Fourth Grade Narrative Writing Rubric

See Note Below	Grade 2 1 pt = Below	1.5 Pts = Below	Grade 3 2 pts = Basic	2.5 Pts = Basic	Grade 4 3 pts = Meets	3.5 Pts = Excels	Grade 5 4 pts = Excels	Score
Structure								
Overall	Wrote about one time when he/she did something		Told the story bit by bit		Wrote the important part of an event bit by bit and took out unimportant parts		Wrote a story of an important moment—It is read like a story, even though it might be a true account	
Lead	Thought about how to write a good beginning—Chose the action, talk, or setting that would make a good beginning		The beginning helped readers know who the characters were and what the setting was in the story		The beginning showed what was happening and where, getting readers into the world of the story		Wrote a beginning in which he/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	
Transitions	Told the story in order by using words such a *when, then* and *after*	Mid-Level	Told the story in order by using phrases such as *a little later* or *after that*	Mid-Level	Showed how much time went by with words and phrases that mark time such as *just then* and *suddenly* (to show when things happened quickly) or *after a while* and a *little later* (to show when a little time passed)	Mid-Level	Used transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (*meanwhile, at the same time*) or flashback and flash forward (*early that morning, three hours later*)	
Ending	Chose the action, talk, or feeling that would make a good ending		Chose the action, talk or feeling that would make a good ending, and worked to write it well		Wrote an ending that connected to the beginning or the middle of the story-Used action, dialogue, or feeling to bring his/her story to a close		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—Gave readers a sense of closure	
Organization	Story was wrote sequentially (Beg, Mid, End) with appropriate details		Used appropriate structure to separate beginning, middle and end of story		Used paragraphs to separate the different parts or times of the story or to show when a new character was speaking		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	
Development								
Elaboration	Tried to bring his/her characters to life with details, talk and action		Worked to show what was happening to (and in) his/her characters		Added more to the heart of the story, including not only actions and dialogue but also thoughts and feelings		Developed characters, setting and plot throughout his/her story, especially the heart of the story—Used a blend of description, action, dialogue and thinking	X2
Craft	Chose strong words that would help readers visualize the story	Mid-Level	Wrote in ways that got readers to picture what was happening and that brought his/her story to life	Mid-Level	Showed why characters did what they did by including their thinking—Made some parts of the story go quickly, some slowly—Included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring his/her story to life—Used a storytelling voice and conveyed the emotion or tone of his/her story through description, phrases, dialogue, and thoughts	Mid-Level	Showed why characters did what they did by including their thinking and responses to what happened—Slowed down the heart of the story—Made less important parts shorter and less detailed and blended storytelling and summary as needed—Included precise details and used figurative language so that readers could picture the setting, characters, and events—Used some objects or actions as symbols to bring forth meaning—Varied sentences to create the pace and tone	X2

Compiled information from Lucy Calkins and Colleagues from the Teachers College Reading and Writing   BCPS/11-2014

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Language Conventions								
Spelling	Used what he/she knew about spelling patterns (tion, er, ly, etc.) to spell words—Spelled all the grade appropriate words correctly and used the word wall		Used what he/she knew about spelling patterns to help him/her spell and edit grade appropriate words		Used what he/she knew about word families and spelling rules to help him/her spell and edit grade appropriate words		Used what he/she knew about word families and spelling rules to help him/her spell and edit grade appropriate words	
Punctuation	Used quotation marks to show what characters said—Used apostrophes in words such as <u>can't</u> and <u>don't</u>	Mid-Level	Punctuated dialogue correctly with commas and quotation marks—Punctuation at the end of every sentence—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.	Mid-Level	Uses commas to set off introductory parts of sentences, such as *One day at the park, I went on the slide;* he also used commas to show talking directly to someone, such as *Are you mad, Mom?*	
*Note: If a student does not have the skill(s) listed as a '1', give the student '0'							Total Points	

Report Scale Score Online

Number of Points	Scaled Score	Status
0	0	Refuses to Write
1-11	1	Below
11:5 – 16.5	1.5	Below
17 – 22	2	Basic

Number of Points	Scaled Score	Status
22.5 – 27.5	2.5	Basic
28 – 33	3	Meets
33.5 – 38.5	3.5	Excels
39 – 44	4	Excels