Grade 5: Narrative Writing Rubric *DRAFT*

Vermont Writing Collaborative

Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

	4 - Exceeds	3 - Proficient	2 - Approaching	1 - Beginning
Understanding	Connection to content or text enhances the narrative	Narrative is clearly connected to assigned content or text	Connections to assigned content or text may be awkward or vague	Connections to assigned content or text are missing or detract from the narrative
Organization/ Purpose	Effectively orients the reader to the characters and situation	**Orients the reader by establishing a situation and introducing a narrator and/or characters**	Minimally establishes a situation and a narrator/characters	Does not establish a situation and/or a narrator/characters
	Organizational structure contributes to the development of characters or events	**Organizes an event sequence that unfolds naturally**	Sequence of events is, at times, vague or unclear.	Sequence of events is illogical or confusing
	Transitional words and phrases are well chosen	**Uses a variety of transitional words, phrases and clauses to manage the sequence of events.**	Transitional words and phrases are present, but may be minimal, poorly chosen, or incorrectly used.	Lack of transitional words and phrases causes confusion
	Creates a satisfying ending	**Provides a conclusion that follows from the narrated experiences or events.**	Closing is weak or confusing	Ends abruptly
Elaboration	Effectively uses dialogue and description to develop experiences and events or show the response of characters to situations.	**Uses narrative techniques such as dialogue, description and pacing to develop experiences and events or show the response of characters to situations.**	Use of narrative techniques does not develop experiences, events or characters	Use of narrative techniques is minimal or absent
	Use of concrete detail and sensory language enhances the narrative	Uses concrete words and phrases and sensory language to convey experiences and events precisely.	Uses a basic vocabulary	Uses a limited vocabulary
Conventions	Few, if any, errors in usage and sentence formation	Some errors in usage and sentence formation are present,	Frequent errors in usage may obscure meaning	

*Note: Descriptors in **bold** are taken directly from the CCSS for this grade level. Some of the language used in this rubric has been adapted from the SBAC and PAARC rubrics.*

| | | but no systematic pattern of errors is displayed | | Errors in usage and/or punctuation, capitalization, and spelling are frequent and severe, and meaning is often obscured |
| | Effective and consistent use of grade appropriate punctuation, capitalization, and spelling | Adequate use of grade appropriate punctuation, capitalization, and spelling | Inconsistent use of grade appropriate punctuation, capitalization, and spelling | |

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