

Narrative Rubric for Transitional Kindergarten:

W .3 Use a combination of drawing, dictating, and writing to narrate a single event, or several loosely linked events; tell about the events in the order in which they occur; provide a reaction to what happened.

	Writing (Content)	Word Choice	Sentence Fluency	Language (Conventions)
Excels at the standard	- Includes key details about characters and setting (<i>in drawing, dictation, and/or writing</i>) - Tells about all event(s) in order - Provides a reaction (<i>an opinion or feeling</i>) to what happened - Drawing matches the writing	- Vocabulary is basic and is used correctly to convey a simple message Some repetition is present	Limited use of sentence structure (<i>The dog ran fast. He chased the ball.</i>) Sentences do not begin the same way	- Prints most upper and lower case letters correctly - Simple words are spelled phonetically Usually capitalizes the first word in a sentence and the pronoun I - End punctuation is usually present and used correctly with few errors - Spacing between words is always present
Meets the standard	- Includes some key details about characters and setting (<i>in drawing, dictation, and/or writing</i>) - Tells about some of the event(s); may not be in order - Drawing matches the narrative	- Vocabulary is limited and may convey a simple message - Repetition is present	Attempts to use sentence structures (<i>dog run</i>).	Attempts to print letters - Spacing between words may be present
Approaches the standard	- Details are not relevant. - Uses drawing and dictating to narrate a single event.	Vocabulary is limited	Words stand alone (<i>dog</i>).	Print sense is still emerging (lines, and squiggles)
No Response				

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W .3 Use a combination of drawing, dictating, and writing to narrate a single event, or several loosely linked events; tell about the events in the order in which they occur; provide a reaction to what happened.

	Writing (Content)	Word Choice	Sentence Fluency	Language (Conventions)
Excels at the standard	- Includes key details about characters and setting in writing - Tells about all event(s) in order in writing - Provides a reaction (<i>an opinion or feeling</i>) to what happened in writing - Drawing enhances the writing (Illustration/Thinking Map)	- Vocabulary is precise and is used correctly to convey a vivid message No repetition Adjectives and adverbs are present	Varied use of sentence structures (<i>One day, the dog ran very fast. He chased the red ball. Where did it go?</i>) - Sentence begin with temporal words to signal event order	- Prints all upper and lower case letters correctly - Simple words are spelled correctly Always capitalizes the first word in sentences and the pronoun I - End punctuation is always present and used correctly. - Spacing between words is always present
Meets the standard	- Includes key details about characters and setting (<i>in drawing, dictation, and/or writing</i>) - Tells about all event(s) in order - Provides a reaction (<i>an opinion or feeling</i>) to what happened - Drawing matches the writing	- Vocabulary is basic and is used correctly to convey a simple message Some repetition is present	Limited use of sentence structure (<i>The dog ran fast. He chased the ball.</i>) Sentences do not begin the same way	- Prints most upper and lower case letters correctly - Simple words are spelled phonetically Usually capitalizes the first word in a sentence and the pronoun I - End punctuation is usually present and used correctly with few errors - Spacing between words is always present
Approaches the standard	- Includes some key details about characters and setting (<i>in drawing, dictation, and/or writing</i>) - Tells about some of the event(s); may not be in order - Drawing matches the narrative	- Vocabulary is limited and may convey a simple message - Repetition is present	Attempts to use sentence structures (<i>dog run</i>).	Attempts to print letters - Spacing between words may be present
Does not meet the standard	- Details are not relevant. - Uses drawing and dictating to narrate a single event.	Vocabulary is limited	Words stand-alone (<i>dog</i>).	Print sense is still emerging (lines, and squiggles)
No Response	A response gets no credit if it provides no evidence of the ability to address the task or does not respond			

Narrative Rubric for First Grade:

W.3: Write narratives in which they recount two or more appropriately sequenced events include some details regarding what happened, use temporal words to signal event order and provide some sense of closure.

