

Narrative 3rd-5th Grade Instructional Analytic Rubric

Name _____ Date _____ Grade _____

	4-- Meets Standards			3--Approaching Standards			2--Developing			1--Emergent		
<u>Content /Ideas</u>	<ul style="list-style-type: none"> Clear event sequence that unfolds naturally Relevant, quality details give the reader important information that goes beyond the obvious or predictable Piece as a whole has balance, depth and a sense of completeness. 			<ul style="list-style-type: none"> Narrow, focused and developed topic “Heart” of the Message evident Specific details that are topic appropriate and create mental images, clarify content or provide information Ideas read smoothly and flow naturally 			<ul style="list-style-type: none"> Narrow and focused topic Three or more different yet relevant types of details that support the “heart” of the message (setting, internal thinking, physical description, character action, and dialogue) 			<ul style="list-style-type: none"> Topic present, not narrow or focused Three or more details (setting, internal thinking, physical description, character action, and dialogue) 		
	H (24)	M (22)	L (20)	H (18)	M (16)	L (14)	H (12)	M (10)	L (8)	H (6)	M (4)	L (2)
<u>Organization</u>	<ul style="list-style-type: none"> Well elaborated sequence of events Effective paragraphing to organize ideas Variety of transitional words/phrases to manage the sequence of events Conclusion that follows from the experiences or events 			<ul style="list-style-type: none"> Uses paragraphs to organize ideas Uses transitional words and phrases between ideas Sense of closure linking to the heart of the message 			<ul style="list-style-type: none"> There is a logical sequence including a beginning, middle and an end. Evidence of grade level temporal and linking words Sense of closure, but doesn't link back to the heart of the message Effective lead Middle organized with linked details Begin to use paragraph structure to organize ideas (indent(s)) 			<ul style="list-style-type: none"> Loosely linked sequence of events Evidence of some grade level temporal and linking words May begin to use paragraphs to organize ideas (<i>may demonstrate spaces or lines between ideas</i>) 		
	H (12)	M (11)	L (10)	H (9)	M (8)	L (7)	H (6)	M (5)	L (4)	H (3)	M (2)	L (1)
<u>Style and Voice</u>	<ul style="list-style-type: none"> Writer is aware of audience, purpose, topic and genre mode Writes to entertain Uses dialogue and description to develop experiences and events to show response of characters Creates emotion through craft through: <ul style="list-style-type: none"> Literary devices (personification, element of surprise, humor, irony, exaggeration, sarcasm) Figurative language (similes, metaphors, sensory words, etc.) 			<ul style="list-style-type: none"> Attempts to creates emotion through craft Uses punctuation as a craft/purpose Beginning to use dialogue and description to develop experiences and events Taking risks with strong verbs, interesting language and/or dialogue (May not be effective and/or overused) Uses a variety of sentence structures 			<ul style="list-style-type: none"> Writer is aware of audience, yet the reader is unable to engage with the writer Minimal sentence variety Overuse and/or repetition of common word choices 			<ul style="list-style-type: none"> No clear voice Limited vocabulary Unaware of audience 		
	H (12)	M (11)	L (10)	H (9)	M (8)	L (7)	H (6)	M (5)	L (4)	H (3)	M (2)	L (1)
<u>Conventions</u>	<ul style="list-style-type: none"> See reverse side for page 28 of Common Core State Standards for Language for grade specific standards. Begin at 3rd grade Language Standards and move forward through 5th grade. Highlight ALL standards that are evident, no matter what grade level. 			<ul style="list-style-type: none"> Writing demonstrates command of grade level punctuation, capitalization, spelling and grammar rules. Takes risks with grade level punctuation when appropriate (commas, apostrophes, ellipses) Complete sentences (no run-ons or fragments) 			<ul style="list-style-type: none"> Most high frequency words spelled correctly Basic capitalization and punctuation is generally correct Understanding of basic grammar rules Surface errors do not make understanding difficult 			<ul style="list-style-type: none"> Ineffective, little or no use of punctuation and/or capitalization Writing relies on phonetic spelling Surface errors do make understanding difficult 		
	H (12)	M (11)	L (10)	H (9)	M (8)	L (7)	H (6)	M (5)	L (4)	H (3)	M (2)	L (1)
Holistic	60 59 58 57 56	55 54 53 52 51	50 49 48 47 46	45 44 43 42 41	40 39 38 37 36	35 34 33 32 31	30 29 28 27 26	25 24 23 22 21	20 19 18 17 16	15 14 13 12 11	10 9 8 7 6	5 4 3 2 1