

Name _____		Writing Task: _____				Date: _____		
3rd Grade Narrative Writing Rubric		Total Score: _____		100 – 90 = A	89 – 80 = B	79 – 70 = C	<70 = F	
Excellent		Good		Fair		Unsatisfactory		
Development	▪ skillfully develops real or imagined experiences or events using descriptive details	23	▪ develops real or imagined experiences or events using descriptive details	19	▪ develops real or imagined experiences or events using insufficient descriptive details	16	▪ develops real or imagined experiences or events using few, if any , descriptive details	13
	▪ skillfully uses dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations	23	▪ uses dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations	19	▪ inconsistently uses dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations	16	▪ fails to use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations	13
Organization	▪ skillfully establishes a situation and introduces a narrator and/or characters	9	▪ establishes a situation and introduces a narrator and/or characters	8	▪ ineffectively establishes a situation and introduces a narrator and/or characters	7	▪ fails to establish a situation and introduce a narrator and/or characters	6
	▪ skillfully organizes an event sequence that unfolds naturally	9	▪ organizes an event sequence that unfolds naturally	8	▪ organizes an event sequence that may not unfold naturally	7	▪ fails to organize an event sequence that unfolds naturally	6
	▪ skillfully uses temporal words and/or phrases to signal event order	9	▪ uses temporal words and/or phrases to signal event order	8	▪ uses some temporal words and/or phrases to signal event order	7	▪ uses few, if any , temporal words and/ or phrases to signal event order	6
	▪ skillfully provides a sense of closure	9	▪ provides a sense of closure	8	▪ attempts to provide sense of closure	7	▪ may lack a sense of closure	6
Language/Conventions	▪ demonstrates a well-developed command of standard English conventions	6	▪ demonstrates a command of standard English conventions; errors do not interfere with understanding	5	▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding	4	▪ demonstrates a weak command of standard English conventions; errors interfere with understanding	3
	▪ skillfully employs language and tone appropriate to audience and purpose	6	▪ employs language and tone appropriate to audience and purpose	5	▪ inconsistently employs language and tone appropriate to audience and purpose	4	▪ employs language and tone that are inappropriate to audience and purpose	3
	▪ has sentences that are skillfully constructed with appropriate variety in length and structure	6	▪ has sentences that are generally complete with sufficient variety in length and structure	5	▪ has some sentence formation errors and/or a lack of sentence variety	4	▪ has frequent and severe sentence formation errors and/or a lack of sentence variety	3
<p>W.3.2 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c Use temporal words and phrases to signal event order. d Provide a sense of closure.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p> <p>L.3.1 –Parts of speech (collective nouns, reflexive pronouns, irregular verbs, comparative & superlative/adjectives, adverbs), simple, compound, complex sentences</p> <p>L.3.2 - Capitalization (titles), commas in addresses & dialogue, quotation marks, possessives, conventional and phonetic spelling, use of reference materials for spelling</p>								