

### Grade 3: Narrative Writing Rubric with WIDA language proficiency levels

	Entering	Emerging	Developing/Expanding	Bridging/Reaching Grade Level Mainstream
<p><b>Ideas</b></p> <p>-Writes real or imagined experiences or events <b>(W.3.3)</b></p> <p>-Introduces a narrator and characters <b>(W.3.3a)</b></p>	<p><b>1</b> ~Tells stories in L1 using labeled pictures and/or single words that tell several connected events and show main characters</p> <p><b>1</b> ~Uses sentence frames or starters to tell a story</p>	<p><b>2</b> ~Tells stories using labeled pictures that tell several connected events and show main characters</p> <p><b>2</b> ~Uses graphic organizers and sentence stems to support writing</p>	<p><b>3</b> ~Writes real or imagined experiences or events with a graphic organizer</p> <p><b>3</b> ~Includes a narrator and characters</p>	<p><b>4</b> ~Writes real or imagined experiences or events</p> <p><b>4</b> ~Introduces a narrator and characters in a way that supports the story</p>
<p><b>Organization</b></p> <p>-Writes a strong lead &amp; clear event sequences <b>(W.3.3a)</b></p> <p>-Effectively uses dialogue to show characters feelings <b>(W.3.3b)</b></p> <p>-Uses appropriate transition words <b>(W.3.3c)</b></p> <p>-Writes a conclusion that ties the events <b>(W.3.3d)</b></p>	<p><b>1</b> ~Attempts to begin a story in L1 and/or using pictures/single words</p> <p><b>1</b> ~Attempts to convey sequence in L1, or with pictures and labels using a word bank</p> <p><b>1</b> ~ May attempt to show characters' feelings</p> <p><b>1</b> ~May attempt to finish a story with formulaic ending (i.e. the end)</p>	<p><b>2</b> ~Attempts to begin a story</p> <p><b>2</b> ~Attempts to convey events in sequence with pictures and labels or with practiced transition words (first, next, then)</p> <p><b>2</b> ~Begins to show characters feelings</p> <p><b>2</b> ~May attempt to finish a story using sentence frames or starters</p>	<p><b>3</b> ~Writes a beginning</p> <p><b>3</b> ~ Begins to use some dialogue</p> <p><b>3</b> ~ Shows characters feelings</p> <p><b>3</b> ~Uses some routine transition words to connect event sequences</p> <p><b>3</b> ~Writes a recognizable conclusion</p>	<p><b>4</b> ~Writes a strong lead.</p> <p><b>4</b> ~Uses descriptive words and phrases to show characters' feelings</p> <p><b>4</b> ~Uses purposeful dialogue</p> <p><b>4</b> ~Uses varied transition words to connect clear event sequences</p> <p><b>4</b> ~Writes a well-formulated conclusion that ties the events</p>
<p><b>Sentence Fluency</b></p> <p>-Forms and uses variety of sentences (simple, compound, complex, prepositional phrases and time clauses) <b>(W.3.3c), (L.3.11)</b></p>	<p><b>1</b> ~May write sentences with common verbs (is/are; have/has) using a sentence frame, single words and/or copied text</p>	<p><b>2</b> ~Communicates with single words, phrases, or short sentences.</p> <p><b>2</b> ~Uses formulaic or practiced sentences.</p> <p><b>2</b> ~May attempt to show time</p>	<p><b>3</b> ~Uses some sentence variety (simple, compound, complex)</p> <p><b>3</b> ~Attempts to use some prepositional phrases</p> <p><b>3</b> ~Uses one or more time clauses with a word bank</p>	<p><b>4</b> ~Varies sentence structure to make the piece more interesting to read (simple, compound, complex)</p> <p><b>4</b> ~Uses a range of prepositional phrases</p> <p><b>4</b> ~ Uses varied time clauses</p>
<p><b>Word Choice</b></p> <p>-Includes character description <b>(W.3.3b)</b></p> <p>-Uses strong verbs <b>(L.3.1d,e)</b></p> <p>-Uses specific vocabulary and phrases <b>(L.3.3A) (L.3.6)</b></p>	<p><b>1</b>~Uses common vocabulary</p>	<p><b>2</b> ~Uses common verbs</p> <p><b>2</b> ~Uses simple adjectives and adverbs</p> <p><b>2</b> ~Uses some specific content words with the support of a word bank</p>	<p><b>3</b> ~Uses common verbs and some stronger ones</p> <p><b>3</b> ~Uses common adjectives and adverbs and some more descriptive ones</p> <p><b>3</b> ~Uses some specific/technical vocabulary</p>	<p><b>4</b> ~Uses strong, vivid verbs</p> <p><b>4</b> ~Uses a range of adjectives and adverbs</p> <p><b>4</b> ~Uses specific vocabulary and phrases.</p>

<p><b>Voice</b> -Builds toward particular tone -Writes for a particular audience <b>(W.3.4)</b></p>	<p><b>1</b> ~Draws pictures that show a specific tone</p>	<p><b>2</b> ~Pictures/writing convey a general sense of tone (surprise, fear, joy, etc.)</p>	<p><b>3</b> ~Writing attempts to convey a particular tone. <b>3</b> ~Shows some awareness of a particular audience</p>	<p><b>4</b> ~Effectively conveys voice in the writing. <b>4</b> ~Demonstrates clear awareness of a particular audience</p>
<p><b>Conventions</b> -Spells grade appropriate words correctly <b>(L.3.2.e,)</b> ~Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, etc. <b>(L.3.2f)</b>  -Uses correct capitalization <b>(L.3.2.a.)</b>  -Uses correct punctuation including commas, apostrophes and quotation marks <b>(L.3.2.b,c &amp;d)</b></p>	<p><b>1</b> ~Copies words correctly <b>1</b> ~Uses an alphabet chart or word wall to spell some words with help <b>1</b> ~May attempt capitalization. <b>1</b> ~May attempt to use end punctuation with a sentence frame</p>	<p><b>2</b> ~Spells some grade appropriate words correctly <b>2</b> ~Attempts to use spelling patterns but comprehensibility is difficult <b>2</b> ~Uses some capitalization <b>2</b> ~Uses some end punctuation</p>	<p><b>3</b> ~Spells many grade appropriate words correctly <b>3</b> ~Attempts to use spelling patterns when writing words <b>3</b> ~Most capitalization is correct <b>3</b> ~Most punctuation is correct with some attempt at commas, apostrophes or quotation marks evident if needed</p>	<p><b>4</b> ~Spells grade appropriate words correctly <b>4</b> ~Uses learned spelling patterns and generalizations when writing words (i,e, word families, position-based spellings, ending rules, etc) <b>4</b> ~Uses correct capitalization in sentences and titles <b>4</b> ~Uses correct punctuation including commas, apostrophes and quotation marks <b>if needed</b></p>

POINTS	SCORE	ELL LEVELS	Points	Score	Mainstream
1-13	1	Entering ELL	1-34	1	Does Not Meet Grade Level Expectations
14-34	2	Emerging ELL			
35-49	3	Developing ELL	35-63	2	Approaches Grade Level Expectations
50-63	4	Expanding ELL			
64-76	5/6	Bridging/Reaching ELL	64-76	3	Meets Grade Level Expectations