NARRATIVE PROMPT RUBRIC: GRADE 1

TRAITS	BEGINNING (1)	DEVELOPING (2)	PROFICIENT (3)	ACCOMPLISHED (4)
Ideas	☐ Main idea is not evident ☐ Writing is unfocused and off topic ☐ Includes no supporting details	☐ Main idea is weak or limited ☐ Writing is often unfocused and off topic ☐ Includes minimal or irrelevant supporting details	☐ Main idea is evident ☐ Most of the writing is focused and on topic ☐ Includes some supporting details	☐ Main idea is easily identified and was carefully selected ☐ Writing is focused and stays on topic throughout the piece ☐ Includes many interesting details that strengthen the piece
Organization	☐ Lists unrelated events ☐ No use of temporal words ☐ No sense of closure	☐ Recounts an event or loosely linked events ☐ Infrequent or incorrect use of temporal words to signal event order ☐ Attempts some sense of closure	☐ Recounts 2 appropriately sequenced events ☐ Uses temporal words to signal event order ☐ Provides some sense of closure	☐ Recounts 3 or more appropriately sequenced events ☐ Uses more sophisticated language to signal event order (other than first, then, next, last) ☐ Provides a clear sense of closure
Word Choice	☐ Includes a limited range of words often used incorrectly ☐ Words are not appropriate for audience and purpose ☐ Includes many overused words	☐ Includes appropriate words to convey meaning ☐ Some words may not be appropriate for the audience and purpose ☐ Includes some overused words	☐ Includes carefully chosen words to convey meaning ☐ Words are mostly appropriate for audience and purpose ☐ Avoids overused words	☐ Includes carefully chosen, precise words to convey meaning ☐ Words are consistently appropriate for audience and purpose ☐ Avoids overused words and includes a variety of words to convey meaning
Sentence Fluency	☐ Includes many incomplete sentences relative to the length of the piece ☐ Includes no variation in sentence length ☐ Includes no variation in sentence beginnings	☐ Includes several incomplete sentences relative to the length of the piece ☐ Includes little variation in sentence length ☐ Includes little variation in sentence beginnings	☐ Includes a few incomplete sentences relative to the length of the piece ☐ Includes some variation in sentence length ☐ Includes some variation in sentence beginnings	☐ Includes all complete sentences ☐ Includes much variation in sentence length ☐ Includes much variation in sentence beginnings
Voice	☐ No personality evident in piece ☐ Reader feels no connection with the writer ☐ Voice is not appropriate for the purpose, audience, topic and/or genre.	☐ Writing begins to have personality ☐ Reader begins to feel a connection with the writer ☐ Voice is somewhat appropriate for the purpose, audience, topic and/or genre.	☐ Writing has personality ☐ Reader feels a connection with the writer ☐ Voice is mostly appropriate for the purpose, audience, topic and/or genre.	☐ Writing has personality and begs to be read aloud ☐ Writer thoughtfully creates a personal connection with the reader ☐ Voice is consistently appropriate for the purpose, audience, topic and/or genre.
Conventions	☐ Has multiple errors in grade level appropriate grammar ☐ Has multiple errors in grade level appropriate punctuation and capitalization ☐ Has multiple errors in grade level appropriate conventional spelling and spells very few unknown words phonetically	☐ Has some errors in grade level appropriate grammar ☐ Has some errors in grade level appropriate punctuation and capitalization ☐ Has some errors in grade level appropriate conventional spelling and spells some unknown words phonetically	☐ Has few errors in grade level appropriate grammar ☐ Has few errors in grade level appropriate punctuation and capitalization ☐ Has few errors in grade level appropriate conventional spelling and spells unknown words phonetically	☐ Has no errors in grade level appropriate grammar ☐ Has no errors in grade level appropriate punctuation and capitalization ☐ Has no errors in grade level appropriate conventional spelling and spells unknown words phonetically

NARRATIVE PROMPT RUBRIC: GRADE 2			
TRAITS	**BEGINNING (1)**	**DEVELOPING (2)**	**PROFICIENT (3)**	**ACCOMPLISHED (4)**
Ideas	☐ Main idea is not evident ☐ Writing is unfocused and off topic ☐ No attempt to use details that describe action, thoughts, and feelings	☐ Main idea is weak or limited. ☐ Writing is often unfocused and off topic ☐ Attempts to use details that describe action, thoughts and feelings	☐ Main idea is evident ☐ Most of writing is focused and on topic ☐ Details describe actions, thoughts and feelings	☐ Main idea is easily identified and was carefully selected ☐ Writing is focused and stays on topic throughout the piece ☐ Details describe actions, thoughts and feelings in an engaging way
