b> situation (real or imagined) *Skillfully introduces characters and/or a narrator
<b>Organization/Plot</b> CCSS: W-3a W-3c W-3d W-4	* <b>Does not</b> sequence narrative in a logical order. Narrative is confusing *Uses <b>few to no</b> temporal words or phrases to manage the sequence of events. *Conclusion is <b>not</b> attempted or discernible	*Organizes <b>some</b> sequencing but might confuse the reader *Uses <b>some</b> temporal words and/or phrases to signal event order * <b>Attempts</b> a conclusion	*Organizes a <b>clear</b> event sequence that unfolds naturally * <b>Uses</b> temporal words and phrases to signal event order * <b>Provides</b> a sense of closure	* <b>Coherently</b> organizes a clear event sequence that unfolds naturally * <b>Skillfully uses</b> temporal words and phrases to signal event order *Provides a conclusion that <b>follows from the narrated experience or events</b>
<b>Narrative Techniques</b> CCSS: W-3b	*Uses <b>little to no</b> description of actions, thoughts, or feelings to describe experiences /events * <b>Does not</b> use dialogue to support plot when appropriate.	*Uses <b>minimal or irrelevant</b> descriptions of actions, thoughts, or feelings to describe experiences /events * <b>Attempts</b> to use dialogue to support plot when appropriate	* <b>Uses</b> descriptions of actions, thoughts, and feelings to develop experiences and events * <b>Uses</b> dialogue to show the response of characters to situations when appropriate	* <b>Uses creative</b> descriptions of actions, thoughts, and feelings to develop experiences and events * <b>Uses vivid</b> dialogue to show the response of characters to situations
<b>Language-Grammar and Usage</b> CCSS: L-1 L-2	*Uses <b>little to no</b> correct sentence structure *Demonstrates <b>limited</b> understanding of grade level appropriate conventions, and errors interfere with the meaning *Utilizes <b>incorrect and/or simplistic</b> word choice	*Uses <b>some</b> correct sentence structures *Demonstrates <b>some</b> grade level appropriate conventions, but errors may obscure meaning *Utilizes <b>vague or basic</b> word choice correct simple and compound sentences.	*Uses <b>correct and varied</b> sentence structures *Demonstrates <b>grade level appropriate</b> conventions; errors are minor *Utilizes <b>strong and grade-level appropriate</b> word choice	*Uses <b>purposeful and varied</b> sentence structures *Demonstrates <b>creativity and flexibility</b> when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning *Utilizes <b>precise and sophisticated</b> word choice

\*CCSS-Common Core State Standards alignment (“W” =Writing Strand; “L” =Language Strand)