

# Glenview District 34 Third Grade Narrative Writing Rubric

Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Structure

Criteria <input type="checkbox"/> Insufficient Evidence	1 Beginning	2 Developing	3 Meeting Common Core Grade Level Standard	4 Extending
<b>Beginning</b> 3.W.3.a	The writer does not introduce a narrator and/or character or setting.	The writer introduces a narrator and/or character.	The writer introduces a narrator and/or character and the event/situation that starts the story.	The writer introduces the narrator and/or characters, the setting, and the event/situation that starts the story in motion.
<b>Organization</b> 3.W.3.a	The writer does not have an event sequence that unfolds naturally (one event does not lead to another).	The writer attempts to organize events in a sequence that unfolds naturally (some events lead to another). The writer left out important details or events.	The writer organizes an event sequence that unfolds naturally (one event leads to another).	The writer uses paragraphs to show changes in the setting or the speaker.
<b>Temporal Words</b> 3.W.3.c	The writer does not use temporal (time-based) words and phrases to show changes in time.	The writer attempts to use temporal (time-based) words and phrases to show changes in time, but does not always use them appropriately (overuse, underuse).	The writer uses temporal (time-based) words and phrases to signal event order when appropriate (e.g., before, during, after).	The writer uses temporal (time-based) words and phrases to signal event order and show changes in time (e.g., just then, suddenly, after a while).
<b>Ending</b> 3.W.3.d	The writer does not provide an ending.	The writer attempts to provide an ending, but it is unrelated to the story.	The writer provides an ending that is related to the story.	The writer provides an ending that connects back to a previous event in the story the story comes full circle).

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## Elaboration

<b>Criteria</b> <input type="checkbox"/> Insufficient Evidence	<b>1</b> <b>Beginning</b>	<b>2</b> <b>Developing</b>	<b>3</b> <b>Meeting</b> Common Core Grade Level Standard	<b>4</b> <b>Extending</b>
<b>Details</b> <b>3.W.3.b</b>	The writer does not use dialogue and descriptions of actions to develop experiences and events, or show the response of characters to situations.	The writer tries to use dialogue and descriptions of actions to develop experiences and events, or shows the response of characters to situations.	The writer uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events, or shows the response of characters to situations.	The writer uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences, events, and the heart of the story.

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## Language

<b>Criteria</b> <input type="checkbox"/> Insufficient Evidence	<b>1</b> <b>Beginning</b>	<b>2</b> <b>Developing</b>	<b>3</b> <b>Meeting</b> Common Core Grade Level Standard	<b>4</b> <b>Extending</b>
<b>Spelling</b> <b>3.L.2.f</b>	The writer's errors interfere with understanding.	The writer's errors may interfere with understanding.	The writer's errors are minor and do not interfere with understanding.	The writer's piece is free of errors.
<b>Grammar</b> <b>3.L.1.i</b> - Produces complete sentences with subject/verb agreement	The writer does not demonstrate grade level appropriate grammar. Errors interfere with understanding.	The writer demonstrates some grade level appropriate grammar. Errors may interfere with understanding.	The writer demonstrates grade level appropriate grammar. Errors are minor and do not interfere with understanding.	The writer demonstrates above grade level grammar to enhance understanding. The piece is free of errors.
<b>Punctuation</b> <b>3.L.2.c</b> - Uses ending punctuation, quotation marks and commas in dialogue	The writer does not demonstrate grade level appropriate punctuation. Errors interfere with understanding.	The writer demonstrates some grade level appropriate punctuation. Errors may interfere with understanding.	The writer demonstrates grade level appropriate punctuation. Errors are minor and do not interfere with understanding.	The writer demonstrates above grade level punctuation to enhance understanding. The piece is free of errors.
<b>Capitalization</b> <b>3.L.2.a</b> - Capitalizes proper nouns, first word of sentence, and I	The writer does not demonstrate grade level appropriate capitalization. Errors interfere with understanding.	The writer demonstrates some grade level appropriate capitalization. Errors may interfere with understanding.	The writer demonstrates grade level appropriate capitalization. Errors are minor and do not interfere with understanding.	The writer demonstrates grade level appropriate capitalization. The piece is free of errors.

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For report cards, if you would like to use all portions of the rubric (structure, elaboration, language) use the weighted table below to get an overall score.

**Scale to a Grade**

<b>Scale</b>	<b>Descriptor</b>
3.75-4.00	Exceeds
3.26-3.74	Meets
3.00-3.25	Meets
2.84-2.99	Progressing
2.67-2.83	Progressing
2.50-2.66	Progressing
2.34-2.49	Progressing
2.17-2.33	Progressing
2.00-2.16	Progressing
1.76-1.99	Needs Support
1.26-1.75	Needs Support
1.00-1.25	Needs Support
0-0.99	Needs Support