

3rd Grade Narrative Writing Rubric

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Construct Measured	3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Writing	W.3.3a (Organization & Structure) The writing: <ul style="list-style-type: none"> <input type="checkbox"/> establishes a situation in an engaging way that draws the reader in. <input type="checkbox"/> introduces a narrator and/or characters in an interesting way. <input type="checkbox"/> skillfully organizes an event sequence that unfolds naturally; clear beginning, middle and end. W.3.3c <ul style="list-style-type: none"> <input type="checkbox"/> skillfully uses multiple (3+) temporal words and phrases to signal event order. W.3.3d <ul style="list-style-type: none"> <input type="checkbox"/> provides an effective, interesting, or thoughtful conclusion that follows from the narrated experiences or events. 	(Organization & Structure) The writing: <ul style="list-style-type: none"> <input type="checkbox"/> partially develops the situation in the introduction. <input type="checkbox"/> introduces a narrator and/or characters in a simple or general way. <input type="checkbox"/> organizes event sequences in an understandable order. (Organization & Structure) The writing: <ul style="list-style-type: none"> <input type="checkbox"/> uses some (1-2) temporal words and phrases to signal event order. <input type="checkbox"/> provides a recognizable or simple conclusion; may be underdeveloped. 	(Organization & Structure) The writing: <ul style="list-style-type: none"> <input type="checkbox"/> fails to establish a situation. <input type="checkbox"/> does not introduce a narrator and/or characters. <input type="checkbox"/> has no evident sequencing of events. (Organization & Structure) The writing: <ul style="list-style-type: none"> <input type="checkbox"/> fails to use any temporal words and phrases to signal event order. <input type="checkbox"/> has no conclusion. 	12-15 = Meets 9-11= Approaching < 9 = Below
				Subtotal:
				5-6 = Meets 4 = Approaching < 4 = Below
				Subtotal:

3rd Grade Narrative Writing Rubric (Continued)

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Language	L.3.1 (Sentence Fluency) The writing: <input type="checkbox"/> incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud.	(Sentence Fluency) The writing: <input type="checkbox"/> has sentences that are technically correct, but not always varied or smooth; may be mechanical in places and require re-readings for understanding.	(Sentence Fluency) The writing: <input type="checkbox"/> has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read.	(Conventions) The writing: <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.	(Conventions) The writing: <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding.	(Conventions) The writing: <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.	(Word Choice & Vocabulary) The writing: <input type="checkbox"/> accurately uses a variety of words and phrases that make the writing interesting. Strong vocabulary makes it easy to "see" what the author is trying to convey.	(Word Choice & Vocabulary) The writing: <input type="checkbox"/> incorporates ordinary words and phrases; features functional vocabulary that communicates the message, but only shows a moment or two of sparkle or imagery.	(Word Choice & Vocabulary) The writing: <input type="checkbox"/> uses a limited range of words and/or some vocabulary is misused making the message unclear.	7-9 = Meets 5-6 = Approaching <5 = Below
	L.3.2 (Conventions) The writing: <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.									
	(L.3.5) (L.3.6) (Word Choice & Vocabulary) The writing: <input type="checkbox"/> accurately uses a variety of words and phrases that make the writing interesting. Strong vocabulary makes it easy to "see" what the author is trying to convey.									
	Subtotal:									

*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.

Score "O" - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

24 – 30 = Meets Grade Level Expectations

18 – 23 = Approaching Grade Level Expectations

< 18 = Below Grade Level Expectations

Overall Score:

<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., <i>childhood</i>). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. 	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). <p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
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