Organization	☐ Main idea is not evident ☐ Writing is unfocused and off topic ☐ Includes no details to describe actions, thoughts and feelings ☐ No sense of closure	☐ Recounts a mostly sequenced event or series of events ☐ Uses some temporal words to signal event order ☐ Attempts some sense of closure	☐ Recounts an appropriately sequenced event or series of events ☐ Uses temporal words to signal even order ☐ Provides sense of closure	☐ Recounts an appropriately sequenced event or series of events ☐ Uses more sophisticated language to signal event order (other than first, then, next, last) ☐ Provides an interesting/creative ending that provides closure
Word Choice	☐ Includes a limited range of words often used incorrectly ☐ Words are not appropriate for audience and purpose ☐ Includes overused words	☐ Includes words to convey meaning ☐ Some words may not be appropriate for audience and purpose ☐ Includes overused words	☐ Includes carefully chosen words to convey meaning ☐ Words are mostly appropriate for audience and purpose ☐ Avoids overused words	☐ Includes carefully chosen precise words to convey meaning ☐ Words are consistently appropriate for audience and purpose ☐ Avoids overused words to convey meaning
Sentence Fluency	☐ Includes many incomplete sentences relative to the length of the piece ☐ Includes no variation in sentence length ☐ Includes no variation in sentence beginnings	☐ Includes several incomplete sentences relative to the length of the piece ☐ Includes little variation in sentence length ☐ Includes little variation in sentence beginnings	☐ Includes a few incomplete sentences relative to the length of the piece ☐ Includes some variation in sentence length ☐ Includes some variation in sentence beginnings	☐ Includes all complete sentences ☐ Includes much variation in sentence length ☐ Includes much variation in sentence beginnings
Voice	☐ No evidence of writer's personality ☐ Reader feels no connection with the writer ☐ Voice is not appropriate for the purpose, audience, topic and/or genre	☐ Beginning to show evidence of writer's personality ☐ Reader begins to feels a connection with the writer ☐ Voice is somewhat appropriate for the purpose, audience, topic and/or genre ☐	☐ Includes evidence of writer's personality and begs to be read aloud ☐ Reader feels a connection with the writer ☐ Voice is mostly appropriate for the purpose, audience, topic and/or genre	☐ Includes evidence of writer's personality and begs to be read aloud ☐ Writer thoughtfully creates a personal connection with the reader ☐ Voice is consistently appropriate for the purpose, audience, topic and/or genre ☐
Conventions	☐ Has multiple errors in grade level appropriate grammar ☐ Has multiple errors in grade level appropriate punctuation and capitalization ☐ Has multiple errors in grade level appropriate conventional spelling and learned spelling patterns	☐ Has some errors in grade level appropriate grammar ☐ Has some errors in grade level appropriate punctuation and capitalization ☐ Has some errors in grade level appropriate conventional spelling and learned spelling patterns	☐ Has few errors in grade level appropriate grammar ☐ Has few errors in grade level appropriate punctuation and capitalization ☐ Has few errors in grade level appropriate conventional spelling and learned spelling patterns	☐ Has no errors in grade level appropriate grammar ☐ Has no errors in grade level appropriate punctuation and capitalization ☐ Has no errors in grade level appropriate conventional spelling and learned spelling patterns

NARRATIVE PROMPT RUBRIC: GRADE 3			
TRAITS	**BEGINNING (1)**	**DEVELOPING (2)**	**PROFICIENT (3)**	**ACCOMPLISHED (4)**
Ideas	☐ Limited development of real or imagined experiences or events with limited technique and detail ☐ Situation and/or introduction of a narrator and/or characters is limited or not evident ☐ topic ☐ Minimal use of dialogue and description of actions thoughts and feelings to develop experiences and events or show the response of characters to situations	☐ Begins to develop real or imagined experiences or events using effective technique and descriptive detail ☐ Situation and/or introduction of a narrator and/or characters is weak ☐ Begins to use dialogue and description of actions thoughts and feelings to develop experiences and events or show the response of characters to situations	☐ Develops real or imagined experiences or events using effective technique and descriptive detail ☐ Situation and introduction of a narrator and/or characters is established and unfolds naturally ☐ Uses dialogue and description of actions thoughts and feelings to develop experiences and events or show the response of characters to situations	☐ Effectively develops real or imagined experiences or events using effective technique and descriptive detail ☐ Situation and introduction of a narrator and/or characters is well developed and unfolds naturally ☐ Uses carefully chosen dialogue and description of actions thoughts and feelings to develop experiences and events or show the response of characters to situations
