



Level	NARRATIVE WRITING	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
<p>4 Exceeds</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectation in level 3 <input type="checkbox"/> Effective opening and closure for audience and purpose <input type="checkbox"/> Effective use of precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events <input type="checkbox"/> Effective use of a variety of narrative techniques that advance the story or illustrate the experience 	<p>Mostly correct use of language conventions, and some above grade level skills used, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Uses phrases and clauses within a sentence, avoiding dangling modifiers <input type="checkbox"/> Refers to reference material to determine best word choices in writing 	<p>Guidance & Support</p>
<p>3 Meets</p>	<p>NARRATIVE WRITING (W3)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages and orients the reader by establishing a context and introducing a narrator and/or characters (W3a) <input type="checkbox"/> Organizes event sequence that unfolds naturally and logically (W3a) <input type="checkbox"/> Uses narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters (W3b) <input type="checkbox"/> Uses a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to another (W3c) <input type="checkbox"/> Uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events (W3d) <input type="checkbox"/> Provides a conclusion that follows from the narrated experiences or events (W3e) <hr/> <p>WRITING PROCESS (W4-W8)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses clear/coherent writing where development, organization and style are appropriate to task, purpose, and audience (W4) <input type="checkbox"/> WGASFA* Develops and strengthens writing by planning, revising, and editing, rewriting, or trying a new approach (W5) <input type="checkbox"/> Uses technology to produce writing (W6) <input type="checkbox"/> Uses keyboarding skills to minimum of 3 pages in a single sitting (W6) <input type="checkbox"/> Conducts research drawing on several resources (W7) <input type="checkbox"/> Assesses credibility of sources; quotes or paraphrases the data and conclusions (W8) <input type="checkbox"/> Avoids plagiarism and provides basic bibliographic information (W8) 	<p>Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of pronouns effectively (L1a-d) <input type="checkbox"/> Uses a variation of simple, compound, complex, and compound-complex sentences for meaning and interest (L3a) <input type="checkbox"/> Ensures that verbs agree with compound subjects <input type="checkbox"/> Uses commas when linking two clauses with a conjunction in compound sentences <input type="checkbox"/> Uses correct capitalization <input type="checkbox"/> Spells correctly (L2b) 	<p>Level of guidance and support from adults before writing:</p> <p>Check off what was done before the student wrote the piece being scored.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion <input type="checkbox"/> Read aloud or shared reading <input type="checkbox"/> Drawing <input type="checkbox"/> Vocabulary word bank <input type="checkbox"/> Shared or interactive writing <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Language frames
<p>2 Almost Meets</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Uneven development of setting, characters, and plot <input type="checkbox"/> Events are unevenly developed <input type="checkbox"/> Some use of precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events <input type="checkbox"/> May not write multi-paragraphs <input type="checkbox"/> Planning for writing is limited <input type="checkbox"/> Uses some linking words and phrases 	<p>Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contains some run-on sentences <input type="checkbox"/> Uses mostly simple or compound sentences <input type="checkbox"/> Uses propositional phrases, appositives, dependent and independent clauses, transitions or conjunctions incorrectly <input type="checkbox"/> Contains some punctuation errors <input type="checkbox"/> Contains some capitalization and/or spelling errors 	
<p>1 Does Not Meet</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Has little or no plot, may be just a series of events <input type="checkbox"/> Provides few details or descriptions <input type="checkbox"/> Uses no or few transitions <input type="checkbox"/> Does not write multiple paragraphs <input type="checkbox"/> Planning for writing is absent or disorganized 	<p>Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contains many run-on sentences <input type="checkbox"/> Contains many punctuation errors <input type="checkbox"/> Contains many capitalization and/or spelling errors 	

• **WGASFA:** “with guidance and support from adults”

This rubric was adapted from rubrics at sbusd.org and information from Smarter Balanced Assessments (www.smarterbalanced.org) using the California Common Core Standards at www.cde.ca.gov.