

Measured Progress Narrative Writing Rubric (Grades 3–5)

Traits	Score 4	Score 3	Score 2	Score 1	Score 0
	The student response:				
Development & Elaboration of Ideas¹	<ul style="list-style-type: none"> provides thorough development of ideas in support of the task demonstrates consistently maintained focus of ideas provides relevant and specific details uses a variety of narrative techniques (dialogue, description, and/or sequencing) to effectively advance the story or illustrate the experience 	<ul style="list-style-type: none"> provides sufficient development of ideas in support of the task demonstrates generally maintained focus of ideas provides relevant but general details uses narrative techniques (dialogue, description, and/or sequencing) to generally advance the story or illustrate the experience 	<ul style="list-style-type: none"> provides limited development of ideas in support of the task demonstrates inconsistent focus of ideas provides limited details uses narrative techniques (dialogue, description, and/or sequencing) to partially advance the story or assist in illustrating the experience 	<ul style="list-style-type: none"> provides an attempt to develop ideas in support of the task demonstrates unclear focus of ideas provides minimal details attempts to use narrative techniques (dialogue, description, and/or sequencing) 	<ul style="list-style-type: none"> fails to develop ideas in support of the task does not demonstrate focus of ideas does not provide details does not use narrative techniques (dialogue, description, and/or sequencing)
Organization	<ul style="list-style-type: none"> demonstrates strong coherence and clarity includes a strong and engaging introduction and provides an effective conclusion presents a well-executed sequence of events uses smooth and effective transitions between events 	<ul style="list-style-type: none"> demonstrates coherence and clarity includes a clear introduction and provides a conclusion presents a logical sequence of events uses effective transitions between events 	<ul style="list-style-type: none"> demonstrates uneven coherence and clarity includes an introduction and may provide a conclusion presents a sequence of events uses partially effective transitions between events 	<ul style="list-style-type: none"> demonstrates minimal coherence and clarity may include an introduction that is not clearly identifiable and may lack a conclusion may include events that are disjointed may attempt transitions between events 	<ul style="list-style-type: none"> does not demonstrate intentional coherence or clarity does not present a sequence of events
Language Use & Vocabulary	<ul style="list-style-type: none"> uses precise and effective language, including a wide variety of words and phrases, descriptive, linking, and transition words 	<ul style="list-style-type: none"> uses generally appropriate language, including a variety of words and phrases, descriptive, linking, and transition words 	<ul style="list-style-type: none"> uses some appropriate language, including a limited variety of words and phrases, descriptive, linking, and transition words 	<ul style="list-style-type: none"> uses imprecise language, including a minimal variety of words and phrases, descriptive, linking, and transition words 	<ul style="list-style-type: none"> uses confusing or inappropriate language
Command of Conventions	<ul style="list-style-type: none"> demonstrates consistent command of the basic conventions of standard English may contain few minor errors in grammar, usage, or mechanics that do not interfere with comprehension 	<ul style="list-style-type: none"> demonstrates general command of the basic conventions of standard English contains minor errors in grammar, usage, or mechanics that do not interfere with comprehension 	<ul style="list-style-type: none"> demonstrates partial command of the basic conventions of standard English contains errors or patterns of errors in grammar, usage, and/or mechanics that may partially interfere with comprehension 	<ul style="list-style-type: none"> demonstrates minimal command of the basic conventions of standard English contains frequent distracting errors in grammar, usage, and mechanics that interfere with comprehension 	<ul style="list-style-type: none"> does not demonstrate command of the basic conventions of standard English contains numerous distracting errors in grammar, usage, and mechanics that impede comprehension

¹Per CCSS, narrative elements in grades 3–5 may include establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue as appropriate.