

Third Grade Narrative Writing Rubric

See Note Below	Grade 1 1 pt = Below	1.5 Pts = Below	Grade 2 2 pts = Basic	2.5 Pts = Basic	Grade 3 3 pts = Meets	3.5 Pts = Excels	Grade 4 4 pts = Excels	Score
Structure								
Overall	Wrote about when he/she did something	Mid-Level	Wrote about one time when he/she did something	Mid-Level	Told the story bit by bit	Mid-Level	Wrote the important part of an event bit by bit and took out unimportant parts	
Lead	Tried to make a beginning		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	
Transitions	Put his/her story in order—Used words such as <i>and</i> and <i>then</i> , <i>so</i>		Told the story in order by using words such as <i>when</i> , <i>then</i> and <i>after</i>		Told the story in order by using phrases such as <i>a little later</i> or <i>after that</i>		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	Wrote his/her ending with details		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	
Organization	Story had a beginning, middle and end with details		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	
Development								
Elaboration	Put the picture from his/her mind on the page with details in picture and words	Mid-Level	Tried to bring his/her characters to life with details, talk and action	Mid-Level	Worked to show what was happening to (and in) his/her characters	Mid-Level	Added more to the heart of the story, including not only actions and dialogue but also thoughts and feelings	X2
Craft	Used labels and/or descriptive words to give details		Chose strong words that would help readers visualize the story		Wrote in ways that got readers to picture what was happening and that brought his/her story to life		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	X2

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Language Conventions									
Spelling	Used all he/she knew about words and chunks of words (<i>at,op,it,etc.</i>) to help spell---sSpelled all the grade appropriate words correctly and used the word wall	Mid-Level	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	Mid-Level	Used what he/she knew about spelling patterns to help him/her spell and edit grade appropriate words	Mid-Level	Used what he/she knew about word families and spelling rules to help him/her spell and edit grade appropriate words		
Punctuation	Ended sentences with punctuation— Used a capital letter for names- Used commas in dates and lists		Used quotation marks to show what characters said—Used apostrophes in words such as <u>can't</u> and <u>don't</u>		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		Correctly used commas to write long complex sentences for clarity		
*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
22.5 – 27.5	2.5	Basic
28 – 33	3	Meets
33.5 – 38.5	3.5	Excels
39 – 44	4	Excels