



EGUSD –Narrative Rubric, Grade 3

Holistic Score	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
<b>Focus/ Setting</b> CCSS*: ➤ W – 3a ➤ W – 4	<ul style="list-style-type: none"> <li>• Responds skillfully to all parts of the prompt</li> <li>• Orients the reader by establishing a vivid situation (real or imagined) and introducing characters and/or a narrator</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to all parts of the prompt</li> <li>• Establishes a situation (real or imagined) and introducing characters and/or a narrator</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to most parts of the prompt</li> <li>• Establishes a situation (real or imagined) and attempts to introduce characters and/or a narrator</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to some or no parts of the prompt</li> <li>• Fails to establish a situation (real or imagined) and does not introduce characters and/or a narrator</li> </ul>
<b>Organization/ Plot</b> CCSS: ➤ W – 3a ➤ W – 3c ➤ W – 3d ➤ W – 4	<ul style="list-style-type: none"> <li>• Coherently organizes a clear event sequence that unfolds naturally</li> <li>• Skillfully uses temporal words and phrases to signal event order</li> <li>• Provides a conclusion that follows from the narrated experience or events</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes a clear event sequence that unfolds naturally</li> <li>• Uses temporal words and phrases to signal event order</li> <li>• Provides a sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes some sequencing but might confuse the reader</li> <li>• Uses some temporal words and/or phrases to signal event order</li> <li>• Attempts a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Does not sequence narrative in a logical order. Narrative is confusing</li> <li>• Uses few to no temporal words or phrases to manage the sequence of events.</li> <li>• Conclusion is not attempted or discernible</li> </ul>
<b>Narrative Techniques</b> CCSS: ➤ W – 3b	<ul style="list-style-type: none"> <li>• Uses creative descriptions of actions, thoughts, and feelings to develop experiences and events</li> <li>• Uses vivid dialogue to show the response of characters to situations</li> </ul>	<ul style="list-style-type: none"> <li>• Uses descriptions of actions, thoughts, and feelings to develop experiences and events</li> <li>• Uses dialogue to show the response of characters to situations</li> </ul>	<ul style="list-style-type: none"> <li>• Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe experiences /events</li> <li>• Attempts to use dialogue to support plot</li> </ul>	<ul style="list-style-type: none"> <li>• Uses little to no description of actions, thoughts, or feelings to describe experiences /events</li> <li>• Does not use dialogue to support plot</li> </ul>
<b>Language</b> CCSS: ➤ L – 1 ➤ L – 2	<ul style="list-style-type: none"> <li>• Uses purposeful and varied sentence structures</li> <li>• Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning</li> <li>• Utilizes precise and sophisticated word choice</li> </ul>	<ul style="list-style-type: none"> <li>• Uses correct and varied sentence structures</li> <li>• Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning</li> <li>• Utilizes strong and grade-level appropriate word choice</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some correct sentence structures</li> <li>• Demonstrates some grade level appropriate conventions, but errors may obscure meaning</li> <li>• Utilizes vague or basic word choice</li> </ul>	<ul style="list-style-type: none"> <li>• Uses little to no correct sentence structure</li> <li>• Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning</li> <li>• Utilizes incorrect and/or simplistic word choice</li> </ul>

\*CCSS – Common Core State Standards alignment (“W” = Writing strand; “L”= Language strand)

## CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (3<sup>rd</sup>) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 4<sup>th</sup> grade standards were referenced.

The letter abbreviations are as follows:      CCSS = Common Core State Standards                      W = Writing                      L=Language

Strand (Domain)	2nd	3rd	4th
<b>Writing</b>	<p>3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p style="margin-left: 20px;">a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p style="margin-left: 20px;">b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p style="margin-left: 20px;">c. Use temporal words and phrases to signal event order.</p> <p style="margin-left: 20px;">d. Provide a sense of closure.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p style="margin-left: 20px;">a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p style="margin-left: 20px;">b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p style="margin-left: 20px;">c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p style="margin-left: 20px;">d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p style="margin-left: 20px;">e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p>
<b>Language</b>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>