

Writing Rubric Grade-Level Standards  
CC WS1 Narrative- Fourth Grade

Name:

## Narrative

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|-----------------|---|---|
| Exceeds         | 4 | <input type="checkbox"/> Vivid description of setting, plot, problem, and solution with numerous adjective, adverbs, and action verbs<br><input type="checkbox"/> Gives some insight, either directly or indirectly, as to the significance of incident<br><input type="checkbox"/> Meets all expectations set forth in Meets (3) Category  |
| Meets           | 3 | <input type="checkbox"/> Paper develops real or imagined experiences or events<br><input type="checkbox"/> Establishes a situation and introduces a narrator and/or characters (CCSS 3a)<br><input type="checkbox"/> Sequence of events unfold naturally (CCSS 3a)<br><input type="checkbox"/> Describes character, plot, problem, and solution with concrete sensory details (CCSS 3d)<br><input type="checkbox"/> Uses dialogue and/or description to develop experiences and events or show the responses of characters to situations (CCSS 3b)<br><input type="checkbox"/> Uses a variety of transitional words and phrases to manage the sequence of events (CCSS 3c)<br><input type="checkbox"/> Uses concrete words and phrases, and sensory details to convey experiences and events precisely (CCSS 3d)<br><input type="checkbox"/> Provides a conclusion that follows from the narrated experiences or events (CCSS 3e) |
| Partially Meets | 2 | <input type="checkbox"/> Setting mentioned, but not well developed<br><input type="checkbox"/> Lack one of the four basic parts of a narrative (setting, character, problem, solution)<br><input type="checkbox"/> Plot is not sufficiently developed<br><input type="checkbox"/> Solution (if appropriate) not transitioned smoothly   |
| Does Not Meet   | 1 | <input type="checkbox"/> Setting is not developed<br><input type="checkbox"/> Author not identified<br><input type="checkbox"/> Details about character or problem is missing<br><input type="checkbox"/> Sequence of plot is difficult to follow   |

## Organization and Focus

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|-----------------|---|---|
| Exceeds         | 4 | <input type="checkbox"/> Paper is well-developed with smooth transitions and indentations<br><input type="checkbox"/> Concluding sentences wrap up smoothly<br><input type="checkbox"/> Meets all expectations set forth in Meets (3) Category  |
| Meets           | 3 | <input type="checkbox"/> Includes well-developed supporting facts and details<br><input type="checkbox"/> Uses transition words to move the reader from one detail to the next<br><input type="checkbox"/> Clearly planned writing with graphic organizer, rough draft or notes<br><input type="checkbox"/> Writes neatly and legibly |
| Partially Meets | 2 | <input type="checkbox"/> Includes some details<br><input type="checkbox"/> Rough draft, graphic organizer or notes are incomplete   |
| Does Not Meet   | 1 | <input type="checkbox"/> Disjointed ideas<br><input type="checkbox"/> Facts or details are missing<br><input type="checkbox"/> No evidence of rough draft, graphic organizer or notes   |

## Language Conventions

- |                 |   |   |
|-----------------|---|---|
| Exceeds         | 4 | <input type="checkbox"/> Meets all expectations set forth in Meets (3) Category<br><input type="checkbox"/> Combines, short related sentences with appositives, participial phrases, adjectives, adverbs, or preposition phrases<br><input type="checkbox"/> Uses verbs that are often misused (lie/lay, sit/set, rise/raise) correctly<br><input type="checkbox"/> Uses a colon to introduce a list, when applicable<br><input type="checkbox"/> Uses quotations marks around titles of poems, songs, and short stories<br><input type="checkbox"/> Correctly uses frequently confused words (e.g., to, too, two; there, their) (CCSS L 1h)  |
| Meets           | 3 | <input type="checkbox"/> Uses a variation of simple, compound, and complex sentences<br><input type="checkbox"/> Produces complete sentences, recognizing and correcting fragments and run-ons (CCSS L 1g)<br><input type="checkbox"/> Uses regular and irregular verbs, adverbs, prepositions or coordinating conjunctions correctly<br><input type="checkbox"/> Uses a comma before a coordinating conjunction in a compound sentence (CCSS L2c)<br><input type="checkbox"/> Uses commas and quotation marks to mark direct speech and quotations from a text (CCSS L 2b)<br><input type="checkbox"/> Uses correct capitalization (titles of literary works, holidays, product names, geographic names, dates, names and titles of people, and the first word in quotations) when appropriate (CCSS L 2a)<br><input type="checkbox"/> Spells grade-appropriate words correctly, consulting references as needed (CCSS L 2d) |
| Partially Meets | 2 | <input type="checkbox"/> Uses mostly simple sentences or run on sentences<br><input type="checkbox"/> Some errors in verb tense<br><input type="checkbox"/> Missing commas before coordinating conjunction a compound sentence<br><input type="checkbox"/> Quotations missing a comma or quotation marks<br><input type="checkbox"/> Some capitalization errors<br><input type="checkbox"/> First word of quotation not capitalized<br><input type="checkbox"/> Some spelling errors in one-syllable words with blends, contractions, compounds, doubling consonants, change y to ies), and common homophones or homographs   |
| Does Not Meet   | 1 | <input type="checkbox"/> Mostly run-on sentences<br><input type="checkbox"/> Word order in sentences are incorrect<br><input type="checkbox"/> No capitalization or punctuation<br><input type="checkbox"/> Many misspelled words   |

Narrative: \_\_\_\_\_

Organization and Focus: \_\_\_\_\_

Language Conventions: \_\_\_\_\_

**Total Score:** \_\_\_\_\_

<b>Scoring Guide</b>			
Exceeds	10-12pts	A	E: Excellent
Meets	7-9pts	B	VG: Very Good
Partially Meets	4-6pts	C	S: Satisfactory
Does Not Meet	1-3pts	D	AC: Area of Concern