

ENGLISH LANGUAGE ARTS NARRATIVE WRITING RUBRIC GRADE 4

BARRINGTON PUBLIC SCHOOLS

Criteria	4	3	2	1
Writing process	<ul style="list-style-type: none"> Effectively uses the writing process (prewriting, drafting, revising, editing, publishing, and sharing) to enhance writing. (2.1.1) 	<ul style="list-style-type: none"> Uses the writing process (prewriting, drafting, revising, editing, publishing, and sharing). (2.1.1) 	<ul style="list-style-type: none"> Uses some steps of the writing process (prewriting, drafting, revising, editing, publishing, and sharing). (2.1.1) 	<ul style="list-style-type: none"> Shows little or no evidence of using the writing process (prewriting, drafting, revising, editing, publishing, and sharing). (2.1.1)
Ideas	<ul style="list-style-type: none"> States, maintains, and expands a focus/purpose/main idea to enhance meaning. (2.4.2) Establishes a context (setting or background information), problem, and solution. (2.5.3) Develops characters through detail and relevant description. (2.6.1) Uses relevant and descriptive details, dialogue, and actions to advance the storyline. (2.6.1) 	<ul style="list-style-type: none"> States and maintains a focus/purpose/main idea. (2.4.2) Establishes a problem and solution. (2.5.3) Develops characters through description. (2.6.1) Uses relevant and descriptive details to advance storyline. (2.6.1) 	<ul style="list-style-type: none"> Contains a focus/purpose/main idea. (2.4.2) May contain elements of a problem and solution. (2.5.3) Identifies characters. (2.6.1) Uses some relevant and descriptive details. (2.6.1) 	<ul style="list-style-type: none"> Lacks a focus/purpose/main idea. (2.4.2) Does not contain elements of a problem and solution. (2.5.3) Attempts to or neglects to identify characters. (2.6.1) Uses little to no relevant and descriptive details. (2.6.1)
Organization	<ul style="list-style-type: none"> Creates a clear and engaging storyline with a beginning, middle and end. (2.6.1) Organizes ideas using transition words or phrases. (2.7.6) Uses paragraph form: indents, main idea, and supporting details to enhance understanding. (2.2.3) Writes a powerful lead and conclusion. (4-2.7.7) 	<ul style="list-style-type: none"> Creates a clear storyline with a beginning, middle and end. (2.6.1) Uses transition words and phrases. (2.7.6) Uses paragraph form: indents, main idea, and supporting details. (2.2.3) Writes a satisfying lead and conclusion. (2.7.7) 	<ul style="list-style-type: none"> Creates a storyline with some elements of a beginning, middle and end. (2.6.1) Uses some transition words and phrases. (2.7.6) Organizes ideas and supporting details, but may not be in paragraph form (indenting). Writes a lead and conclusion. (2.7.7) 	<ul style="list-style-type: none"> Does not have a clear storyline with a beginning, middle and end. (2.6.1) Does not use transition words and phrases. (2.7.6) Does not organize ideas and supporting details. (2.2.3) Lacks a lead and conclusion. (2.7.7)

Narrative Writing_grade_4 06/02/08

Level 4- Exceeds standards - Indicates competence in all standards/benchmarks and exceptional performance in a few

Level 3 - Meets standards - Indicates general competence in all standards/benchmarks

Level 2- Emerging - Indicates general competence in most standards/benchmarks with difficulties in some

Level 1- Attempt made - Indicates difficulties in a majority of standard/benchmarks

ENGLISH LANGUAGE ARTS NARRATIVE WRITING RUBRIC GRADE 4

BARRINGTON PUBLIC SCHOOLS

Voice	<ul style="list-style-type: none"> Uses voice appropriate for the audience/purpose to create intended mood. (2.6.1) 	<ul style="list-style-type: none"> Uses voice appropriate for the audience/purpose. (2.6.1) 	<ul style="list-style-type: none"> Uses voice appropriate for the audience/purpose at times. (2.6.1) 	<ul style="list-style-type: none"> Uses voice that does not match the audience/ purpose. (2.6.1)
Sentence Fluency	<ul style="list-style-type: none"> Uses varied sentence length and structure (e.g. beginning) that enhances meaning and sounds smooth and natural. (2.2.2) 	<ul style="list-style-type: none"> Uses varied sentence length and structure (e.g. beginning) to enhance meaning. (2.2.2) 	<ul style="list-style-type: none"> Uses some varied sentence length and structure (e.g. beginning). (2.2.2) 	<ul style="list-style-type: none"> Does not use varied sentence length and structure (e.g. beginning). (2.2.2)
Word Choice	<ul style="list-style-type: none"> Uses specific and relevant details and language appropriate to purpose to advance the storyline. (2.6.1) 	<ul style="list-style-type: none"> Uses relevant and descriptive detail and language appropriate to purpose. (2.6.1) 	<ul style="list-style-type: none"> Uses some relevant language appropriate to purpose. (2.6.1) 	<ul style="list-style-type: none"> Uses language that is not appropriate to purpose. (2.6.1)
Conventions	<ul style="list-style-type: none"> Uses grade level rules of punctuation, spelling, capitalization, and grammar to clarify and enhance meaning. (2.9.3, 2.9.4, 2.9.5, 2.9.6) 	<ul style="list-style-type: none"> Uses grade level rules of punctuation, spelling, capitalization, and grammar to clarify meaning. Errors do not impede meaning. (2.9.3, 2.9.4, 2.9.5, 2.9.6) 	<ul style="list-style-type: none"> Uses some grade level rules of punctuation, spelling, capitalization, and grammar to clarify meaning. Errors may impede meaning. (2.9.3, 2.9.4, 2.9.5, 2.9.6) 	<ul style="list-style-type: none"> Uses little to no grade level rules of punctuation, spelling, capitalization, and grammar to clarify meaning. Errors impede meaning. (2.9.3, 2.9.4, 2.9.5, 2.9.6)

COMMENTS

Narrative Writing_grade_4 06/02/08

Level 4- Exceeds standards - Indicates competence in all standards/benchmarks and exceptional performance in a few

Level 3 - Meets standards - Indicates general competence in all standards/benchmarks

Level 2- Emerging - Indicates general competence in most standards/benchmarks with difficulties in some

Level 1- Attempt made - Indicates difficulties in a majority of standard/benchmarks