

Name _____		Writing Task: _____				Date: _____		
4 th 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	15	▪ develops real or imagined experiences or events using descriptive details	13	▪ develops real or imagined experiences or events using insufficient descriptive details	11	▪ develops real or imagined experiences or events using few, if any , descriptive details	9
	▪ skillfully uses dialogue and/or descriptions to develop experiences and events or show the responses of characters to situations	15	▪ uses dialogue and/or descriptions to develop experiences and events or show the responses of characters to situations	13	▪ inconsistently uses dialogue and/or descriptions to develop experiences and events or show the responses of characters to situations	11	▪ fails to use dialogue and/or descriptions to develop experiences and events or show the responses of characters to situations	9
	▪ skillfully uses concrete words and phrases and sensory details to convey experiences or events precisely	15	▪ uses concrete words and phrases and sensory details to convey experiences or events precisely	13	▪ uses some concrete words and phrases and sensory details to convey experiences or events precisely	11	▪ uses few, if any , concrete words and phrases and sensory details to convey experiences or events precisely	9
Organization	▪ skillfully orients the reader by establishing a situation and introducing a narrator and/or characters	9	▪ orients the reader by establishing a situation and introducing a narrator and/or characters	8	▪ ineffectively orients the reader by establishing a situation and introducing a narrator and/or characters	7	▪ fails to orient the reader by ineffectively establishing a situation and introducing 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 in a manner that unfolds naturally	6
	▪ skillfully uses a variety of transition words and/or phrases to manage the sequence of events	9	▪ uses a variety of transition words and/or phrases to manage the sequence of events	8	▪ uses some transition words and/or phrases to manage the sequence of events	7	▪ uses few, if any , transition words and/or phrases to manage the sequence of events	6
	▪ skillfully provides a conclusion that follows from the narrated experiences or events	9	▪ provides a conclusion that follows from the narrated experiences or events	8	▪ attempts to provide a conclusion that follows from the narrated experiences or events	7	▪ may lack a conclusion that follows from the narrated experiences or events	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

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

c Use a variety of transitional words and phrases to manage the sequence of events.

d Use concrete words and phrases and sensory details to convey experiences and events precisely

e Provide a conclusion that follows from the narrated experiences or events.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.9a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

L.4.1 –Parts of speech (collective nouns, reflexive pronouns, irregular verbs, comparative & superlative/adjectives, adverbs), simple, compound, complex sentences

L.4.2 - Capitalization (titles), commas in addresses & dialogue, quotation marks, possessives, conventional and phonetic spelling, use of reference materials for spelling