Organization	☐ Limited or no use of techniques to draw the reader into the piece (ex. opening/lead) ☐ Illogical sequence of events and includes limited or few temporal words and phrases to signal event order ☐ Provides no sense of closure	☐ Beginning to use techniques to draw the reader into the piece (ex. opening/lead) ☐ Sequences some events and includes some temporal words and phrases to signal event order ☐ Provides some sense of closure	☐ Uses effective techniques to draw the reader into the piece (ex. opening/lead) ☐ Sequences most events and includes many temporal words and phrases to signal event order ☐ Provides a sense of closure	☐ U interesting/creative techniques that draw the reader into the piece (ex. opening/lead) ☐ Clear demonstration of appropriate sequence with temporal words and phrases to signal event order. ☐ Provides an interesting/creative ending that provides closure
Word Choice	☐ Includes few or no carefully chosen words to convey meaning ☐ Many words are not appropriate for audience and purpose ☐ Includes many overused words	☐ Includes some carefully chosen words to convey meaning ☐ Some words are appropriate for audience and purpose ☐ Includes some overused words	☐ Includes precise words to convey meaning ☐ Words are consistently appropriate for audience and purpose ☐ Mostly avoids overused words	☐ Includes carefully chosen, precise words and phrases to convey meaning ☐ Words are engaging and consistently appropriate for audience and purpose ☐ Uses no overused words
Sentence Fluency	☐ Includes many incomplete sentences relative to the length of the piece ☐ Includes a limited variety of sentence types (simple, compound, and complex) ☐ Includes few or no varied sentence beginnings and lengths	☐ Includes some incomplete sentences relative to the length of the piece ☐ Includes some variety of sentence types (simple, compound, and complex) ☐ Includes some varied sentence beginnings and lengths	☐ Includes a few incomplete sentences relative to the length of the piece ☐ Includes a variety of sentence types (simple, compound, and complex) ☐ Includes many varied sentence beginnings and lengths	☐ Includes all complete sentences ☐ Creatively uses a variety of sentence types (simple, compound, and complex) ☐ Includes many varied sentence beginnings and lengths purposefully for effect
Voice	☐ No evidence of writer's personality ☐ Reader feels no connection with the writer ☐ Voice is not appropriate for the purpose, audience, topic and/or genre.	☐ Beginning to show evidence of writer's personality ☐ Reader begins to feel a connection with the writer ☐ Voice is somewhat appropriate for the purpose, audience, topic and/or genre.	☐ Includes evidence of writer's personality ☐ Reader feels a connection with the writer ☐ Voice is mostly appropriate for the purpose, audience, topic and/or genre.	☐ Includes evidence of writer's personality and begs to be read aloud ☐ Writer thoughtfully creates a personal connection with the reader ☐ Voice is consistently appropriate for the purpose, audience, topic and/or genre.
Conventions	☐ Has multiple errors in grade level appropriate grammar ☐ Has multiple errors in grade level appropriate punctuation and capitalization ☐ Has multiple errors in grade level appropriate conventional spelling and spelling patterns and generalizations	☐ Has some errors in grade level appropriate grammar ☐ Has some errors in grade level appropriate punctuation and capitalization ☐ Has some errors in grade level appropriate conventional spelling and spelling patterns and generalizations	☐ Has few errors in grade level appropriate grammar ☐ Has few errors in grade level appropriate punctuation and capitalization ☐ Has few errors in grade level appropriate conventional spelling and spelling patterns and generalizations	☐ Has no errors in grade level appropriate grammar ☐ Has no errors in grade level appropriate punctuation and capitalization ☐ Has no errors in grade level appropriate conventional spelling and spelling patterns and generalizations

NARRATIVE PROMPT RUBRIC GRADE 4				
TRAITS	BEGINNING (1)	DEVELOPING (2)	PROFICIENT (3)	ACCOMPLISHED (4)
Ideas	☐ Main idea not evident ☐ Writing is unfocused and topic is not developed ☐ Details do not support the development of experiences and events or show the response of characters to situation	☐ Begins to develop real or imagined experiences or events with descriptive words (main idea underdeveloped or too broad) ☐ Situation and introduction of a narrator and/or characters is unclear ☐ Begins to use dialogue and description to develop experiences and events to show the response of characters to situations but not effectively	☐ Develops real or imagined experiences or events (topic) with descriptive detail ☐ Situation and introduction of a narrator and/or characters is clearly established ☐ Correctly uses dialogue and description to develop experiences and events to show the response of characters to situations	☐ Effectively develops real or imagined experiences or events with descriptive detail ☐ Situation and introduction of a narrator and/or characters is clearly established and unfolds naturally ☐ Uses carefully chosen and effective dialogue and description to develop experiences and events to show the response of characters to situations
