

Grade Three Narrative Assessment Rubric

	Meets Grade Two Learning Outcome Standards	Approaches Three	Meets Grade Three Learning Outcome Standards	Excels at Three	Meets Grade Four Learning Outcome Standards
Content	<ul style="list-style-type: none"> <li>- Uses familiar events and ideas as a starting point for writing</li> <li>- Writing focuses on a topic</li> <li>- Story includes problem (usually stated as one of the events)</li> <li>- Writing includes simple details</li> </ul>		<ul style="list-style-type: none"> <li>- Writing focuses on a topic</li> <li>- Story problem is clearly stated</li> <li>- Uses connections to personal knowledge and experiences to develop a fictional account</li> <li>- Includes descriptive details                             <ul style="list-style-type: none"> <li>o Descriptions may be stereotypical/ predictable</li> <li>o Dialogue, if present, may be confusing to the reader</li> </ul> </li> <li>- Story events are predictable</li> </ul>		<ul style="list-style-type: none"> <li>- Writing focuses on and maintains a topic</li> <li>- Story problem is clearly stated</li> <li>- Includes ideas from other sources into fictional account</li> <li>- Supporting details                             <ul style="list-style-type: none"> <li>o state characteristics (usually physical)</li> <li>o states setting</li> <li>o dialogue may be confusing to the reader</li> </ul> </li> <li>- Actions/events are reasonably clear but they may not be detailed, or extended</li> </ul>
Organization	<ul style="list-style-type: none"> <li>- Story has a beginning, middle, and end</li> <li>- Beginning of story identifies                             <ul style="list-style-type: none"> <li>o Characters</li> <li>o Problem</li> </ul> </li> <li>- Middle includes some actions/events</li> <li>- Ending is usually brief and/or predictable and may not be connected to the story</li> </ul>		<ul style="list-style-type: none"> <li>- Beginning of story establishes                             <ul style="list-style-type: none"> <li>o context,</li> <li>o characters (main and minor),</li> <li>o setting (time/place)</li> <li>o story problem</li> </ul> </li> <li>- Middle includes actions/events and details, and follows logical sequence (coherence may falter occasionally)</li> <li>- Ending may be predictable and/or contrived, but is connected to actions/events</li> </ul>		<ul style="list-style-type: none"> <li>- Beginning of story includes                             <ul style="list-style-type: none"> <li>o Context (background information) typically stated,</li> <li>o characters,</li> <li>o setting (time/place)</li> <li>o story problem</li> </ul> </li> <li>- Middle includes actions/events and details, and follows logical sequence</li> <li>- Ending is often contrived, but is connected to actions/events</li> </ul>
Word Choice	<ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses words related to topic</li> <li>- Uses descriptive words that may include adverbs and/or similes to create an image</li> </ul>		<ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses precise vocabulary related to story</li> <li>- Uses some expressive language to create images (adjectives, adverbs, and/or similes)</li> </ul>		<ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses precise vocabulary related to story</li> <li>- Uses expressive language (interesting words including adjectives, adverbs, and/or similes)</li> </ul>

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Sentence Fluency	- Uses a variety of simple sentence patterns (statements, questions, exclamations)		- Uses a variety of simple and some compound sentences - Uses some transition words		- Uses a variety of simple and compound sentences - Uses some transition words
Voice	- Writing is individual (sounds like the child is talking or telling the story) - Writing engages audience (is interesting) - May show emphasis by using <ul style="list-style-type: none"> <li>o Different sizes of print</li> <li>o Underlining</li> <li>o Repeated punctuation</li> </ul>		- Voice is evident - Writing creates tone that reflects feelings/emotions consistent with the story/characters. May use <ul style="list-style-type: none"> <li>o Restating or repetition of title or important phrase</li> <li>o Different sizes of print, or</li> <li>o Punctuation</li> </ul> - Writing evokes a feeling or response in the reader		- Voice is evident (writing creates tone that reflects feelings/emotions consistent with the story/characters). May use <ul style="list-style-type: none"> <li>o Restating or repetition of title or important phrase</li> <li>o Different sizes of print</li> <li>o Punctuation</li> <li>o Layout or positioning on page</li> </ul> - Writing evokes a feeling or response in the reader
Conventions	- Uses conventional spelling for most familiar or high frequency words - Uses spelling generalizations, patterns, and structural analysis - Sometimes uses periods, question marks, and exclamation marks - Errors may be distracting but basic communication is understandable		- Uses capitalization correctly - Spells most high-frequency words correctly; unfamiliar words are spelled phonetically - Uses end punctuation correctly - Errors do not interfere with communication		- Uses capitalization correctly - Spells most words correctly; unfamiliar words are spelled phonetically - Uses end punctuation correctly - Uses <ul style="list-style-type: none"> <li>o quotation marks,</li> <li>o commas, and</li> <li>o apostrophes</li> </ul> - Errors do not interfere with communication