Name_____   Date _____

Personal Narrative Rubric for Beginning of Third Grade

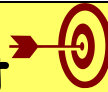|	Below	On Target	Above
Ideas	• Does not write about an idea from personal experience • Writes about an idea from personal experience but may include elements of fantasy such as talking animals or aliens • Strays off the main idea • Details are limited or non-existent	• Writes about an idea from personal experience • Stays on topic • Adds 2-3 details that support the main idea	• Relates a personal experience in a clear, well-developed manner • Introduces characters and a setting • Uses several details to develop the story and show characters' actions and responses throughout
Organization (structure)	• The beginning, middle and/or end are not clear • Story may not be told in order • Sequential words like first, then, and next are not used	• Lead is engaging • Middle is evident and includes the heart of the story • Attempts a closing that wraps up the story • Events unfold in order • Uses sequential words like first, next, then, and finally	• Lead is engaging and relevant • Middle is well-developed and includes the heart of the story • Closing is fitting and effectively wraps up the story • Attempts paragraphs • Event unfold in order • Uses sequential words like first, next, then, and finally
Voice/ Word Choice	• Does not write in first person • Uses a limited amount of words to express feelings/ emotions • Limited use of adjectives to describe people and places	• Writes in first person • Uses some descriptive words to describe characters, places, feelings and actions • Chooses words that put a clear image in the reader's mind	• Writes a first person narrative with a wide variety of adjectives and adverbs to describe people, places, things and actions • Uses dialogue to demonstrate character's thoughts and feelings
Sentence Fluency	• Writes several short simple sentences without variation • May start sentences repeatedly with the same word • Includes several run on sentences or fragments	• Includes both simple and compound sentences • Sentence beginnings vary • Sentences flow smoothly • Writes mostly in complete sentences • Run-on or fragments do not distract from writer's message	• Includes both simple and compound sentences • Sentence structure and length are varied. • Sentence beginnings vary and sentences flow smoothly. • Writes in complete sentences without run-ons or fragments
Grammar and Conventions	• Spelling errors can interfere with meaning • Beginnings of sentences and the word I are not capitalized consistently • Ending punctuation is used, but not consistently • Errors in grammar may interfere with meaning • Print maybe illegible • Incorrect spacing of letters	• Spells most grade level high-frequency words correctly • Capitalizes the word I, beginnings of sentences, and proper nouns correctly • Uses ending punctuation correctly • Print is legible with proper spacing • Grammar is used correctly most of the time; errors do not affect meaning.	• Spells grade-level high frequency words correctly. • Capitalizes the word I, beginnings of sentences, proper nouns, quotes and titles correctly • Uses ending punctuation correctly as well as commas and quotation marks • Grammar and/or usage mistakes do not affect meaning.

*On-target goals for the beginning of third grade are taken from Common Core second grade expected exit outcomes.

Personal Narrative Rubric for Third Grade Exit Outcomes

	Below	On Target	Above
Ideas	• Does not write about an idea from personal experience • Writes about an idea from personal experience but may include elements of fantasy such as talking animals or aliens • Strays off the main idea • Details are limited or non-existent	• Relates a personal experience in a clear, well-developed manner • Introduces characters and a setting • Uses several details to develop the story and show characters' actions and responses	• Relates a personal experience in a clear, well-developed manner • Characters are well-developed and important to the main idea • Uses dialogue and details throughout that are relevant, accurate and interesting
Organization (structure)	• Beginning may be engaging but not relevant or relevant but not engaging • Middle is evident but may not be well-developed • Ending does not wrap up the story effectively • Events do not unfold in order • Sequential words like first, then, and next are not used or used sporadically	• Lead is engaging and relevant • Middle is well-developed and includes the heart of the story • Closing is fitting and effectively wraps up the story • Attempts paragraphs • Event unfold in order • Includes sequential words like first, next, then, and finally	• Lead is engaging and relevant • Events are well-developed and unfold sequentially in paragraph form • Closing is reflective and gives a satisfactory conclusion • Includes a variety of transition words, phrases and clauses to show sequence of events.
Voice/ Word Choice	• Written in second or third person • Uses a limited amount of words to express feelings/emotions • Limited use of adjectives to describe people and places	• Writes a first person narrative with a wide variety of adjectives and adverbs to describe people, places, things and actions • Uses dialogue to demonstrate character's thoughts and feelings	• Writes a first person narrative with deliberately chosen words and sensory language • Speaks directly to the reader, clearly conveying their message
Sentence Fluency	• Writes short, simple sentences without variation • Several sentences may start with the same word • Sentences do not flow smoothly • Includes run on sentences or fragments	• Includes both simple and compound sentences • Sentence structure and length vary. • Sentence beginnings vary and sentences flow smoothly • Writes in complete sentences without run-ons or fragments	• Sentence structure and length vary • Uses a wide range of sentence types such as declarative, imperative and exclamatory. • Writes in complete sentences without run-ons or fragments
Grammar and Conventions	• Spelling errors can interfere with meaning • Beginnings of sentences, the word "I," and proper nouns are not capitalized consistently • Correct ending punctuation is not used consistently • Errors in grammar may interfere with meaning • Print maybe illegible • Incorrect spacing of letters	• Spells grade-level high frequency words correctly. • Capitalizes the word I, beginnings of sentences, proper nouns, quotes and titles correctly • Uses ending punctuation correctly as well as most commas and quotation marks • Grammar and/or usage mistakes do not affect meaning.	• Spells grade-level high frequency words correctly. • Demonstrates command of capitalization • Demonstrates command of punctuation • Demonstrates command of grammar and word usage

*On-target goals for the end of third grade are taken from Common Core third grade expected exit outcomes.