

GCPS 4th Grade Narrative Writing Rubric

Domain	Does Not Meet						Meets						Exceeds							
	1 (Does Not Meet)		2 (Almost Meets)				3						4					5		
Ideas The degree to which the writer establishes a focus and develops the main idea of the story with details. x2	<ul style="list-style-type: none"> Story is difficult to follow Setting is only mentioned Little evidence of characters and/or narrator Story lacks two or more of the basic parts of a narrative (characters, setting, rising/falling action) 		<ul style="list-style-type: none"> Recalls a few basic events in a story Establishes a situation Characters and/or narrator are only introduced Story lacks one of the basic parts of a narrative (characters, setting, rising/falling action) 				<ul style="list-style-type: none"> Develops a real or imagined experience (GCPSCC 24a) Orients reader by establishing a situation (GCPSCC 24a) Orients reader by introducing a narrator and/or characters(GCPSCC 24a) Uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events to show the response of characters to situations(GCPSCC 24b) 						<ul style="list-style-type: none"> Designs a real or imagined experience Orients reader by developing a situation Orients reader by developing a narrator and/or characters Develops dialogue and descriptions of actions, thoughts, and feelings to elaborate experiences and events to show the response of characters to situations 					All level 4 criteria consistently demonstrated throughout the entire piece.		
Organization The degree to which the ideas of the story are developed in a clear order. x1	<ul style="list-style-type: none"> Story parts do not connect Does not attempt to use transitional words Story ends abruptly without conclusion No planning evident 		<ul style="list-style-type: none"> Choppy organization Evidence of transitional words and phrases Vague or inappropriate story conclusion Incomplete planning 				<ul style="list-style-type: none"> Organizes clear event sequences that unfold naturally (GCPSCC 24a, 25) Uses a variety of transitional words and phrases to manage the sequence of events (GCPSCC 24c) Provides a conclusion that follows from the narrated experiences or events (GCPSCC 24e) Develops and strengthens writing by planning, revising, and editing (GCPSCC 26) 						<ul style="list-style-type: none"> Constructs clear event sequences that unfold naturally Uses transitional words and phrases to move the reader through the story Designs a conclusion that follows from the narrated experiences or events Reflects thoughtful planning 					All level 4 criteria consistently demonstrated throughout the entire piece.		
Style The degree to which the writer uses language to capture the reader's interest. x1	<ul style="list-style-type: none"> Lacks details Basic language used throughout story Word choice is repetitive and uninteresting Produces simple sentences 		<ul style="list-style-type: none"> Begins to use details Mixture of basic and interesting language Begins to experiment with interesting words and accurate vocabulary Begins to vary sentence structure 				<ul style="list-style-type: none"> Chooses concrete words and phrases and sensory details to convey experiences and events precisely (GCPSCC 24d, 40a) Uses figurative language, word relationships, and nuances in word meanings to convey meaning. (GCPSCC 42) Accurately uses grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being(GCPSCC 43) Produces complete simple, compound, and complex sentences without fragments or run-ons (GCPSCC 38g) Uses punctuation for effect(GCPSCC 40b) 						<ul style="list-style-type: none"> Develops descriptive details that put a picture in the reader's mind Chooses words and phrases for effect Word choice engages the audience throughout the piece Uses a variety of simple, compound, and complex sentences effectively 					All level 4 criteria consistently demonstrated throughout the entire piece.		
Conventions The degree to which the writer demonstrates control of sentence formation, usage, and mechanics. x1	Frequent errors in: <ul style="list-style-type: none"> Handwriting Grammar and usage Capitalization, punctuation, and spelling 		Some errors in: <ul style="list-style-type: none"> Handwriting Grammar and usage Capitalization, punctuation, and spelling 				<ul style="list-style-type: none"> Document is neat and legible (GCPSCC 37) Demonstrates command of the conventions of standard English grammar and usage when writing (GCPSCC 38) Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing (GCPSCC 39) 						<ul style="list-style-type: none"> Document is neat and legible in its entirety Consistently demonstrates command of the conventions of standard English grammar and usage when writing Consistently demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing 					All level 4 criteria consistently demonstrated throughout the entire piece.		
25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5
100	98	96	94	92	90	88	86	84	82	80	78	75	70	65	60	55	50	50	50	50

Name: _____

Final Score _____/_____

Piece: _____