Narrative Rubric, Grade ___K___ ___ Grade Level Standards Refer to End of Year Performance

	Above Grade Level	Achieving Standards (At Grade Level)	Approaching Standards	Developing Standards (Below Grade Level)
Focus/ Setting CCSS*: ➢ W – 3	• Establishes a well-elaborated piece of writing to narrate a single event or several linked events	• Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events	• Attempts to use a combination of drawing, dictating, and writing to narrate a single event. Missing information provides confusion.	• Uses drawing and dictating to narrate a single event.
Organization /Plot CCSS: ➢ W – 3	• Uses temporal words to signal event order	• Tells about events in the order in which the occurred	• Events are present but may not be in the order of which they occurred	• No events are present
Narrative Techniques CCSS: ➢ W - 3	• Includes details to describe a reaction to what happened	• Provides a reaction to what happened	• Provides an inappropriate or confusing reaction to what happened	• Provides no reaction to what happened
Language- Conventions of Grammar and Usage CCSS: ➢ L – 1a	• Prints all upper and lower case letters correctly • Demonstrates mastery of proper spacing between all words and word placement on the lines	• Prints many upper and lower case letters correctly • Demonstrates proficiency of proper spacing between most words and word placement on the lines	• Prints some upper and lower case letters correctly • Demonstrates some proficiency of proper spacing between words and word placement on the lines	• Prints few upper and lower case letters correctly • Demonstrates little to no proficiency of proper spacing between words and word placement on the lines
Language – Conventions of Capitalization, Punctuation, and Spelling CCSS: ➢ L – 2, a-d	• Capitalizes correctly and consistently with no errors: first word in a sentence, "I," and proper nouns • Uses end punctuation correctly • Uses conventional spelling for words with common spelling patterns • Spells irregular and/or high-frequency words correctly	• Capitalizes correctly and consistently with a minor error: first word in a sentence and the pronoun "I" • Uses end punctuation • Writes letters for most consonant and short-vowel sounds • Spells simple words phonetically	• Capitalizes correctly and consistently with some errors: first word in a sentence and the pronoun "I" • Uses end punctuation incorrectly • Inconsistently writes letters for consonant and short-vowel sounds • Spells some simple words phonetically	• Capitalizes incorrectly with many errors • Does not use end punctuation • Writes letters with little to no sound/spelling correspondence of consonants and short vowels • Spells few to no simple words phonetically

*CCSS – Common Core State Standards alignment ("W" = Writing strand; "L"= Language strand