	Writing (Content)	Word Choice	Sentence Fluency	Language (Conventions)
Excels at the standard	- Includes many key details about characters, setting and plot - Elaborates about two or more event(s) in order - Provide a strong sense of closure (<i>makes a generalization, states a feeling or opinion</i>)	- Vocabulary is vivid and precise (shades of meaning) and used correctly - No repetition - Adjectives, adverbs, and prepositional phrases clarify meaning and are used to create mental images	- Varied use of sentence structures and length (<i>One day, the playful, spotted dog chased the red ball across the big yard. Where did it go?</i>) - Complex sentence structures are evident - Sentences begin with temporal words to signal event order	- Prints all upper and lower case letters correctly - First grade words are spelled correctly - Always capitalizes the first word in sentences, the pronoun I, and proper nouns - Commas in a series and end punctuation are always present and used correctly. - Use singular and plural nouns with correctly matching verbs
Meets the standard	- Includes some key details about characters, setting and plot - Writes about two or more event(s) in order - Provides a sense of closure (<i>makes a generalization, states a feeling or an opinion</i>)	- Vocabulary is precise (shades of meaning) and used correctly - No repetition - Adjectives, adverbs, and prepositional phrases clarify meaning	- Varied use of sentence structures (<i>One day, the dog ran very fast. He chased the red ball across the yard. Where did it go?</i>) - Complex sentence structures are evident - Sentences begin with temporal words to signal event order	- Prints all upper and lower case letters correctly - First grade words are spelled correctly - Always capitalizes the first word in sentences, the pronoun I, and proper nouns - End punctuation is always present and used correctly. - Use singular and plural nouns with correctly matching verbs
Approaches the standard	- Includes few key details about characters, setting and plot - Writes about one or more event(s)	- Vocabulary is basic - Some repetition	- Limited use of sentence structure (<i>The dog ran fast. He chased the ball.</i>) - Sentences do not begin the same way	- Prints most upper and lower case letters correctly - Simple words are spelled phonetically - Usually capitalizes the first word in a sentence and the pronoun I - End punctuation is usually present and used correctly with some errors
Does not meet the standard	- Details are not relevant. - Event is unclear, confusing, or off topic	- Vocabulary is limited - Much repetition	Attempts to use sentence structures (<i>dog run</i>).	- Prints upper and lower case letters with some errors - Many spelling errors - Lacks capitalization and punctuation.

Second Grade Narrative Writing Rubric

(Adapted from Smarter Balanced Writing Rubric)

W.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, feelings, use temporal words to signal event order, and provide a sense of closure.

	Purpose/Focus	Organization	Elaboration of Evidence	Lang. and Vocab.	Conventions
Exceeds the standard	The narrative, real or imagined, is clearly focused and maintained throughout. Recounts a well-elaborated event or short sequence of events (including characters and setting)	The response has a clear and effective organizational structure creating unity and completeness - Effective, consistent use of a variety of transitional strategies - Logical progression of ideas from beginning to end - Effective introduction and conclusion for audience and purpose	The narrative, real or imagined, provides thorough and effective elaboration using many details to describe actions, thoughts, and feelings Effective use of a variety of narrative techniques that advance the story or illustrate the experience	The response clearly and effectively expresses ideas using precise language Use of academic and domain-specific vocabulary is clear and appropriate for the audience and purpose	The response demonstrates a strong command of conventions: - Few, if any, errors in usage and sentence formation - Effective and consistent use of punctuation, capitalization, and spelling
Meets the Standard	The narrative, real or imagined, is adequately focused and generally maintained throughout. Recounts an elaborated event or short sequence of events (including characters and setting)	The response has an evident organizational structure and a sense of completeness though there may be minor flaws and some ideas may be loosely connected: - Adequate use of transitional strategies with some variety - Adequate progression of ideas from beginning to end - Adequate introduction and conclusion	The narrative, real or imagined, provides adequate elaboration using details to describe actions, thoughts and feelings: Adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience	The response adequately expresses ideas, employing a mix of precise with more general language: Use of domain-specific vocabulary is generally appropriate for the audience and purpose	The response demonstrates an adequate command of conventions: - Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed - Adequate use of punctuation, capitalization, and spelling
Approaches the standards	The narrative, real or imagined, is somewhat maintained and may have a minor drift in focus: Attempts to recount an event or short sequence of events (including character and setting)	The response has an inconsistent organizational structure, and flaws are evident: - Inconsistent use of transitional strategies with little variety - Uneven progression of ideas from beginning to end - Conclusion and introduction, if present, are weak	The narrative, real or imagined, provides uneven elaboration using few details to describe actions, thoughts, and feelings: Narrative techniques, if present, are uneven or inconsistent	The response expresses ideas unevenly, using simplistic language: Use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose	The response demonstrates a partial command of conventions: - Frequent errors in usage may obscure meaning - Inconsistent use of punctuation, capitalization, and spelling
Does not meet the standard	The narrative, real or imagined, may be maintained but may provide little or no focus: - Sequence of events is inconsistent - Characters and setting are not included or underdeveloped	The response has little or no discernible organizational structure - Few or no transitional strategies are evident - No evidence of an introduction or a conclusion	The narrative, real or imagined, provides minimal elaboration using little or no details, or details are irrelevant: Use of narrative techniques is minimal or absent	The response expression of ideas is vague, lacks clarity, or is confusing: - Uses limited language or domain-specific vocabulary - May have little sense of audience and purpose	The response demonstrates a lack of command of conventions: Errors are frequent and severe and meaning is often obscured
No Response	A response gets no credit if it provides no evidence of the ability complete the intended task or there is no response.				

Common Core Information/Explanatory Writing Standards Grades 2-3		
Grade 2	Grade 3	
2. W. 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	3. W. 2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information. a. d. Provide a concluding statement or section.	

	Narrative Focus	Organization	Elaboration of Narrative	Language and Vocabulary	Conventions
4	The narrative, real or imagined, is clearly focused and maintained throughout: effectively establishes a setting, narrator and/or characters	The narrative, real or imagined, has an effective plot helping create unity and completeness: - effective, consistent use of a variety of transitional strategies - logical sequence of events from beginning to end - effective opening and closure for audience and purpose	The narrative, real or imagined, provides thorough and effective elaboration using details, dialogue, and description: effective use of a variety of narrative techniques that advance the story or illustrate the experience	The narrative, real or imagined, effectively expresses experiences or events: effective use of sensory, concrete, and figurative language clearly advance the purpose	The narrative, real or imagined, demonstrates a strong command of conventions: - few, if any, errors in usage and sentence formation - effective and consistent use of punctuation, capitalization, and spelling
3	The narrative, real or imagined, is adequately focused and generally maintained throughout: adequately establishes a setting, narrator and/or characters	The narrative, real or imagined, has an evident plot helping create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected: - adequate use of a variety of transitional strategies - adequate sequence of events from beginning to end - adequate opening and closure for audience and purpose	The narrative, real or imagined, provides adequate elaboration using details, dialogue and description: adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience	The narrative, real or imagined, adequately expresses experiences or events: adequate use of sensory, concrete, and figurative language generally advance the purpose	The narrative, real or imagined, demonstrates an adequate command of conventions: - some errors in usage and sentence formation but no systematic pattern of errors is displayed - adequate use of punctuation, capitalization, and spelling
2	The narrative, real or imagined, is somewhat maintained and may have a minor drift in focus: inconsistently establishes a setting, narrator and/or characters	The narrative, real or imagined, has an inconsistent plot, and flaws are evident: - inconsistent use of basic transitional strategies with little variety - uneven sequence of events from beginning to end - opening and closure, if present, are weak - weak connection among ideas	The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and description: narrative techniques, if present, are uneven and inconsistent	The narrative, real or imagined, expresses experiences or events: partial or weak use of sensory, concrete, and figurative language that may not advance the purpose	The narrative, real or imagined, demonstrates a partial command of conventions: - frequent errors in usage may obscure meaning - inconsistent use of punctuation, capitalization, and spelling
1	The narrative, real or imagined, may be maintained but may provide little or no focus: - may be very brief - may have a major drift - focus may be confusing or ambiguous	The narrative, real or imagined, has little or no discernable plot: - few or no transitional strategies are evident - frequent extraneous ideas may intrude	The narrative, real or imagined, provides minimal elaboration using little or no details, dialogue, and description: use of narrative techniques is minimal, absent, in error, or irrelevant	The narrative, real or imagined, expresses ideas that are vague, lacks clarity, or is confusing: uses limited language that may have little sense of purpose	The narrative, real or imagined, demonstrates a lack of command of conventions: errors are frequent and severe and meaning is often obscured
0	A response gets no credit if it provides no evidence of the ability to (fill in with key language from the intended target).				

