Narrative Rubric, Grade __5___ Grade Level Standards Refer to End of Year Performance

	Above Grade Level	Achieving Standards (At Grade Level)	Approaching Standards	Developing Standards (Below Grade Level)
Focus/ Setting CCSS*: ➢ W – 3a ➢ W – 4	• Responds skillfully to all parts of the prompt • Purposefully orients the reader by skillfully establishing a vivid situation (real or imagined) and introducing characters and/or a narrator	• Responds to all parts of the prompt • Orients the reader by establishing a situation (real or imagined) and introducing characters and/or a narrator	• Responds to most parts of the prompt • Establishes a situation (real or imagined) and attempts to introduce characters and/or a narrator	• Responds to some or no parts of the prompt • Fails to establish a situation (real or imagined) and does not introduce characters and/or a narrator in a relevant way
Organization/ Plot CCSS: ➢ W – 3a ➢ W – 3c ➢ W – 3e ➢ W – 4	• Coherently organizes a clear event sequence that unfolds naturally • Skillfully connects a variety of transitional words, phrases, and clauses to manage the sequence of events • Provides a conclusion that clearly follows from the narrated experience or events	• Organizes a clear event sequence that unfolds naturally • Uses a variety of transitional words, phrases, and clauses to manage the sequence of events • Provides a conclusion that follows from the narrated experience or events	• Organizes some sequencing but might confuse the reader • Uses some transitional words, phrases or clauses to manage the sequence of events. • Attempts a conclusion that may or may not follow the narrated experience or events	• Does not sequence narrative in a logical order • Uses few or no transitional words, phrases, or clauses to manage the sequence of events. • Conclusion is not attempted or discernible
Narrative Techniques CCSS: ➢ W – 3b ➢ W – 3d	• Uses creative descriptions of actions, thoughts, and feelings to develop experiences and events • Uses vivid dialogue to show the response of characters to situations • Uses concrete words and sensory details to make experiences and events come to life	• Uses pacing and descriptions of actions, thoughts, and feelings to develop experiences and events • Uses dialogue to show the response of characters to situations • Uses concrete words and phrases, and sensory details to convey experiences and events precisely	• Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe experiences /events • Uses dialogue to support plot • Attempts to use concrete words and sensory details to describe experiences and events	• Uses little to no description of actions, thoughts, or feelings to describe experiences /events • Does not use dialogue to support plot • Fails to to use concrete words or sensory details
Language CCSS: ➢ L – 1 ➢ L – 2	• Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning • Utilizes precise and sophisticated word choice	• Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning • Utilizes strong and grade-level appropriate word choice	• Uses some repetitive yet correct sentence structure • Demonstrates some grade level appropriate conventions, but errors obscure meaning • Utilizes vague or basic word choice	• Does not demonstrate sentence mastery • Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning • Utilizes incorrect and/or simplistic word choice

*CCSS – Common Core State Standards alignment (“W” = Writing strand; “L”= Language strand)