

Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.*

	4 - Exceeds	3 - Proficient	2 - Approaching	1 - Beginning
Understanding	Narrative solidly connects to text and/or assigned topic	Narrative connects to text and/or assigned topic	Narrative connects loosely to text and/or assigned topic	Narrative does not connect to text and/or assigned topic
Organization/ Purpose	Events are focused around a central problem or tension Organizes an event sequence that unfolds naturally	Narrates a single event or several loosely linked events Tells about the events in the order in which they occurred	Relationship between events is vague or unclear Sequence of events is, at times, confusing	Events appear to be unrelated Events are told out of sequence
Elaboration	Provides a detailed and credible reaction to what happened Details and description enhance the reader's understanding of characters or events	Provides a credible reaction to what happened Uses descriptive words and phrases acquired through conversations, reading and being read to	Reaction to events is confusing or does not make sense Uses a basic vocabulary	Does not provide a reaction to events Uses a limited vocabulary
Conventions	Few, if any, errors in usage and sentence formation Effective and consistent use of grade appropriate punctuation, capitalization, and spelling	Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed Adequate use of grade appropriate punctuation, capitalization, and spelling	Frequent errors in usage may obscure meaning Inconsistent use of grade appropriate punctuation, capitalization, and spelling	Errors in usage and/or punctuation, capitalization, and spelling are frequent and severe, and meaning is often obscured

* Kindergarteners may meet the standard using a combination of drawing, dictating, and writing.

*Note: Descriptors in **bold** are taken directly from the CCSS for this grade level. Some of the language used in this rubric has been adapted from the SBAC and PAARC rubrics.*