Narrative Writing Rubric
Grade 4

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
The writing – • skillfully orients a reader by establishing a situation and introducing a narrator and/or characters (5W3a) • skillfully organizes an event sequence that unfolds naturally (5W3a) • uses a variety of transitional words, phrases, and clauses to manage the sequence of events (5W3c) • skillfully provides a conclusion that follows the narrated experiences or events (5W3e) • skillfully produce clear and coherent writing appropriate to task, purpose, and audience (5W4)	The writing – • orients the reader by establishing a situation and introduces a narrator and/or characters (4W3a) • organizes an event sequence that unfolds naturally (4W3a) • uses a variety of transitional words and phrases to manage the sequence of events (4W3c) • provides a conclusion that follows from the narrated experiences or events (4W3e) • produce clear and coherent writing appropriate to task, purpose, and audience (4W4)	The writing – • attempts to orient the reader by establishing a situation and introducing a narrator and/or characters • attempts to organize an event sequence that unfolds naturally • attempts to use a variety of transitional words and phrases to manage the sequence of events • attempts to provide a conclusion that follows from the narrated experiences or events • attempts to provide clear and coherent writing appropriate to task, purpose and audience	The writing – • makes little or no attempt to orient the reader by establishing a situation and introducing a narrator and/or characters • makes little or no attempt to organize an event sequence naturally • makes little or no attempt to use a variety of transitional words and phrases to manage the sequence of events • makes little or no attempt to provide a conclusion that follows from the narrated experiences or events • makes little or no attempt to provide clear and coherent writing appropriate to task, purpose and audience	**Organization/ Purpose** 2 × ___ = ___
The writing – • uses narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations (5W3b) • skillfully uses concrete words and phrases and sensory details to convey experiences or events precisely (5W3d) • summarizes or paraphrases information in finished work (5W8) • skillfully uses relevant information from experiences or print and digital source to support narrative (5W8) • skillfully provides a list of sources, when appropriate (5W8)	The writing – • uses dialogue and descriptions to develop experiences and events or show the response of characters to situations (4W3b) • uses concrete words and phrases and sensory details to convey experiences and events precisely (4W3d) • uses relevant information from experiences or print and digital sources to support narrative (4W8) • provides a list of sources, when appropriate (4W8)	The writing – • attempts to use dialogue and descriptions to develop experiences and events or show the responses of characters to situations • attempts to use concrete words and phrases and sensory details to convey experiences precisely • attempts to use information from experiences or print and digital sources to support narrative • attempts to provide a list of sources, when appropriate	The writing – • makes little or no attempt to use dialogue and descriptions to develop experiences and events or show the responses of characters to situations • makes little or no attempt to use concrete words and phrases and sensory details to convey experiences precisely • makes little or no attempt to use information from experiences or print and digital sources to support narrative • makes little or no attempt to provide a list of sources, when appropriate	**Evidence/ Elaboration** 2 × ___ = ___
The writing – • demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (5L 1-2)* • has errors that do not interfere with understanding (5L 1-2)*	The writing – • demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (4L1-2)* • has errors that do not interfere with understanding (4L1-2)*	The writing – • attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions • has errors that may interfere with understanding	The writing – • makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions • has errors that interfere with understanding	**Language/ Conventions** 1 × ___ = ___

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 4

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
• Spell grade-appropriate words correctly, consulting references as needed. (4L2d)	• Uses correct capitalization. (4L2a)	Commas: • Use commas and quotation marks to mark direct speech and quotations from a text. (4L2b) • Use a comma before a coordinating conjunction (and, but, for {n}or, yet, so) in a compound sentence. (4L2c)	Pronouns: • Use relative pronouns (who, whose, whom, which, that) and relative adverbs *(where, when, why)*. (4L1a) Verbs: • Form and use the progressive *(e.g., I was walking; I am walking; I will be walking)* verb tenses. (4L1b) • Use model auxiliaries *(can, may, must)* to convey various conditions. (4L1c) Adjectives: • Use conventional patterns to order adjectives within sentences *(e.g., a small red bag, not a red small bag)*. (4L1d) Agreement: • Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (4L1a) Frequently Confused Words: • Use frequently confused words* correctly (e.g., to, two, too; their, there, they're; it's, its; your, you're)	• Produce complete sentences, recognizing and correcting in appropriate fragments and run-ons. (4L1f)

* 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 grades