

NORTH CAROLINA CATHOLIC SCHOOLS
Fourth Grade Narrative Writing Rubric

	Unsatisfactory 1	Developing 2	Effective 3	Strong 4
Prompt (Main Event)	The writer attempts to address the prompt.	The writer addresses the prompt.	The writer clearly addresses the prompt.	The writer uniquely addresses the prompt.
Organization	<p>The writer may exhibit skeletal control of organization.</p> <ul style="list-style-type: none"> No lead or conclusion Sequencing not present No awareness of pacing Hard to follow 	<p>There is some evidence of organization. (beginning, middle, & end)</p> <ul style="list-style-type: none"> Ineffective lead or conclusion Some sequencing apparent Pacing awkward Some attempt at structure 	<p>Organization is coherent and reasonable.</p> <ul style="list-style-type: none"> Predictable lead & conclusion Logical sequencing Smooth flow Pacing under control 	<p>The organization demonstrates advanced strategies and overall completeness.</p> <ul style="list-style-type: none"> Inviting introduction Masterful sequencing Artful pacing Satisfying conclusion
Language	<p>Word choice is simple and irrelevant.</p> <ul style="list-style-type: none"> Simple vocabulary Incorrect word usage No figurative language Words do not convey meaning 	<p>Word choice is limited.</p> <ul style="list-style-type: none"> Generally correct word selection Attempts: interesting words Words convey general meaning Repetitive language Listing 	<p>Elaboration is evident through use of words that make the message clear.</p> <ul style="list-style-type: none"> Some figurative language Active verbs & precise nouns Transition words A moment or two of sparkle 	<p>Evidence of vivid and specific language which smoothly ties ideas together.</p> <ul style="list-style-type: none"> Powerful and engaging words Accurate & precise wording Language creates meaningful images
Command	<p>The response exhibits a lack of command of narrative writing.</p> <ul style="list-style-type: none"> Limited information Vague details Random thoughts 	<p>The response exhibits a weak command of writing.</p> <ul style="list-style-type: none"> Weak supporting details Sporadic details Reader left with many unanswered questions Glimmer of main point 	<p>The response exhibits effective command of narrative writing.</p> <ul style="list-style-type: none"> Reasonably clear ideas Credible details with some support 	<p>The response exhibits a strong command of narrative writing.</p> <ul style="list-style-type: none"> Clear & focused narrative Relevant, accurate details Polished rhythm, cadence, & flow

NS- Not scorable. A writer produces a blank sheet of paper, the main event (prompt) is not addressed, or the student repeated or paraphrased the prompt. The response may be illegible or incoherent.

DIOCES OF CHARLOTTE CATHOLIC SCHOOLS
Fourth Grade Opinion Writing Rubric 2018-2019,

	1 - Below Grade Level	2 - Basic/Developing	3 - Effective/At Grade Level	4 - Advanced/Exceeds Expectations
Opinion	<p>The writer attempts to state an opinion about the topic.</p> <ul style="list-style-type: none"> No supporting sentences 	<p>The writer expresses a weak opinion about the topic.</p> <ul style="list-style-type: none"> Supporting sentences are weak and/or unclear 	<p>The writer clearly states an opinion about the topic.</p> <ul style="list-style-type: none"> Reasons supported by details Opinion and reasons linked using transitional words Concluding statement or section relevant to the opinion 	<p>The writer strongly states an opinion about the topic.</p> <ul style="list-style-type: none"> Creatively stated Distinctive use of language Logically ordered reasons supported by details
Organization and Focus	<p>The writer exhibits little to no evidence of organization.</p> <ul style="list-style-type: none"> No lead or concluding sentence No sequencing Weak and/or no supporting details Disjointed ideas 	<p>The writer shows some evidence of organization.</p> <ul style="list-style-type: none"> Simple lead and/or concluding sentence Erratic sequencing Simple supporting details that follow a logical order 	<p>The organization is coherent and reasonable.</p> <ul style="list-style-type: none"> Developed lead and concluding sentences/paragraphs Logical sequencing Transitional words used to move from one detail to the next 	<p>The organization is advanced and exhibits overall completeness.</p> <ul style="list-style-type: none"> Inviting introduction and conclusion Well-developed sequencing with smooth transitions Reasons with associated details Indentations used for each new paragraph
Language and Command	<p>The writer exhibits skeletal control of writing.</p> <ul style="list-style-type: none"> Simple vocabulary Run-on sentences and/or fragments Incorrect use of sentence conventions Many spelling errors 	<p>The writer exhibits a weak command of writing.</p> <ul style="list-style-type: none"> Basic vocabulary Simple sentences and/or repetitive sentence structure Spelling errors in simple words 	<p>The writer exhibits an effective command of writing.</p> <ul style="list-style-type: none"> Effective vocabulary Variety of complete sentences used Grade appropriate words spelled correctly 	<p>The writer exhibits a strong command of writing.</p> <ul style="list-style-type: none"> Relevant, accurate vocabulary Strong supporting details Variety of compound and/or complex sentences Grammar consistently correct Most words spelled correctly

NS (Non scorable) - A writer produces a blank sheet of paper, the opinion is not stated, or the opinion does not address the prompt. The response may be illegible or incoherent.