

STATE ASSESSMENT RUBRICS

Smarter Balanced Narrative Performance Task Writing Rubric (Grades 3-8)

Grades 3-8

10 points total

3 criteria

SBAC

State assessment rubrics

The SBAC Smarter Balanced Narrative Performance Task Writing Rubric (Grades 3-8) scored out of 10 points across 3 criteria, for narrative writing at grades 3-8.

SOURCE AND ATTRIBUTION

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<https://portal.smarterbalanced.org/library/en/performance-task-writing-rubric-narrative.pdf>

How it is scored

CRITERION	POINTS	LEVELS
Organization/Purpose	4	4
Development/Elaboration	4	4
Conventions	2	3
Total	10	

The full rubric

Organization/Purpose · 4 points

SCORE	WHAT EARNS IT
4 pts	The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout: an effective plot helps to create a sense of unity and completeness; effectively establishes a setting, narrator/characters, and/or point of view*; consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas; natural, logical sequence of events from beginning to end; effective opening and closure for audience and purpose.
3 pts	The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained: an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected; adequately establishes a setting, narrator/characters, and/or point of view*; adequate use of a variety of transitional strategies to clarify the relationships between and among ideas; adequate sequence of events from beginning to end; adequate opening and closure for audience and purpose.

SCORE	WHAT EARNS IT
2 pts	The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus: there may be an inconsistent plot, and/or flaws may be evident; unevenly or minimally establishes a setting, narrator/characters, and/or point of view*; uneven use of appropriate transitional strategies and/or little variety; weak or uneven sequence of events; opening and closure, if present, are weak.
1 pt	The organization of the narrative, real or imagined, may be maintained but may provide little or no focus: there is little or no discernible plot or there may just be a series of events; may be brief or there is little to no attempt to establish a setting, narrator/characters, and/or point of view*; few or no appropriate transitional strategies may be evident and may cause confusion; little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident; opening and/or closure may be missing or unsatisfactory.

Development/Elaboration · 4 points

SCORE	WHAT EARNS IT
4 pts	The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and/or description: experiences, characters, setting and/or events are clearly developed; connections to source materials may enhance the narrative; effective use of a variety of narrative techniques that advance the story or illustrate the experience; effective use of sensory, concrete, and figurative language that clearly advances the purpose; effective, appropriate style enhances the narration.
3 pts	The narrative, real or imagined, provides adequate elaboration using details, dialogue, and/or description: experiences, characters, setting, and/or events are adequately developed; connections to source materials may contribute to the narrative; adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience; adequate use of sensory, concrete, and figurative language that generally advances the purpose; generally appropriate style is evident.
2 pts	The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and/or description: experiences, characters, setting, and/or events are unevenly developed; connections to source materials may be ineffective, awkward, or vague but do not interfere with the narrative; narrative techniques are uneven and inconsistent; partial or weak use of sensory, concrete, and figurative language that may not advance the purpose; inconsistent or weak attempt to create appropriate style.
1 pt	The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description: experiences, characters, setting, and/or events may be vague, lack clarity, or confusing; connections to source materials, if evident, may detract from the narrative; use of narrative techniques may be minimal, absent, incorrect, or irrelevant; may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose; little or no evidence of appropriate style.

Conventions · 2 points

SCORE	WHAT EARNS IT
2 pts	The response demonstrates an adequate command of conventions: adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling.
1 pt	The response demonstrates a partial command of conventions: limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling.
0 pts	The response demonstrates little or no command of conventions: infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling.

Scoring record

Student	Assignment	Date
CRITERION	SCORE	COMMENTS
Organization/Purpose	/ 4	
Development/Elaboration	/ 4	
Conventions	/ 2	
Total	/ 10	

Free to print and share. The readable version, and a grader that scores an essay against this rubric, are at nudgelearn.app/rubrics/sbac-narrative-3-8