

PCS-CCSS Writing Rubric Grade 4—Narrative

	NS (0)	Does Not Meet (1)	Almost Meets (2)	Meets (3)	Exceeds (4)
Narrative Focus	No evidence	The narrative, real or imagined, has little or no focus Strays from the topic and doesn't come back	Writes a narrative, real or imagined, that is somewhat focused Inconsistently establishes a setting and characters	Writes a narrative, real or imagined that is focused Adequately establishes a setting, narrator and characters using descriptive details	The narrative meets all expectations set forth in (3). Maintains clear focus Effectively establishes a setting, narrator and characters using descriptive details
Organization	No evidence	Missing an opening and/or closure Inconsistent transitions with little variety. Confusing sequence of events	Weak opening and/or closure Uses a variety of transitional words and phrases Uneven sequence of events from beginning to end	Adequate opening and provides a conclusion that follows from the narrated experiences or events Uses a variety of transitional words and phrases to manage the sequence of events Introduces a narrator and/or characters; organizes an event sequence that unfolds naturally	The narrative meets all expectations set forth in (3). Effective and consistent use of a variety of transitional words and phrases to manage the sequence of events Introduces a strong narrator and/or characters; organizes a clear event sequence that unfolds naturally
Elaboration of Narrative	No evidence	The narrative, real or imagined, provides minimal elaboration using little or no details, dialogue, and description.	The narrative, real or imagined, provides inconsistent elaboration using partial and uneven details, dialogue, and description.	The narrative, real or imagined, provides consistent elaboration using details, dialogue, and description.	The narrative, real or imagined, provides thorough and effective elaboration using details, dialogue, and description.
Language and Vocabulary	No evidence	Language and vocabulary are confusing or vague or are inappropriate for the audience and purpose Limited use of grade appropriate language ¹	Language and vocabulary are used with little clarity or may be inappropriate for the audience and purpose Weak use of grade appropriate ¹ (sensory, concrete)	Adequate use of language and vocabulary (word choice or style) for the audience and purpose Adequate use of grade appropriate ¹ sensory, concrete, and figurative language	Effective use of language and vocabulary (word choice or style) for the audience and purpose Effective use of grade appropriate ¹ sensory, concrete, and figurative language
Conventions	No evidence	Demonstrate a lack of command of grade level ¹ conventions Contains frequent errors and severe which impact meaning	Demonstrate a partial command of grade level ¹ conventions Contains frequent errors in usage that may confuse reader or impact meaning	Demonstrate an adequate command of grade level ¹ conventions: Some errors in usage and sentence formation, but no systematic pattern of errors	Demonstrates an effective and consistent use of grade level ¹ conventions Few, if any errors

¹ See CCSS Language Standard

2012-2013 – Draft rubric