

Name: _____

Date: _____

Rubric for Narrative Writing—Third Grade

	Grade 1 (1 POINT)	1.5 PTS	Grade 2 (2 POINTS)	2.5 PTS	Grade 3 (3 POINTS)	3.5 PTS	Grade 4 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer wrote about when she did something.	Mid-level	The writer wrote about <i>one time</i> when he did something.	Mid-level	The writer told the story bit by bit.	Mid-level	The writer wrote the important part of an event bit by bit and took out unimportant parts.	
Lead	The writer tried to make a beginning for his story.	Mid-level	The writer thought about how to write a good beginning and chose a way to start her story. She chose the action, talk, or setting that would make a good beginning.	Mid-level	The writer wrote a beginning in which he helped readers know who the characters were and what the setting was in his story.	Mid-level	The writer wrote a beginning in which she showed what was happening and where, getting readers into the world of the story.	
Transitions	The writer put her pages in order. She used words such as <i>and</i> and <i>then, so</i> .	Mid-level	The writer told the story in order by using words such as <i>when, then, and after</i> .	Mid-level	The writer told her story in order by using phrases such as <i>a little later</i> and <i>after that</i> .	Mid-level	The writer showed how much time went by with words and phrases that mark time such as <i>just then</i> and <i>suddenly</i> (to show when things happened quickly) or <i>after a while</i> and <i>a little later</i> (to show when a little time passed).	
Ending	The writer found a way to end his story.	Mid-level	The writer chose the action, talk, or feeling that would make a good ending.	Mid-level	The writer chose the action, talk, or feeling that would make a good ending and worked to write it well.	Mid-level	The writer wrote an ending that connected to the beginning or the middle of the story. The writer used action, dialogue, or feeling to bring her story to a close.	
Organization	The writer wrote her story across three or more pages.	Mid-level	The writer wrote a lot of lines on a page and wrote across a lot of pages.	Mid-level	The writer used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in her story.	Mid-level	The writer used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.	
								TOTAL

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DEVELOPMENT								
Elaboration*	The writer put the picture from his mind onto the page. He had details in pictures and words.	Mid-level	The writer tried to bring her characters to life with details, talk, and actions.	Mid-level	The writer worked to show what happened to (and in) his characters.	Mid-level	The writer added more to the heart of her story, including not only actions and dialogue but also thoughts and feelings.	(X2)
Craft*	The writer used labels and words to give details.	Mid-level	The writer chose strong words that would help readers picture his story.	Mid-level	The writer not only told her story, but also wrote it in ways that got readers to picture what was happening and that brought her story to life.	Mid-level	The writer showed <i>why</i> characters did what they did by including their thinking. The writer made some parts of the story go quickly, some slowly. The writer included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring his story to life. The writer used a storytelling voice and conveyed the emotion or tone of his story through description, phrases, dialogue, and thoughts.	(X2)
								TOTAL
LANGUAGE CONVENTIONS								
Spelling	The writer used all he knew about words and chunks of words (<i>at, op, it, etc.</i>) to help him spell. The writer spelled all the word wall words right and used the word wall to help him spell other words.	Mid-level	To spell a word, the writer used what she knew about spelling patterns (<i>tion, er, ly, etc.</i>). The writer spelled all of the word wall words correctly and used the word wall to help her figure out how to spell other words.	Mid-level	The writer used what he knew about spelling patterns to help him spell and edit before he wrote his final draft. The writer got help from others to check his spelling and punctuation before he wrote his final draft.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries when needed.	

* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

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LANGUAGE CONVENTIONS (cont.)								
Punctuation	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , he used the apostrophe.	Mid-level	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer used punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct.	
								TOTAL

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: _____

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4