

**Georgia Grade 3 Writing Assessment: Scoring Rubric**  
**NARRATIVE WRITING**

**Domain 1: Ideas** - The degree to which the writer establishes a focus and develops the main points with examples, facts, anecdotes, and details.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Focus	Little or no evidence of focus, purpose, or point of view	Generally consistent focus; some evidence of a purpose and point of view	Sustained focus on the narrative purpose; consistent point of view
Supporting Details	Details and descriptions are limited and may be irrelevant	Includes some relevant details and descriptions	Relevant details and descriptions are included throughout the paper
Character Development	Character(s) are named or listed rather than developed	Begins to develop main character(s) through action and dialogue	Develops main character(s) through action, dialogue, and/or description
Development/Completeness	Insufficient information to tell a story	Sufficient information to tell a story	Complete information; the events of the story are well developed

**Domain 2: Organization** - The degree to which the ideas are arranged in a clear order with a beginning, middle, and end.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Organizational Pattern (Beginning, Middle, End)	Little or no evidence of an organizational pattern	Contains a beginning, middle, and end; one part of the paper may not be as strong as the others	Clear narrative organizational pattern with a strong beginning, middle, and end
Chronological Sequence of Ideas	Little or no evidence of sequencing	Ideas are generally presented in a chronological sequence	Chronological sequencing of ideas within and across parts of the paper
Transitions	Little or no evidence of transitions	Transitions are used but may not be varied	Transitions are used consistently and effectively throughout the paper

**Domain 3: Style** - The degree to which the writer controls language to capture the reader's interest.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Word Choice	Language is simple, repetitive, or imprecise; little or no interesting language	A mixture of simple, ordinary language and interesting language (e.g., descriptive language, sensory details, strong verbs)	Sustained use of interesting language (e.g., descriptive language, sensory details, strong verbs)
Audience Awareness	Little or no awareness of audience	Some attention to the audience; some sense of the writer's voice	Attention to the audience in the beginning, middle, and end; writer's voice is clear and appropriate

## Third Grade Narrative Rubric Chart

Record the corresponding W2 Elements in this column

<b>Domain 1: Ideas</b>	
Component: Focus	b. Sustains a focus
Component: Supporting Details	
Component: Character Development	
Component: Development/Completeness	
<b>Domain 2: Organization</b>	
Component: Organizational Pattern (B, M, E)	
Component: Chronological Sequence of Ideas	
Component: Transitions	
<b>Domain 3: Style</b>	
Component: Word Choice	
Component: Audience Awareness	

### **ELA 3W2: The student produces a narrative that:**

- a. Captures a reader's interest by writing both personal and fantasy/imaginary stories, setting a purpose, and developing a point of view.
- b. Sustains a focus.
- c. Includes the appropriate purpose, expectations, and length for the audience and genre.
- d. Uses sensory details and other literary language to communicate setting, characters, and plot.
- e. Uses appropriate organizational structures to ensure coherence (well developed beginning, middle, and end, and sequence of events) and strategies (transition words/phrases and time cue words).
- f. Develops characters through action and dialogue.
- g. Provides a sense of closure.
- h. May include prewriting.
- i. May include a revised and edited draft.
- j. May be published.