

CHICAGO PUBLIC SCHOOLS
Young Authors Scoring Rubric – Narrative

Primary Grades K-3

4 = Superior (Exceeding) 3 = Adequate (Meeting) 2 = Partial (Approaching) 1 = Minimal (Starting)

Features	Descriptors	4	3	2	1		
<i>Focus</i>	<ul style="list-style-type: none"> ▪ Chaining or picture-connected sentences are evident ▪ Story is built around a single event or several events in loosely linked sequence ▪ Motive and/or mood are developed ▪ Use of narrative elements, such as familiar story line, repeated phrases, and rhyme are evident ▪ Story stays centered on topic ▪ Characters are appropriate to the world constructed in the writing 						
<i>Support/Elaboration</i>	<ul style="list-style-type: none"> ▪ Literacy or storybook language is sometimes used in addition to original expressions ▪ Major ideas are expressed ▪ Writing is natural, often similar to oral language ▪ Descriptive details are sustained through the use of pictures and other graphic symbols 						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; text-align: center;">Word Choice</td> <td> <ul style="list-style-type: none"> ▪ Everyday words, including transitional words, drive the ideas ▪ Words are sometimes repeated for emphasis ▪ Phonetic spelling expands expression of ideas </td> </tr> </table>	Word Choice	<ul style="list-style-type: none"> ▪ Everyday words, including transitional words, drive the ideas ▪ Words are sometimes repeated for emphasis ▪ Phonetic spelling expands expression of ideas 				
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<i>Organization</i>	<ul style="list-style-type: none"> ▪ Story has a point of entry and a sense of closure ▪ Story is based on a problem ▪ Story reflects a sense of time and place 						
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<i>Conventions</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; text-align: center;">Relative to Stage of Development</td> <td> <ul style="list-style-type: none"> ▪ Capitals are used in sentence beginnings and proper names (other words may reflect capitalization experimentation) ▪ End punctuation is correctly used (other words may reflect punctuation experimentation) ▪ Writing reflects a growing awareness of spacing between words </td> </tr> </table>	Relative to Stage of Development	<ul style="list-style-type: none"> ▪ Capitals are used in sentence beginnings and proper names (other words may reflect capitalization experimentation) ▪ End punctuation is correctly used (other words may reflect punctuation experimentation) ▪ Writing reflects a growing awareness of spacing between words 				
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<i>Presentation</i>	<ul style="list-style-type: none"> ▪ Visual aids strengthen text ▪ Cover design and construction complement the text ▪ Cover page is present ▪ Binding is secure and student-created ▪ Text is legible 						