

### Grade 4: Narrative Writing Rubric with WIDA language proficiency levels

	Entering	Emerging	Developing/Expanding	Bridging/Reaching Grade Level Mainstream
<p><b>Ideas</b> Writes real or imagined experiences or events (W.4.3) Introduces a narrator and characters (W.4.3a)</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 <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 <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 <b>3</b> ~Includes a narrator and characters</p>	<p><b>4</b> ~Writes real or imagined experiences or events <b>4</b> ~Introduces a narrator and characters in a way that supports the story</p>
<p><b>Organization</b> Writes a strong lead &amp; clear event sequences (W.4.3a) Effectively uses dialogue to show characters feelings (W.4.3b) Uses appropriate transition words (W.4.3c) Writes a conclusion that ties the events (W.4.3e)</p>	<p><b>1</b> ~Attempts to begin a story in L1 and/or using pictures/single words <b>1</b> ~Attempts to convey sequence in L1, or with pictures and labels using a word bank <b>1</b> ~ May attempt to show characters' feelings <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 <b>2</b> ~Attempts to convey events in sequence with pictures and labels or with practiced transition words (first, next, then) <b>2</b> ~Begins to show characters feelings <b>2</b> ~May attempt to finish a story using sentence frames or starters</p>	<p><b>3</b> ~Writes a beginning <b>3</b> ~ Begins to use some dialogue <b>3</b> ~ Shows characters feelings <b>3</b> ~Uses some routine transition words to connect event sequences <b>3</b> ~Writes a recognizable conclusion</p>	<p><b>4</b> ~Writes a strong lead. <b>4</b> ~Uses descriptive words and phrases to show characters' feelings <b>4</b> ~Uses purposeful dialogue <b>4</b> ~Uses varied transition words to connect clear event sequences <b>4</b> ~Writes a well-formulated conclusion that ties the events</p>
<p><b>Sentence Fluency</b> Uses sentence varieties (simple, compound, complex, prepositional phrases and time clauses) (W.4.3c), (L.4.1e)</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. <b>2</b> ~Uses formulaic or practiced sentences. <b>2</b> ~May attempt to show time</p>	<p><b>3</b> ~Uses some sentence variety (simple, compound, complex) <b>3</b> ~Attempts to use some prepositional phrases <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) <b>4</b> ~Uses a range of prepositional phrases <b>4</b> ~ Uses varied time clauses</p>
<p><b>Word Choice</b> Includes character description (W.4.3b) Uses strong verbs (L.4.1b,c) Figurative Language (sensory details, similes, idioms) (L.4.5) Uses specific vocabulary and phrases (W.4.3d)(L.4.3) (L.4.6)</p>	<p><b>1</b>~Uses common vocabulary</p>	<p><b>2</b> ~Uses common verbs <b>2</b> ~Uses simple adjectives and adverbs <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 <b>3</b> ~Uses common adjectives and adverbs and some more descriptive ones <b>3</b> ~Uses some specific/technical vocabulary</p>	<p><b>4</b> ~Uses strong, vivid verbs <b>4</b> ~Uses a range of adjectives and adverbs <b>4</b> ~Uses specific vocabulary and phrases. <b>4</b> ~Uses figurative language</p>

<b>Voice</b> Builds toward particular tone Writes for a particular audience <b>(W.4.4)</b>	<b>1</b> ~Draws pictures that show a specific tone	<b>2</b> ~Pictures/writing convey a general sense of tone (surprise, fear, joy, etc.)	<b>3</b> ~Writing attempts to convey a particular tone <b>3</b> ~Shows some awareness of a particular audience	<b>4</b> ~Effectively conveys voice in the writing. <b>4</b> ~Demonstrates clear awareness of a particular audience
<b>Conventions</b> Spells grade appropriate words correctly <b>(L.4.2.d)</b> Uses correct capitalization <b>(L.4.2.a.)</b> Uses correct punctuation including commas and quotation marks <b>(L.4.2.b,c)</b>	<b>1</b> ~Copies words correctly <b>1</b> ~May attempt capitalization. <b>1</b> ~May attempt to use end punctuation with a sentence frame	<b>2</b> ~Spells some grade appropriate words correctly <b>2</b> ~Uses some capitalization <b>2</b> ~Uses some end punctuation	<b>3</b> ~Spells many grade appropriate words correctly <b>3</b> ~Most capitalization is correct <b>3</b> ~Most punctuation is correct with some attempt at commas or quotation marks evident if needed <b>3</b> ~ Begins to indent paragraphs	<b>4</b> ~Spells grade appropriate words correctly <b>4</b> ~Uses correct capitalization <b>4</b> ~Uses correct punctuation including commas and quotation marks <b>if needed</b> <b>4</b> ~Indents most paragraphs appropriately

POINTS	SCORE	ELL LEVELS	Points	Score	Mainstream
1-12	1	Entering ELL	1-32	1	Does not meet Grade Level Expectation
13-34	2	Emerging ELL			
35-49	3	Developing ELL	33-65	2	Approaches Grade level Expectation
50-65	4	Expanding ELL			
66-80	5/6	Bridging/Reaching ELL	66-80	3	Meets Grade level Expectation