

## Rubric for Narrative Writing – Grade 4

	1 point		2 points		3 points		4 points	Score
<b>STRUCTURE</b>								
<b>Overall</b>	The writer wrote about <i>one time</i> when she did something.		The writer told the story bit by bit.		The writer wrote the important part of an event bit by bit and took out unimportant parts.		The writer wrote a story of an important moment. It read like a story, even though it might be a true account.	
<b>Lead</b>	The writer thought about how to write a good beginning and chose a way to start his story. He chose the action, talk, or setting that would make a good beginning.		The writer wrote a beginning in which she helped readers know who the characters were and what the setting was in her story.		The writer wrote a beginning in which he showed what was happening and where, getting readers into the world of the story.		The writer wrote a beginning in which she not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character.	
<b>Transitions</b>	The writer told her story in order by using words such as <i>when, then, and after</i> .		The writer told his story in order by using phrases such as <i>a little later and after that</i> .		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).		The writer used transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time ( <i>meanwhile, at the same time</i> ) or flashback and flash-forward ( <i>early that morning, three hours later</i> ).	
<b>Ending</b>	The writer chose the action, talk, or feeling that would make a good ending.		The writer chose the action, talk, or feeling that would make a good ending and worked to write it well.		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 his story to a close.		The writer wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened in the story.  The writer gave readers a sense of closure.	
<b>Organization</b>	The writer wrote a lot of lines on a page and wrote across a lot of pages.		The writer used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in his story.		The writer used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.		The writer used paragraphs to separate different parts or times of the story and to show when a new character was speaking. Some parts of the story were longer and more developed than others.	
								TOTAL:
<b>DEVELOPMENT</b>								
<b>Elaboration*</b>	The writer tried to bring his characters to life with details, talk, and actions.		The writer worked to show what was happening to (and in) her characters.		The writer added more to the heart of his story, including not only actions and dialogue but also thoughts and feelings.		The writer developed characters, setting, and plot throughout her story, especially the heart of the story. To do this, she used a blend of description, action, dialogue, and thinking.	

**DEVELOPMENT**

	<b>1 point</b>		<b>2 points</b>		<b>3 points</b>		<b>4 points</b>	
<b>Craft*</b>	The writer chose strong words that would help readers picture her story.		The writer not only told his story, but also wrote it in ways that got readers to picture what was happening and that brought his story to life.		<p>The writer showed <i>why</i> characters did what they did by including their thinking.</p> <p>The writer made some parts of the story go quickly, some slowly.</p> <p>The writer included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring her story to life.</p> <p>The writer used a storytelling voice and conveyed the emotion or tone of her story through description, phrases, dialogue, and thoughts.</p>		<p>The writer showed <i>why</i> characters did what they did by including their thinking and their responses to what happened.</p> <p>The writer slowed down the heart of the story. He made less important parts shorter and less detailed and blended storytelling and summary as needed.</p> <p>The writer included precise details and used figurative language so that readers could picture the setting, characters, and events. He used some objects or actions as symbols to bring forth his meaning.</p> <p>The writer varied his sentences to create the pace and tone of his narrative.</p>	
								TOTAL:

	1 point		2 points		3 points		4 points	
<b>LANGUAGE CONVENTIONS</b>								
<b>Spelling</b>	<p>To spell a word, the writer used what he knew about spelling patterns (<i>tion, er, ly, etc.</i>).</p> <p>The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.</p>		<p>The writer used what she knew about spelling patterns to help her spell and edit before she wrote her final draft.</p> <p>The writer got help from others to check her spelling and punctuation before she wrote her final draft.</p>		<p>The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries when needed.</p>		<p>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.</p>	
<b>Punctuation</b>	<p>The writer used quotation marks to show what characters said.</p> <p>When the writer used such words as <i>can't</i> and <i>don't</i>, she used the apostrophe.</p>		<p>The writer punctuated dialogue correctly with commas and quotation marks.</p> <p>While writing, the writer put punctuation at the end of every sentence.</p> <p>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.</p>		<p>When writing long, complex sentences, the writer used commas to make them clear and correct.</p>		<p>The writer used commas to set off introductory parts of sentences, such as <i>One day at the park, I went on the slide</i>; he also used commas to show talking directly to someone, such as <i>Are you mad, Mom?</i></p>	
								TOTAL:

\*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.