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| **Narrative Writing Rubric****5th Grade** |
| **Score** | **Statement of Purpose / Focus** **and Organization (4-point rubric)** | **Conventions/Editing****(2-point rubric begins at score point 2)** |
| **4** | The response is fully sustained and consistently and purposefully focused:* Writes real or imagined experiences or events
* Effectively introduces narrator and/or characters
* Sequence unfolds naturally
* Use concrete words and phrases to provide descriptive details regarding what happened such as actions, thoughts, feelings, sensory details, dialogue, and pacing
* Uses a variety of temporal words, phrases, and clauses to signal event order
* Provides an effective conclusion that follows the experience or event
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| **3** | The response is adequately sustained and generally focused:* Writes real or imagined experiences or events
* Introduces narrator and/or characters
* Sequence unfolds naturally
* Use concrete words and phrases to provide descriptive details regarding what happened such as actions, thoughts, feelings, sensory details, dialogue, and pacing
* Uses a variety of temporal words and phrases to signal event order
* Provides a conclusion that follows the experience or event
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| **2** | The response is somewhat sustained, may have a minor drift in focus, an, may be missing some elements:* Writes about one real/imagined experience or event
* Minimally introduces the narrator and/or characters
* Poorly sequenced events
* Unclear, irrelevant, and/or lack of descriptive details of what happened
* Inconsistent use of temporal words
* Unclear closure
 | The response demonstrates an adequate command of conventions: * Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
* Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
* Use verb tense to convey various times, sequences, states, and conditions.
* Recognize and correct inappropriate shifts in verb tense.\*
* Use correlative conjunctions (e.g., either/or, neither/nor).
* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
* Use punctuation to separate items in a series.\*
* Use a comma to separate an introductory element from the rest of the sentence.
* Use a comma to set off the words *yes* and *no* (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
* Use underlining, quotation marks, or italics to indicate titles of works.
* Spell grade-appropriate words correctly, consulting references as needed.
* Also, language standards from previous grade levels.
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| **1** | The response may be related to the topic but may provide little or no focus:* Fails to introduce the narrator and/or characters
* Unclear sequenced events
* Limited to no details of what happened
* Limited or no use of temporal words
* No sense of closure
 | The response demonstrates partial command of conventions: * Errors in usage may obscure meaning
* Inconsistent use of punctuation, capitalization, and spelling
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| **0** |  | The response demonstrates a lack of command of conventions. |
| **NS** | Insufficient, illegible, foreign language, incoherent, off topic, or off-purpose writing |  |