Organization	☐ Does not effectively use techniques to draw the reader into the piece (ex. opening/lead) ☐ Events are not sequenced to unfold naturally and a very few or repetitive transitional words and phrases are used to manage the sequence of events ☐ Does not provide a conclusion	☐ Attempts to use techniques to draw the reader into the piece (ex. opening/lead) ☐ Some events are sequenced to unfold naturally and a variety of transitional words and phrases are used to manage the sequence of events ☐ Provides a conclusion but is ineffective, too familiar, or does not follow from the narrated experiences or events	☐ Uses effective techniques to draw the reader into the piece (ex. opening/lead) ☐ Events are sequenced to unfold naturally and a variety of transitional words and phrases are used to manage the sequence of events ☐ Provides a thoughtful conclusion that follows from the narrated experiences or events	☐ Uses interesting/creative techniques to draw the reader into the piece (ex. opening/lead) ☐ Events are carefully sequenced to unfold naturally and a wide variety of transitional words and phrases are used to manage the sequence of events ☐ Provides a thoughtful and interesting conclusion
Word Choice	☐ Includes a limited range of words often used incorrectly ☐ Words are not appropriate for audience and purpose ☐ Includes many overused words	☐ Begins to use some concrete words and phrases and sensory details to convey meaning including similes and metaphors ☐ Some words may not be appropriate for audience and purpose ☐ Includes some overused words	☐ Uses some concrete words and phrases and sensory details to convey meaning including similes and metaphors ☐ Words are mostly appropriate for audience and purpose ☐ Mostly avoids overused words	☐ Consistently includes carefully chosen precise words and phrases and sensory details to convey meaning precisely including similes and/or metaphors ☐ Words are consistent with audience and purpose ☐ Writer avoids overused words and includes variety of words
Sentence Fluency	☐ Includes limited use of simple, compound, & complex sentences ☐ Includes limited use of sentence types (exclamatory, interrogative, imperative, declarative) ☐ Includes many incomplete sentences relative to the length of the piece ☐ Includes few or no varied sentence beginnings	☐ Includes some variety of simple, compound, & complex sentences ☐ Includes some variety of sentence types (exclamatory, interrogative, imperative, declarative) ☐ Includes some incomplete sentences relative to the length of the piece ☐ Includes some varied sentence beginnings	☐ Includes a variety of simple, compound, & complex sentences ☐ Includes a variety of sentence types (exclamatory, interrogative, imperative, declarative) ☐ Includes a few incomplete sentences relative to the length of the piece ☐ Includes many varied sentence beginnings	☐ Creatively uses variety of simple, compound, & complex sentences ☐ Creatively uses a variety of sentence types (exclamatory, interrogative, imperative, declarative) ☐ Includes all complete sentences relative to the length of the piece ☐ Includes many varied sentence beginnings purposefully for effect
Voice	☐ No evidence of writer's personality ☐ Reader feels no connection with the writer ☐ Voice is not appropriate for the purpose and audience	☐ Begins to show evidence of writer's personality and style ☐ Reader occasionally feels a connection with the writer ☐ Voice is somewhat appropriate for the purpose, audience, topic, and/or genre	☐ Includes evidence of writer's personality and style ☐ Reader feels a personal connection with the writer ☐ Voice is mostly appropriate for the purpose, audience, topic, and/or genre	☐ Includes evidence of writer's personality and style and begs to be read aloud ☐ Writer thoughtfully creates a personal connection with the reader ☐ Voice is consistently appropriate for the purpose, audience, topic, and/or genre
Conventions	☐ Has multiple errors in grade level appropriate grammar ☐ Has multiple errors in grade level appropriate punctuation and capitalization ☐ Has multiple errors in grade level conventional spelling	☐ Has some errors in grade level appropriate grammar ☐ Has some errors in grade level appropriate punctuation and capitalization ☐ Has some errors in grade level conventional spelling	☐ Has few errors in grade level appropriate grammar ☐ Has few errors in grade level appropriate punctuation and capitalization ☐ Has few errors in grade level conventional spelling	☐ Has no errors in grade level appropriate grammar ☐ Has no errors in grade level appropriate punctuation and capitalization ☐ Has no errors in grade level conventional spelling