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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 |  |
| **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 |  |
| **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. |
| **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 |
| **0** |  | The response demonstrates a lack of command of conventions. |
| **NS** | Insufficient, illegible, foreign language, incoherent, off topic, or off-purpose writing |  |