

Standards Based Assessment Rubric

Mode and Grade of Writing: Fourth Grade Narrative

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Expectations Not Met 1
Ideas	<ul style="list-style-type: none"> Controlling idea or main idea of the story is clear throughout the paper. The topic is fully elaborated with rich details. Level of detail is sustained throughout paper. 	<ul style="list-style-type: none"> Controlling idea or main idea of the story is clear through the majority of the paper. The topic is developed with a clear beginning, middle, and end. Level of detail is sustained through the majority of the paper. 	<ul style="list-style-type: none"> Controlling idea or main idea may be unclear at times. The topic is beginning to be developed. Level of detail is inconsistent. 	<ul style="list-style-type: none"> Controlling idea or main idea is unclear. Little or no topic development. Little or no detail.
Organization	<ul style="list-style-type: none"> Sustained focus. Appropriate and logical progression of ideas. Related ideas are grouped in a logical manner within paragraphs Varied transitional elements effectively link ideas and parts of the paper. 	<ul style="list-style-type: none"> Sustained focus. Logical progression of idea. Moderately fluent. Transition evident. 	<ul style="list-style-type: none"> Attempts to focus. Some lapses or flaws in organization May lack transitions between ideas 	<ul style="list-style-type: none"> Minimal response to topic; unclear focus. Inappropriate or illogical progression of ideas. No planning evident; disorganized. Few, if any, transitions between ideas.
Style	<ul style="list-style-type: none"> Effective variety of sentence beginnings, structures, and lengths. Includes the writer's imagination and personal experiences that are related to the story. Contains narrative elements such as characters, plot, point of view, setting, conflict, and significant events. Successfully incorporates narrative strategies such as flashback, foreshadowing, dialogue, tension, and/or suspense. Uses a lively writing voice to engage the reader. Uses vivid, sensory details and concrete language. 	<ul style="list-style-type: none"> Attempts to vary sentence beginnings, structures, and lengths. Sometimes includes writer's imagination and personal experiences that are related to the story Contains narrative elements, but some may not be consistent throughout the story. Some successful attempts to incorporate narrative strategies Writing voice is bland or at times, fails to engage the reader Details are appropriate and varied 	<ul style="list-style-type: none"> Little variety in sentence beginnings, structures, and lengths. Occasionally includes the writer's imagination and personal experiences that are related to the story Narrative elements are not consistent throughout the story Few successful attempts to incorporate narrative strategies Writing voice is bland and does not engage the reader Uneven development of details; Details lack elaboration 	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences. Fails to include the writer's imagination and personal experiences that are related to the story. Narrative elements are missing the story. Does not attempt to incorporate narrative strategies. Writing voice is not noticeable Details random, inappropriate, barely apparent.
Conventions	<ul style="list-style-type: none"> Contains correct sentences, usage, grammar, and spelling that make the writer's ideas understandable. 	<ul style="list-style-type: none"> Some errors are present, but they do not interfere with meaning. Writer uses grade-level appropriate punctuation, grammar, spelling. 	<ul style="list-style-type: none"> Errors interrupt the flow of communication and may interfere with meaning. Errors do not reflect grade-level expectations in punctuation, grammar, spelling. 	<ul style="list-style-type: none"> Errors prevent the reader from understanding the writer's message.