M

Santee School District Narrative-Story Rubric-Grade 4

	Score 4 (skillful)	Score 3 (adequate)	Score 2 (limited)	Score 1 (ineffective)	Score
Applications	_**Plot:** effectively describes a specific situation and uses a series of well developed events _**Prompt:** effectively addresses the prompt	_**Plot:** develops a specific situation with some events tied to the situation _**Prompt:** adequately addresses the prompt	_**Plot:** limited development of situation and events _ **Prompt:** may address the prompt	_**Plot:** situation is not described, few or no events _ **Prompt:** does not address the prompt	
	_**Characters:** well developed and believable (characters' personalities and actions are tied events of the story)	_**Characters:** characters somewhat developed (their actions are tied to the events)	_**Characters:** limited development (little or no connection to events of the story)	_**Characters:** not developed	
	_**Setting:** time and place effectively described to help the reader understand the plot	_**Setting:** time and place described	_**Setting:** limited description or detracts from story (too much or too little information that does not help the story)	_**Setting:** little or no description	
	_**Resolution:** well developed and believable, clearly linked to the plot	_**Resolution:** tied to the plot	_**Resolution:** hurried or tacked-on	_**Resolution:** little or none	
Strategies	_**Introduction:** Includes a well organized paragraph containing a topic sentence that attracts the reader's attention	_**Introduction:** Includes an organized paragraph that begins with a topic sentence	_**Introduction**: Includes a topic sentence but main idea is unclear	_**Introduction:** No topic sentence	
	_**Supporting Paragraph(s)**: Effectively includes a paragraph(s) that supports the main idea of essay and maintains excellent focus	_**Supporting Paragraph:** Includes at least one paragraph that supports the main idea of essay and has adequate focus	_**Supporting Paragraph:** Does not always support main idea of essay and/or is unfocused	_**Supporting Paragraph:** No support	
	_**Conclusion:** Provides a paragraph clearly linked to main idea and creates a feeling of closure	_**Conclusion: Includes a paragraph that** links to main idea and creates closure	_**Conclusion:** brief, not linked to main idea and/or no feeling of closure	_**Conclusion:** Missing	
	_**Transitions:** Effectively connects ideas and maintains flow throughout	_**Transitions:** Uses to connect ideas	_ **Transitions:** Ineffective use or little use	_**Transitions:** None	
	_ **Vocabulary:** Uses rich vocabulary	_**Vocabulary:** Uses some rich vocabulary	_**Vocabulary:** Uses simple and/or basic vocabulary	_**Vocabulary:** Uses only basic vocabulary	
Mechanics	_**Grammar:** Consistent use of correct grammar (e.g. subject-verb agreement, verb tense) contains few, if any errors	_**Grammar:** Adequate use of proper grammar with some errors (subject-verb agreement, consistent verb tense)	_**Grammar:** Limited use of correct grammar, several errors, little control of verb tense	_**Grammar:** Little use of correct grammar, many errors, doesn't make sense	
	_**Sentence Structure:** effectively uses varied sentence length and word order. Writes in complete sentences	_**Sentence Structure:** adequately uses varied sentence length and word order. Writes in complete sentences (seldom has fragments and run-ons)	_**Sentence Structure:** May not use a variety of sentence structures. Uses some complete sentences (still has fragments and run-ons)	_**Sentence Structure:** Does not use a variety of sentence structures. Many incomplete sentences and/or run-ons	
	_**Spelling:** spells correctly	_**Spelling**: Spells grade level words correctly most of the time	_**Spelling:** Several errors may distract reader	_**Spelling:** Many errors, mistakes distract reader	
	_**Punctuation:** Punctuates correctly	_**Punctuation:** Punctuates correctly most of the time	_**Punctuation:** Many punctuation errors	_**Punctuation:** Shows little or no understanding of basic rules	
	_**Capitalization:** Capitalizes correctly	_**Capitalization:** Capitalizes correctly most of the time	_**Capitalization:** Capitalizes some of the time	_**Capitalization:** Rarely capitalizes correctly	
	_**Indention:** Consistently indents with understanding	_**Indention**: Usually indents with understanding	_**Indention**: May indent with understanding	_**Indention**: Doesn't indent or indents without understanding	

Scorer's Initials_____   **Total Score** _____

11-12 exceeds standards   9-10 meets standards   6-8 approaching standards   3-5 below standards