

**Harwood Unified Union School District
Narrative Writing Rubric Grades 3-6**

		Beginning	Emerging	Proficient	Advanced
		STRUCTURE	Statement of Purpose/Focus	<p>The narrative, real or imagined, may be maintained but may provide little or no focus:</p> <ul style="list-style-type: none"> • May be very brief • May have a major drift • Focus may be confusing or ambiguous 	<p>The narrative, real or imagined, is somewhat maintained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • Inconsistently establishes a setting, narrator and/or characters
Organization	<p>The narrative, real or imagined, has little or no discernable plot:</p> <ul style="list-style-type: none"> • Few or no transitional strategies are evident • Frequent extraneous ideas may intrude 		<p>The narrative, real or imagined, has an inconsistent plot, and flaws are evident:</p> <ul style="list-style-type: none"> • Inconsistent use of basic transitional strategies with little variety • Uneven sequence of events from beginning to end • Opening and closure, if present are weak • Weak connection among ideas 	<p>The narrative, real or imagined, has an evident plot helping create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> • Adequate use of variety of transitional strategies • Adequate sequence of events from beginning to end • Adequate opening and closure for audience and purpose 	<p>The narrative, real or imagined, has an effective plot helping create unity and completeness:</p> <ul style="list-style-type: none"> • Effective, consistent use of variety of transitional strategies • Logical sequence of events from beginning to end • Effective opening and closure for audience and purpose
DEVELOPMENT	Elaboration of Evidence	<p>The narrative, real or imagined, provides minimal elaboration using little or no details, dialog and description:</p> <ul style="list-style-type: none"> • Use of narrative techniques is minimal, absent, in error or irrelevant 	<p>The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue and description:</p> <ul style="list-style-type: none"> • Narrative techniques, if present, are uneven and inconsistent 	<p>The narrative, real or imagined, provides adequate elaboration using details, dialogue and description:</p> <ul style="list-style-type: none"> • Adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience 	<p>The narrative, real or imagined, provides thorough and effective elaboration using details, dialogue and description:</p> <ul style="list-style-type: none"> • Effective use of a variety of narrative techniques that advance the story or illustrate the experience
	Craft	<p>Uses only concrete, simple structures to convey the argument.</p>	<p>Attempts to incorporate writer's craft to convey ideas and strengthen the argument.</p>	<p>Incorporates writer's craft in ways that convey ideas and strengthen argument.</p>	<p>Purposefully incorporates writer's craft in a variety of ways to convey ideas and strengthen argument.</p>
CONVENTIONS	Language and Vocabulary	<p>The narrative, real or imagined, expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • Uses limited language • May have little sense of purpose • Uses no academic or domain specific vocabulary, when applicable. 	<p>The narrative, real or imagined, unevenly expresses experiences or events:</p> <ul style="list-style-type: none"> • Partial or weak use of sensory, concrete and figurative language that may not advance the purpose • Uses limited academic and/or domain specific vocabulary for the audience and purpose, when applicable. 	<p>The narrative, real or imagined, adequately expresses experiences or events:</p> <ul style="list-style-type: none"> • Adequate use of sensory, concrete and figurative language generally advance the purpose • Uses academic and domain specific vocabulary appropriate for the audience and purpose, when applicable. 	<p>The narrative, real or imagined, clearly and effectively expresses experiences or events:</p> <ul style="list-style-type: none"> • Effective use of sensory, concrete and figurative language clearly advance the purpose • Uses precise and sophisticated academic and domain specific vocabulary appropriate for the audience and purpose, when applicable.
	Grammar,	<p>The narrative demonstrates a lack of command of conventions:</p>	<p>The narrative demonstrates a partial command of conventions:</p>	<p>The narrative demonstrates an adequate command of conventions:</p>	<p>The narrative demonstrates a strong command of conventions:</p>

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	<p align="center">Usage, Mechanics</p>	<ul style="list-style-type: none"> • Needs support to edit. • Does not demonstrate sentence mastery. • Demonstrates limited understanding of grade cluster appropriate conventions and errors interfere with the meaning. 	<ul style="list-style-type: none"> • Uses resources and support to edit. • Uses some repetitive yet correct sentence structure. • Demonstrates some grade cluster appropriate conventions, but errors obscure meaning. 	<ul style="list-style-type: none"> • Independently uses resources to edit. • Uses correct and varied sentence structures. • Demonstrates grade cluster appropriate conventions; errors are minor and do not obscure meaning. 	<ul style="list-style-type: none"> • Independently uses resources to edit. • Uses purposeful and varied sentence structures. • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization and spelling) to enhance meaning.
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