

### Narrative Writing Rubric Grade 3

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ orients the reader by establishing a situation and introduces a narrator and/or characters (4W3a)</li> <li>▪ skillfully organizes an event sequence that unfolds naturally (4W3a)</li> <li>▪ uses a variety of transitional words and phrases to manage the sequence of events (4W3c)</li> <li>▪ provides a conclusion that follows from the narrated experiences or events (4W3e)</li> <li>▪ produces clear and coherent writing appropriate to task, purpose, and audience (4W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ establishes a situation and introduces a narrator and/or characters (3W3a)</li> <li>▪ organizes an event sequence that unfolds naturally (3W3a)</li> <li>▪ uses temporal words and phrases to signal event order (3W3c)</li> <li>▪ provides a sense of closure (3W3d)</li> <li>▪ produces writing appropriate to task and purpose, with guidance and support from adults (3W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to establish a situation and introduces a narrator and/or characters</li> <li>▪ attempts to organize an event sequence that may unfold naturally</li> <li>▪ attempts to use temporal words and phrases to signal event order</li> <li>▪ attempts to provide a sense of closure</li> <li>▪ attempts to produce writing appropriate to task and purpose, with guidance and support from adults</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to establish a situation and introduces a narrator and/or characters</li> <li>▪ makes little or no attempt to organize an event sequence that may unfold naturally</li> <li>▪ makes little or no attempt to use temporal words and phrases to signal event order</li> <li>▪ makes little or no attempt to provide a sense of closure</li> <li>▪ makes little or no attempt to produce writing appropriate to task and purpose, with guidance from adults</li> </ul>	Organization/ Purpose 2 x =
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ uses dialogue and descriptions to develop experiences and events or show the response of characters to situations (4W3b)</li> <li>▪ uses concrete words and phrases and sensory details to convey experiences and events precisely (4W3d)</li> <li>▪ skillfully uses information from experiences or print and digital sources, when appropriate (4W8)</li> <li>▪ provides a list of sources, when appropriate (4W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ uses dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations (3W3b)</li> <li>▪ uses information from experiences or print and digital sources, when appropriate (3W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations</li> <li>▪ attempts to use information from experiences or print and digital sources, when appropriate</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations</li> <li>▪ makes little or no attempt to use information from experiences or print and digital sources, when appropriate</li> </ul>	Evidence/ Elaboration 2 x =
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (4L 1-2)*</li> <li>▪ has errors that interfere with understanding (4L 1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (3.L.1-2)*</li> <li>▪ has errors that do not interfere with understanding (3.L.1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>▪ has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>▪ has errors that interfere with understanding</li> </ul>	Language/ Conventions 1 x =

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

\*Conventions Chart p. 2

## CONVENTIONS CHART GRADE 3

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>• Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness) (3L2e)</li> <li>• Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words (3L2f)</li> <li>• Correctly spell words at grade level and below</li> </ul>	<p>Capitalize</p> <ul style="list-style-type: none"> <li>• Appropriate words in titles (3L2a)</li> </ul>	<p>Commas:</p> <ul style="list-style-type: none"> <li>• In addresses (e.g. 12345 67<sup>th</sup> Ave., Spokane, WA) (3L2b)</li> <li>• use commas and quotation marks in dialogue (3L2c)</li> </ul> <p>Apostrophe:</p> <ul style="list-style-type: none"> <li>• In possessive nouns (e.g., the dog's house, the dogs' houses) (3L2d)</li> </ul>	<p>Nouns:</p> <ul style="list-style-type: none"> <li>• Correctly use regular and irregular plural nouns (3L1b)</li> <li>• Correctly use abstract nouns (e.g., childhood) (3L1c)</li> </ul> <p>Verbs:</p> <ul style="list-style-type: none"> <li>• Correctly use regular and irregular verbs (3L1d)</li> <li>• Correctly use simple verb tenses (e.g. I walked; I walk; I will walk) (3L1e)</li> </ul> <p>Adjectives:</p> <ul style="list-style-type: none"> <li>• Correctly use comparative and superlative adjectives and adverbs (3Lg)</li> </ul> <p>Agreement:</p> <ul style="list-style-type: none"> <li>• Correctly use pronouns that match a (close) antecedent* (<i>The boy walked his dog</i>) (3L1f)</li> <li>• Correctly use subject verb agreement* (<i>He has ...; They have ...</i>) (3L1f)</li> </ul> <p>Conjunctions:</p> <ul style="list-style-type: none"> <li>• Correctly use coordinate (e.g., and but) and subordinate conjunctions (e.g., because) (3L1h)</li> </ul>	<ul style="list-style-type: none"> <li>• Produce simple, compound, and complex sentences (3L1i)</li> </ul>

\* as appropriate for grade level

Adapted from the *Smarter Balanced – Conventions Chart – April, 2014*

Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier