

CCSS Narrative Writing Rubric (Grades 3-11)

CCSS Narrative Writing Rubric (Grades 3-11)					
Organization and Focus			Elaboration of Details, Dialogue, and/or Description		Command of Conventions
Score	Organization	Focus	Elaboration	Language	Command of Conventions
4	Fully Sustained <ul style="list-style-type: none"> effective plot creating unity and completeness logical sequence of events from beginning to end consistent use of transitions effective opening and closing 	Clear and Maintained <ul style="list-style-type: none"> effective setting, narrator, characters, and/or point of view* <p>*begins at grade 7</p>	Thorough and Effective <ul style="list-style-type: none"> clearly developed experiences, characters, setting and/or events connections to source materials may enhance effective techniques advancing the narrative 	Relevant <ul style="list-style-type: none"> effective use of sensory, concrete and figurative language that advances the purpose effective, appropriate style enhancing narration 	Strong <ul style="list-style-type: none"> few, if any, errors in English grammar and usage effective and consistent use of capitalization, punctuation and spelling
3	Adequately Sustained <ul style="list-style-type: none"> evident plot creating unity and completeness with some minor flaw, and some ideas may be loosely connected adequate sequence of events from beginning to end adequate use of transitions adequate opening and closing 	Adequate and Generally Maintained <ul style="list-style-type: none"> adequate setting, narrator, characters, and/or point of view* <p>*begins at grade 7</p>	Adequate <ul style="list-style-type: none"> adequately developed experiences, characters, setting and/or events connections to source materials may contribute adequate techniques generally advancing the narrative 	Adequate <ul style="list-style-type: none"> adequate use of sensory, concrete and figurative language that generally advances the purpose generally appropriate style enhancing narration 	Adequate <ul style="list-style-type: none"> some errors in English grammar and usage, but no pattern is displayed adequate use of capitalization, punctuation and spelling
2	Somewhat Sustained <ul style="list-style-type: none"> inconsistent plot and/or flaws may be evident weak or uneven sequence of events from beginning to end uneven use of transitions weak opening and closing, if present 	Uneven <ul style="list-style-type: none"> uneven or minimal setting, narrator, characters, and/or point of view* <p>*begins at grade 7</p>	Uneven and Cursory <ul style="list-style-type: none"> unevenly developed experiences, characters, setting and/or events connections to source materials may be ineffective, awkward or vague uneven and inconsistent narrative techniques 	Partial <ul style="list-style-type: none"> partial or weak use of sensory, concrete and figurative language that may not advance the purpose inconsistent or weak style not supporting narration 	Partial <ul style="list-style-type: none"> frequent errors in English grammar and usage which may hinder meaning inconsistent use of capitalization, punctuation and spelling
1	Little or No <ul style="list-style-type: none"> no discernable plot, or just a series of events little to no sequence of events from beginning to end; extraneous ideas and/or drift few or no transitions/causing confusion missing or unsatisfactory opening and/or closing 	Little or No <ul style="list-style-type: none"> brief or little attempt to establish setting, narrator, characters, and/or point of view* <p>*begins at grade 7</p>	Minimal <ul style="list-style-type: none"> vague, lacking in clarity or confusing experiences, characters, setting and/or events connections to source materials, if present, may detract minimal, absent, incorrect or irrelevant narrative techniques 	Little or No <ul style="list-style-type: none"> little or no use of sensory, concrete or figurative language; does not advance and may interfere with the purpose little or no evidence of appropriate style supporting narration 	Minimal <ul style="list-style-type: none"> frequent and severe errors in English grammar and usage hindering meaning infrequent use of capitalization, punctuation and spelling
0	No credit is given if there is no evidence of organization, focus, elaboration, language, and conventions according to the above descriptors.				

Adapted from the Smarter Balanced Assessment Consortium Performance Task Writing Rubric, July 2014

For more information contact: Nancy Veatch, ELA Coordinator, Tehama County Department of Education, nveatch@tehamaschools.org