

Name \_\_\_\_\_

Date \_\_\_\_\_

Overall Level \_\_\_\_\_  
(Developing, Meeting, or Exceeding)

## 5<sup>th</sup> Grade Narrative Rubric – 1<sup>st</sup>/4<sup>th</sup> Quarter

	DEVELOPING	MEETING	EXCEEDING
<b>Narrative</b>	(1) Orients the reader by establishing a situation <b>or</b> introducing a narrator and/or characters.	(2) Orients the reader by establishing a situation <b>and</b> introducing a narrator and/or characters.	(3) Orients the reader by establishing <b>more than one situation</b> that ties the story together at the end.
	(1) Organizes an event sequence.	(2) Organizes an event sequence that <b>unfolds naturally</b> .	(3) Organizes a <b>complex</b> event sequence with more than one situation that <b>unfolds naturally</b> .
	(1) Uses narrative techniques, such as dialogue and description, to develop experiences and events or shows the responses of characters to situations.	(2) Uses narrative techniques, such as dialogue, description, <b>and pacing</b> , to develop experiences and events or shows the responses of characters to situations.	(3) Uses narrative techniques, such as dialogue, description, <b>and pacing</b> , to develop experiences and events <b>and</b> shows the responses of characters to situations.
	(1) Uses transitional words <b>and</b> phrases to manage the sequence of events.	(2) Uses <b>grade-level</b> transitional words, phrases, <b>and/or</b> clauses to manage the sequence of events.	(3) Uses a <b>variety</b> of <b>grade-level</b> transitional words, phrases, <b>and/or</b> clauses to manage the sequence of events.
	(1) Uses concrete words <b>and</b> phrases to convey experiences and events precisely.	(2) Uses concrete words, phrases, <b>and sensory details</b> to convey experiences and events precisely.	(3) Uses concrete words, phrases <b>and descriptive sensory details</b> to convey experiences and events precisely.
	(1) Provides a conclusion <b>unrelated</b> to the narrated experiences or events.	(2) Provides a conclusion that <b>follows</b> the narrated experiences or events.	(3) Provides a <b>complex</b> conclusion that brings all situations to a closing and <b>follows</b> the narrated experiences or events.
<b>Organization and Focus</b>	(1) Completes anywhere from <b>one to four</b> components of the writing process.	(2) Completes <b>all</b> components of the writing process (prewriting, first draft, share/revise, edit, publish).	(3) Completes <b>all</b> components of the writing process in a <b>timely manner</b> .
	(1) Uses <b>some</b> complete sentences and <b>some</b> paragraphing.	(2) Uses <b>all</b> complete sentences and <b>some</b> paragraphing <b>throughout</b> .	(3) Uses well-developed sentences of <b>varying lengths and structures</b> and <b>correct</b> paragraphing <b>throughout</b> .
	(1) <b>Parts</b> of the paper are neat and legible.	(2) <b>Entire</b> paper is neat and legible.	<i>***Once "meeting," skill is mastered.</i>
	(1) Stays on topic throughout <b>most</b> of the paper.	(2) Stays on topic throughout the <b>entire</b> paper.	(3) <b>Elaborates on topic</b> throughout the <b>entire</b> paper.
	(1) Writing reflects <b>some</b> conventions mastered that were taught this quarter, but <b>not all</b> .	(2) Writing reflects <b>all</b> conventions mastered that were <b>taught this quarter</b> . ( <i>Typically 3-4 conventions taught per quarter</i> )	(3) Writing reflects <b>all</b> conventions mastered that were taught in <b>previous</b> quarters as well as the <b>current</b> quarter. ( <i>Applies to Qtr 2-4</i> )

*\*Students who do not meet "Developing" may receive a "zero" score for that particular area. Make note of the "zero" in the left hand margin.*

**Directions:** Circle the appropriate score for each row. Add the scores in parenthesis ( ) and use the following Scoring Guide.

TOTAL Score \_\_\_\_\_

Developing (0-21)

Meeting (22-28)

Exceeding (29-32)