# Narrative Writing Rubric

**Grade 1**

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<th>Narrative Focus</th>
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</table>
| 4     | The narrative, real or imagined, is clearly focused:  
• Effectively establishes a beginning, middle, and end  
• Effectively establishes characters and setting | Recounts several appropriately sequenced events:  
• Recounts several events in order from beginning to end  
• Writing demonstrates effective beginning, middle, and end  
• Writing demonstrates clear and consistent use of temporal words to signal event order | The response provides a thorough recount of events strongly related to the prompt:  
• Provides a detailed reaction to what happened | The narrative, real or imagined, clearly and effectively expresses experiences or events:  
• Effective use of details advance the story | The narrative, real or imagined, demonstrates a strong command of conventions:  
• Few, if any, errors, in usage  
• Effective and consistent use of punctuation, capitalization, and spelling |
| 3     | The narrative, real or imagined, is adequately focused:  
• Adequately establishes a beginning, middle, and end | Recounts two or more appropriately sequenced events:  
• Adequate sequence of events from beginning to end.  
• Adequate beginning, middle, and end  
• Clear use of temporal words to signal event order | The response provides a recount of events related to the prompt:  
• Provides a reaction to what happened | The narrative, real or imagined, adequately expresses experiences or events:  
• Adequate use of details advance the story | The narrative, real or imagined, demonstrates an adequate and growing command of conventions:  
• Some errors in usage but no systematic pattern of errors is displayed  
• Adequate use of punctuation, capitalization, and spelling |
| 2     | The narrative, real or imagined, is somewhat maintained and may have a minor drift in focus:  
• May be missing a beginning, middle, or end | Recounts sequenced events:  
• Uneven sequence of events from beginning to end.  
• Opening and closure, if present are weak.  
• Weak connection among ideas | The response provides a recount of events somewhat related to the prompt:  
• A reaction (if any) to what happened is unclear or vague | The narrative, real or imagined, unevenly expresses experiences or events:  
• Partial or weak use of details may not advance the story | The narrative, real or imagined, demonstrates a partial command of conventions:  
• Frequent errors in usage may obscure meaning.  
• Inconsistent use of punctuation, capitalization, and spelling |
| 1     | The narrative, real or imagined, may be maintained but may provide little or no focus:  
• May have a major drift | Recounts events:  
• Sequence of events, if present, is unclear and interferes with comprehension  
• No clear beginning or ending  
• Missing connections among ideas | The response provides events unrelated to the prompt:  
• Use of narrative techniques is minimal, absent, in error, or irrelevant. | The narrative, real or imagined, expression of ideas, is vague, lacks clarity or is confusing:  
• Uses limited language | The narrative, real or imagined, demonstrates a lack of command of conventions:  
• Errors are frequent and severe; meaning is often obscured  
• Use of punctuation and spelling is not evident |
| 0     | A response gets no credit if it provides no evidence of the ability to write a narrative | | | | |

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