Narrative Writing Rubric - 3rd grade

NARRATIVE PERFORMANCE TASK SCORING RUBRIC

Purpose/Organization

4	3	2	1
Organization fully sustained, clear focus: • an effective, unified plot • effectively establishes setting, develops narrator/ characters, and maintains point of view • transitions clarify relationships between and among ideas • logical sequence of events • effective opening and closure for audience and purpose	Organization adequately sustained, focus generally maintained: • evident plot, but loose connections • adequately maintains a setting, develops narrator/ characters, and/ or maintains point of view • adequate use of transitional strategies • adequate sequence of events • adequate opening and closure for audience and purpose	Organization somewhat sustained, may have an uneven focus: • inconsistent plot, flaws evident • unevenly maintains a setting, develops narrator and/ or characters, and/or maintains point of view • uneven use of transitional strategies, little variety • weak or uneven sequence of events • weak opening and closure	Organization may be maintained but may have little or no focus: • little or no discernible plot or may just be a series of events • brief or no attempt to establish a setting, narrator and/ or characters, and/or point of view • few or no transitional strategies • little or no organization of an event sequence, extraneous ideas • no opening and/or closure

Development/Elaboration

4	3	2	1
Effective elaboration using details, dialogue, and description: • experiences and events are clearly expressed • effective use of relevant source material • effective use of a variety of narrative techniques • effective use of sensory, concrete, and figurative language	Adequate elaboration using details, dialogue, and description: • experiences and events are adequately expressed • adequate use of source material contributes to the narration • adequate use of a variety of narrative techniques • adequate use of sensory, concrete, and figurative language	Uneven elaboration using partial details, dialogue, and description: • experiences and events are unevenly expressed • weak use of source material that may be vague, abrupt, or imprecise • narrative techniques are uneven and inconsistent • partial or weak use of sensory, concrete, and figurative language	Minimal elaboration using few or no details, dialogue, and description: • experiences and events may be vague, lack clarity, or confusing • little or no use of source material • minimal or incorrect use of narrative techniques • little or no use of sensory, concrete, and figurative language

Conventions

	2	1	0
[not applicable]	Adequate command of conventions: • adequate use of correct punctuation, capitalization, usage, grammar, and spelling • few errors	Partial command of conventions: • limited use of correct punctuation, capitalization, usage, grammar, and spelling • some patterns of errors	Little or no command of conventions: • infrequent use of correct punctuation, capitalization, usage, grammar, and spelling • systematic patterns of errors

NOTE: For Purpose/Organization and Development/Elaboration, responses that are unintelligible, in a language other than English, off-topic, copied text, or off-purpose should receive a score of NS (no score). However, off-purpose responses should receive a numeric score for Conventions.

Go to Google Classroom and open the draft. Then click on this icon to look at the extensive comments from Ms. Dekker (the comment thread) on the student's draft version.