



NARRATIVE WRITING RUBRIC

California Common Core Standards Based – GRADE 5



Level	NARRATIVE WRITING	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	<ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Events unfold naturally and logically <input type="checkbox"/> Effective use of precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events 	<p>Mostly correct use of language conventions, and some above grade level skills used, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Varies sentence patterns for meaning, interest, and style <input type="checkbox"/> Maintains consistency in style and tone 	<p>Guidance & Support</p>
3 Meets	<p>NARRATIVE WRITING (W3)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Orients the reader by establishing a situation and introducing a narrator and/or characters (W3a) <input type="checkbox"/> Organizes event sequence that unfolds naturally (W3a) <input type="checkbox"/> Uses narrative techniques, such as dialogue, and description to develop experiences and events or show the responses of characters to situations (W3b) <input type="checkbox"/> Uses a variety of transitional words and phrases to manage sequence of events (W3c) <input type="checkbox"/> Uses concrete words and phrases and sensory details to convey experiences and events precisely (W3d) <input type="checkbox"/> Provides a conclusion that follows from the narrated experiences or events (W3e) <hr/> <p>WRITING PROCESS (W4-W8)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses clear and coherent writing in multi-paragraph texts that is appropriate to task, purpose, and audience (W4) <input type="checkbox"/> WGASFA* Develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach (W5) <input type="checkbox"/> WGASFA* Uses a variety of digital tools to write and publish writing (W6) <input type="checkbox"/> Keyboards/types a minimum of two pages in a single sitting (W6) <input type="checkbox"/> Participates in shared research projects that build knowledge through investigation of different aspects of a topic. (W7) <input type="checkbox"/> Summarizes or paraphrases information in notes and finished work, and provides a list of sources (W8) 	<p>Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses verb tenses to show time, states, conditions; and uses noun-verb agreement correctly most of the time (L1) <input type="checkbox"/> Uses punctuation to separate items in a series (L2a) <input type="checkbox"/> Uses a comma to separate an introductory element from the rest of the sentence (L2b) <input type="checkbox"/> Uses a comma to set off the words yes and no, to set off a tag question, and to indicate direct address (L2c) <input type="checkbox"/> Uses underlining, quotation marks, or italics to indicate titles of works (L2d) <input type="checkbox"/> Spells grade-appropriate words correctly, consulting references as needed (L2e) 	<p>Level of guidance and support from adults before writing:</p> <p>Check off what was done before the student wrote the piece being scored.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion <input type="checkbox"/> Read aloud or shared reading <input type="checkbox"/> Drawing <input type="checkbox"/> Vocabulary word bank <input type="checkbox"/> Shared or interactive writing <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Language frames
2 Almost Meets	<ul style="list-style-type: none"> <input type="checkbox"/> Unevenly maintains setting, characters, and plot <input type="checkbox"/> May not write multi-paragraphs <input type="checkbox"/> Uses some linking words/phrases <input type="checkbox"/> Little use of concrete words and phrases and sensory details to convey experiences and events precisely (W3d) <input type="checkbox"/> Planning for writing is limited 	<p>Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses verb tenses correctly some of the time. <input type="checkbox"/> Uses some punctuation correctly <input type="checkbox"/> Uses some sentence variety correctly <input type="checkbox"/> Spells many words correctly 	
1 Does Not Meet	<ul style="list-style-type: none"> <input type="checkbox"/> Little or no plot, or may be just a series or list of events <input type="checkbox"/> Provides few details or descriptions <input type="checkbox"/> Does not write multiple paragraphs <input type="checkbox"/> Planning for writing is absent or disorganized 	<p>Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writes few complete sentences or only simple sentences <input type="checkbox"/> Has many errors in punctuation <input type="checkbox"/> Has many errors in spelling and/or capitalization 	

• **WGASFA:** “with guidance and support from adults”

This rubric was adapted from rubrics at sbusd.org and information from Smarter Balanced Assessments (www.smarterbalanced.org) using the California Common Core Standards at www.cde.ca.gov.

