PASD Narrative	Writing	Rubric:	Third	Grade
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Name:	Date:
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	Beginning to Develop		Progressing Toward the Standard		Meets the Standard		Exceeding the Standard	Comments
Scoring Elements	1	1.5	2	2.5	3	3.5	4	
Focus	Does not stay on topic		Some ideas and details support the topic		Most ideas and details support the topic		All ideas and details support topic	Points:
Content	Contains 1 of the following: Character Setting Problem Solution Is missing 3 or more of the following: Who What When Where Why		Contains 2 of the following: Character Setting Problem Solution Is missing 2 of the following: Who What When Where Why		Contains 3 of the following: Character Setting Problem Solution Is missing only 1 of the following: Who What When Where Why		Contains all of the following: Character Setting Problem Solution Contains all of the following: Who What When Why	Points:
Organization	The writing is missing 2 or more of the following: Topic sentence Supporting details Concluding sentence Transitions		The writing is missing 1 of the following: Topic sentence Supporting details Concluding sentence Transitions		The writing contains all of the following:		The writing contains all of the following: Well developed topic sentence Strong supporting details Concluding Sentence Variety of temporal words	Points:
Style	Simple sentence structure Limited vocabulary		Repetitive sentence structure Limited vocabulary		Some use of vivid words (adjectives, adverbs, verbs, nouns, and pronouns) Uses a variety of sentence structures		Variety of vivid words (adjectives, adverbs, verbs, nouns, and pronouns) Writing flows and sounds natural Use of a variety of sentence structures	Points:
Conventions	 Does not use standard writing conventions. There are errors that interfere with meaning. 		Use of standard conventions is inconsistent. There are some errors that may interfere with meaning.		Uses standard writing conventions. There are some errors but they do not interfere with meaning.		Uses standard writing conventions effectively to enhance readability. Errors are few and do not interfere with meaning.	Points: