

GRADE 5 – NARRATIVE WRITING TEACHER RUBRIC

	4 (Exceeds expectations)	3 (Meets expectations)	2 (Partially meets expectations)	1 (Does not yet meet expectations)
Focus on Task and Text	<ul style="list-style-type: none"> <input type="checkbox"/> Provides thorough responses to all elements of the prompt (ns) <input type="checkbox"/> Maintains a tone that is appropriate to the task and audience; maintains focus throughout (ns) <input type="checkbox"/> If prompt is text-based: demonstrates insight into a topic or text(s) by discussing relevant events, themes or central ideas, and/or other elements of the text (W.6.9) 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides complete responses to all elements of the prompt (ns) <input type="checkbox"/> Establishes a tone that is appropriate to the text and audience (ns) <input type="checkbox"/> If prompt is text-based: demonstrates comprehension of a topic or text(s) by discussing relevant events, themes, or central ideas in detail (W.5.9) 	<ul style="list-style-type: none"> <input type="checkbox"/> Responds to only some elements of the prompt, or partial responses to all elements of the prompt (ns) <input type="checkbox"/> Establishes a tone that is appropriate at times to the text and audience (ns) <input type="checkbox"/> If prompt is text-based: demonstrates comprehension of a topic or text(s) by discussing themes or central ideas (W.4.9) 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not respond to any elements of the prompt; veers off topic (ns) <input type="checkbox"/> Establishes a tone that is appropriate at times to the text and audience (ns) <input type="checkbox"/> If prompt is text-based: demonstrates limited comprehension of a topic or text(s) by discussing central ideas and/or details with some errors (W.4.9)

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Organization	<ul style="list-style-type: none"> Engages and orients the reader by establishing a setting/situation and introducing a narrator and/or characters (W.6.3a) Organizes a clear event sequence that unfolds naturally and logically to reveal the central problem and solution (W.6.3.A) Uses at least two narrative techniques, such as dialogue, pacing, and descriptions, to develop experiences, events, and/or characters (W.6.3.B) Uses several transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (W.6.3.C) Provides a clear conclusion that follows from narrated experiences or events (W.6.3.E) 	<ul style="list-style-type: none"> Orients the reader by introducing a narrator and/or characters and a setting/situation (W.5.3.A) Organizes a clear event sequence that unfolds naturally to reveal the problem and solution (W.5.3.A) Uses at least two narrative techniques, such as dialogue and descriptions of actions, to develop experiences, events, and/or characters (W.5.3.B) Uses different transition words, phrases, and clauses to convey sequence (W.5.3.C) Provides a conclusion that follows from narrated experiences or events (W.5.3.E) 	<ul style="list-style-type: none"> Orients the reader by introducing a narrator and/or character (W.5.3.A) Organizes an event sequence that may be confusing or have some gaps in discussion of the problem and solution (W.5.3.A) Uses narrative techniques for character development and event sequence, with some errors or irrelevancies (W.5.3.B) Uses transition words, phrases, and clauses inconsistently to convey sequence, with some errors (W.5.3.C) Provides a basic conclusion that partially follows from narrated experiences or events, with some errors or gaps (W.5.3.E) 	<ul style="list-style-type: none"> Orients the reader by introducing a narrator, and/or character in an unclear way (W.5.3.A) Organizes an event sequence that is confusing or that reveals the problem and solution in a way that confuses readers (W.5.3.A) Uses narrative techniques without relevant support for character development and event sequence Uses repetitive transition words, phrases, and clauses or may use them inaccurately (W.5.3.C) Attempts to provide a sense of conclusion but does so in an unclear way, with some errors and unresolved issues (W.5.3.E)

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Development and Support	<input type="checkbox"/> Uses precise words and phrases and sensory details that create a mood, bring a resolution, and take the narrative beyond general plot points and convey experiences and events (W.6.3.D)	<input type="checkbox"/> Uses concrete words and phrases and sensory details that take the narrative beyond general plot points and convey experiences and events (W.5.3.D)	<input type="checkbox"/> Uses some general words and phrases and details that take the narrative beyond general plot points, with some errors (W.5.3.D)	<input type="checkbox"/> Uses generic language and sensory details with frequent generalities and gaps (W.5.3.D)			
	<input type="checkbox"/> Develops the narrative by gathering specific, relevant information from print and digital sources; quotes or paraphrases information from others and includes attributions to the source (W.6.8)	<input type="checkbox"/> Develops the narrative by recalling relevant detailed information from experiences and/or by gathering relevant information from print and digital sources; summarizes or paraphrases information used (W.5.8)	<input type="checkbox"/> Develops the narrative by recalling information from experiences or by gathering general relevant information from print and digital sources; summarizes or paraphrases incompletely or with inaccuracies (W.5.8)	<input type="checkbox"/> Develops the narrative by recalling details from experiences or gathers information from print and digital sources that are somewhat irrelevant or unrelated to the narrative; summarizes or paraphrases with frequent gaps or inaccurately (W.5.8)			
	<input type="checkbox"/> Provides a clear description of the setting as part of the narrative structure and to add meaning to the text (ns)	<input type="checkbox"/> Provides a clear description of the setting as part of the narrative structure (ns)	<input type="checkbox"/> Provides some description of the setting as part of the narrative structure (ns)	<input type="checkbox"/> Provides very little or no description of the setting as part of the narrative structure (ns)			
	<input type="checkbox"/> Alludes specifically to a future event in the text (ns)	<input type="checkbox"/> Generally alludes to a future event in the text (ns)	<input type="checkbox"/> Attempts to allude to a future event in the text, with some errors (ns)	<input type="checkbox"/> Does not allude to a future event in the text			
Language	<input type="checkbox"/> Uses nuanced academic and domain-specific vocabulary that is clearly appropriate for the audience and purpose (L.6.6)	<input type="checkbox"/> Uses precise language and domain-specific vocabulary that is appropriate for the audience and purpose (L.5.6)	<input type="checkbox"/> Uses general vocabulary that is appropriate for the audience and purpose (L.5.6)	<input type="checkbox"/> Uses general academic vocabulary that is unclear or inappropriate to the audience and purpose (L.5.6)			
	<input type="checkbox"/> Uses language effectively to clarify ideas, attending to the norms and conventions of the discipline and writing mode (L.6.3)	<input type="checkbox"/> Uses language effectively to clarify ideas, attending to the norms and conventions of the discipline and writing mode (L.5.3)	<input type="checkbox"/> Uses language to clarify ideas, attending to the norms and conventions of the discipline and genre, with occasional errors (L.5.3)	<input type="checkbox"/> Varies sentence patterns occasionally for interest and effect, with some fragments and run-ons (L.5.3.A)			
	<input type="checkbox"/> Varies sentence patterns for meaning, reader/listener interest, and style, while maintaining consistency in style and tone (L.6.3.A)	<input type="checkbox"/> Varies sentences for meaning, reader/listener interest, and style by expanding, combining, and reducing sentences (L.5.3.A)	<input type="checkbox"/> Varies sentence patterns occasionally, including simple, compound, and complex sentences; avoids inappropriate fragments and run-ons (L.5.3.A)	<input type="checkbox"/> Uses informal language where a formal tone is called for; fails to attend to the norms and conventions of the discipline (L.5.3)			

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Conventions	<ul style="list-style-type: none"> Shows proficient command of grammar, mechanics, and usage, with few errors that do not impede readability or comprehension (L.6.1) Demonstrates command of the perfect verb tense and managing shifts in verb tense (L.5.1) Shows proficient command of conventions, using above-grade-level elements of capitalization, spelling, and punctuation (L.6.2) 	<ul style="list-style-type: none"> Shows command of grammar, mechanics, and usage; may include errors that do not significantly impede meaning or readability (L.5.1.B, L.5.1.C, L.5.1.D) Demonstrates command of the perfect verb tense and managing shifts in verb tense (L.5.1) Shows command at using grade-level elements of capitalization, spelling, or punctuation (L.5.2) 	<ul style="list-style-type: none"> Shows inconsistent command of grammar, mechanics, and usage; includes errors that interfere with meaning or readability (L.5.1) Demonstrates command of using modal auxiliaries and progressive tense verbs (L.4.1) Shows inconsistent command of capitalization, punctuation, and spelling; some errors interfere with meaning and/or readability (L.5.2) 	<ul style="list-style-type: none"> Shows poor command of grammar, mechanics, and usage; includes errors that significantly impede overall meaning and readability (L.5.1) Demonstrates command of forming irregular plural nouns and irregular verb forms (L.3.1) Shows poor command of capitalization, punctuation, and spelling; errors significantly impede overall meaning and readability (L.5.2)