


**4th Grade "Four-Point" Holistic Rubric
(Genre: Narrative)**

Description	Points	Criteria
 <p><i>The Narrative writing task examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p>	4	<p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> <small>Think</small> Effectively establishes a situation, a point of view, and introduces a narrator and/or characters <small>Think</small> Organizes an event sequence that unfolds naturally <small>Think</small> Effectively uses narrative techniques, such as dialogue and description, to develop rich, interesting experiences and events or show the responses of characters to situations <small>Think</small> Uses a variety of words and phrases consistently to signal the sequence of events <small>Think</small> Uses concrete words, phrases, and sensory language consistently and effectively to convey experiences and events precisely <small>Think</small> Provides a conclusion that follows from the narrated experiences or events <small>Think</small> Integrates ideas and details from source material effectively <small>Think</small> Has very few or no errors in usage and/or conventions that interfere with meaning*
	3	<p><i>The student's response is a complete narrative that develops a real or imagined experience based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> <small>Think</small> Establishes a situation and introduces one or more characters <small>Think</small> Organizes events in a clear, logical order <small>Think</small> Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations <small>Think</small> Uses words and/or phrases to indicate sequence <small>Think</small> Uses words, phrases, and details to convey experiences and events <small>Think</small> Provides an appropriate conclusion <small>Think</small> Integrates some ideas and/or details from source material <small>Think</small> Has a few minor errors in usage and/or conventions that interfere with meaning*
	2	<p><i>The student's response is an incomplete or oversimplified narrative based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> • Introduces a vague situation and at least one character • Organizes events in a sequence but with some gaps or ambiguity • Attempts to use a narrative technique, such as dialogue and description, to develop experiences and events or show the responses of characters to situations • Uses occasional signal words to indicate sequence • Uses some words or phrases inconsistently to convey experiences and events • Provides a weak or ambiguous conclusion • Attempts to integrate ideas or details from source material • Has frequent errors in usage and conventions that sometimes interfere with meaning*
	1	<p><i>The student's response provides evidence of an attempt to write a narrative based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> • Response is a summary of the story • Provides a weak or minimal introduction of a situation or a character • May be too brief to demonstrate a complete sequence of events • Shows little or no attempt to use dialogue or description to develop experiences and events or show the responses of characters to situations • Uses words that are inappropriate, overly simple, or unclear • Provides few, if any, words that convey events • Provides a minimal or no conclusion • May use few, if any, ideas or details from source material • Has frequent major errors in usage and conventions that interfere with meaning*
	0	<p><i>The student's response is flawed for various reasons and will receive a condition code:</i></p> <ul style="list-style-type: none"> × Code A: Blank × Code B: Copied × Code C: Too Limited to Score/Illegible/Incomprehensible × Code D: Non-English/Foreign Language × Code E: Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the Progressive Skills chart for those standards that need continued attention beyond the grade in which they were introduced.