	Narrative Focus	Organization	Elaboration of Narrative	Language and Vocabulary	Conventions
4	The narrative, real or imagined, is clearly focused and maintained throughout: effectively establishes a setting, narrator and/or characters, and point of view*	The narrative, real or imagined, has an effective plot helping create unity and completeness: - effective, consistent use of a variety of transitional strategies - logical sequence of events from beginning to end - effective opening and closure for audience and purpose	The narrative, real or imagined, provides thorough and effective elaboration using details, dialogue, and description: effective use of a variety of narrative techniques that advance the story or illustrate the experience	The narrative, real or imagined, effectively expresses experiences or events: effective use of sensory, concrete, and figurative language clearly advance the purpose	The narrative, real or imagined, demonstrates a strong command of conventions: - few, if any errors in usage and sentence formation - effective and consistent use of punctuation, capitalization, and spelling
3	The narrative, real or imagined, is adequately focused and generally maintained throughout: adequately establishes a setting, narrator and/or characters, and point of view*	The narrative, real or imagined, has an evident plot helping create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected: - adequate use of a variety of transitional strategies - adequate sequence of events from beginning to end - adequate opening and closure for audience and purpose	The narrative, real or imagined, provides adequate elaboration using details, dialogue and description: adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience	The narrative, real or imagined, adequately expresses experiences or events: adequate use of sensory, concrete, and figurative language generally advance the purpose	The narrative, real or imagined, demonstrates an adequate command of conventions: - some errors in usage and sentence formation but no systematic pattern of errors is displayed - adequate use of punctuation, capitalization, and spelling
2	The narrative, real or imagined, is somewhat maintained and may have a minor drift in focus: inconsistently establishes a setting, narrator and/or characters, and point of view*	The narrative, real or imagined, has an inconsistent plot, and flaws are evident: - inconsistent use of basic transitional strategies with little variety - uneven sequence of events from beginning to end - opening and closure, if present, are weak - weak connection among ideas	The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and description: narrative techniques, if present, are uneven and inconsistent	The narrative, real or imagined, unevenly expresses experiences or events: partial or weak use of sensory, concrete, and figurative language that may not advance the purpose	The narrative, real or imagined, demonstrates a partial command of conventions: - frequent errors in usage may obscure meaning - inconsistent use of punctuation, capitalization, and spelling
1	The narrative, real or imagined, may be maintained but may provide little or no focus: - may be very brief - may have a major drift - focus may be confusing or ambiguous	The narrative, real or imagined, has little or no discernable plot: - few or no transitional strategies are evident - frequent extraneous ideas may intrude	The narrative, real or imagined, provides minimal elaboration using little or no details, dialogue, and description: use of narrative techniques is minimal, absent, in error, or irrelevant	The narrative, real or imagined, expresses ideas in a way that is vague, lacks clarity, or is confusing: uses limited language that may have little sense of purpose	The narrative, real or imagined, demonstrates a lack of command of conventions: errors are frequent and severe and meanings are often obscured
0	A response gets no credit if it provides no evidence of the ability to (fill in with key language from the intended target).				

*Point of view begins in 7th grade