Production of Writing: NM-MSSA Narrative Writing Rubric (Grades 3–5)

	Score Point 4	Score Point 3	Score Point 2	Score Point 1
	The Writing:			
Development/ Content	• Presents a narrative that develops real or imagined experiences or events that consistently address the task. • Develops the narrative using consistently descriptive details. • Uses consistently effective and varied narrative techniques (dialogue, description, pacing)* to develop experiences and events or show the responses of characters to situations.	• Presents a narrative that develops real or imagined experiences or events that generally address the task. • Develops the narrative using mostly descriptive details. • Uses generally effective and somewhat varied narrative techniques (dialogue, description, pacing)* to develop experiences and events or show the responses of characters to situations.	• Presents a narrative that develops real or imagined experiences or events that partially address the task. • Develops the narrative using some descriptive details. • Uses partially effective and/or limited narrative techniques (dialogue, description, pacing)* to develop experiences and events or show the responses of characters to situations.	• Attempts to present a narrative that develops real or imagined experiences or events but minimally addresses the task. • Attempts to develop the narrative but uses few descriptive details, if any. • Attempts to use narrative techniques (dialogue, description, pacing)* to develop experiences and events or show the responses of characters to situations, but these are not effective and/or varied.
Organization/ Focus	• Effectively orients the reader by clearly establishing a situation and introducing a narrator and/or characters. • Consistently organizes an event sequence that unfolds naturally. • Provides a conclusion that clearly follows from the narrated experiences or events. • Consistently demonstrates effective use of a wide variety of transitional words and phrases to manage the sequence of events.*	• Adequately orients the reader by generally establishing a situation and introducing a narrator and/or characters. • Generally organizes an event sequence that unfolds naturally. • Provides a conclusion that generally follows from the narrated experiences or events. • Generally demonstrates effective use of a variety of transitional words and phrases to manage the sequence of events.*	• Attempts to orient the reader by partially establishing a situation and/or introducing a narrator and/or characters. • Partially organizes an event sequence that unfolds naturally. • Provides a conclusion that partially follows from the narrated experiences or events. • Sometimes demonstrates varied and effective use of transitional words and phrases to manage the sequence of events.*	• May attempt to orient the reader by minimally establishing a situation and/or introducing a narrator and/or characters. • Minimally organizes an event sequence that unfolds naturally. • Provides a conclusion that minimally follows or does not follow from the narrated experiences or events. • Rarely demonstrates/does not demonstrate use of varied or effective transitional words and phrases to manage the sequence of events.*
Language	• Consistently uses concrete words and phrases and sensory details to convey experiences and events.	• Frequently uses concrete words and phrases and sensory details to convey experiences and events.	• Sometimes uses concrete words and phrases and sensory details to convey experiences and events.	• Rarely uses/does not use concrete words and phrases and sensory details to convey experiences and events.

Use of Conventions: NM-MSSA Conventions Rubric (Grades 3–8)

	Score Point 3	Score Point 2	Score Point 1
	The Writing:		
Grammar/ Usage	• Demonstrates general command of standard English grammar and usage.	• Demonstrates partial command of standard English grammar and usage.	• Demonstrates little command of standard English grammar and usage.
Mechanics	• Demonstrates general command of standard English conventions relative to the length and complexity of the text. • May have minor or infrequent errors that do not interfere with meaning or confuse the reader.	• Demonstrates partial command of standard English conventions relative to the length and complexity of the text. • May have errors or patterns of errors that somewhat interfere with meaning or confuse the reader.	• Demonstrates little command of standard English conventions relative to the length and complexity of the text. • May have errors that interfere with meaning or confuse the reader.

*Specific expectations vary by grade.