

Grade Five Narrative Assessment Rubric

	Meets Grade 4 Learning Outcome Standards	Approaches Five	Meets Grade 5 Learning Outcome Standards	Excels at Five	Meets Grade 6 Learning Outcome Standards
Content	<ul style="list-style-type: none"> - Writing focuses on and maintains a topic - Story problem is clearly stated - Includes ideas from other sources into fictional account - Supporting details <ul style="list-style-type: none"> o state characteristics (usually physical) o states setting o dialogue may be confusing to the reader - Actions/events are reasonably clear but they may not be detailed, or extended 		<ul style="list-style-type: none"> - Content is developed with an audience/purpose in mind - Content includes “why” and “how” actions/events occur - Story problem is clearly stated - Ideas can be plentiful but not all are significant to the plot - Supporting details <ul style="list-style-type: none"> o describe characters o describe setting - Dialogue serves to advance the plot, but may be overused - Writing shows an attempt to integrate ideas from personal experiences and different sources into fictional account 		<ul style="list-style-type: none"> - Content is developed for a specific audience/purpose - Majority of events in the story are connected to the story problem - Integrates ideas from personal experiences and different sources into fictional account - Dialogue and action work together to advance the plot - Context and characters are generally developed and sustained throughout story - Includes descriptive details
Organization	<ul style="list-style-type: none"> - Beginning of story includes <ul style="list-style-type: none"> o Context (background information) typically stated, o characters, o setting (time/place) o story problem - Middle includes actions/events and details, and follows logical sequence - Ending is often contrived, but is connected to actions/events 		<ul style="list-style-type: none"> - Beginning of story establishes <ul style="list-style-type: none"> o Context (background information) is typically stated, o characters (main and minor), o setting (time/place), o story problem - Middle includes actions/events and details, and follows logical sequence - Ending is often contrived, but attempts to resolve story problem 		<ul style="list-style-type: none"> - Beginning of story establishes key information for the story <ul style="list-style-type: none"> o Context (background information) is used to stage the story problem o characters [main and minor], o setting [time/place], o problem, - Middle develops plot <ul style="list-style-type: none"> o rising actions/events are selected to move the plot forward (few distractors) o establishes connections among actions/events - Ending is connected to actions/events and resolves the story problem - Writing is organized in paragraphs
	Meets Grade 4 Learning Outcome Standards	Approaches	Meets Grade 5 Learning Outcome Standards	Excels at	Meets Grade 6 Learning Outcome Standards
Word Choice	<ul style="list-style-type: none"> - Word choice is appropriate for intended audience 		<ul style="list-style-type: none"> - Word choice is appropriate for intended audience 		<ul style="list-style-type: none"> - Word choice is appropriate for intended audience

	<ul style="list-style-type: none"> - Uses precise vocabulary related to story - Uses expressive language (interesting words including adjectives, adverbs, and/or similes) 		<ul style="list-style-type: none"> - Uses precise vocabulary related to story - Uses expressive language (interesting words including adjectives, adverbs, synonym, and/or similes) to create images or effects 		<ul style="list-style-type: none"> - Uses precise vocabulary - Uses descriptive and figurative language to create desired effects
Sentence Fluency	<ul style="list-style-type: none"> - Uses a variety of simple and compound sentences - Uses some transition words 		<ul style="list-style-type: none"> - Uses a variety of simple, compound, and some complex sentences - Uses varied sentence lengths - Uses some transition words 		<ul style="list-style-type: none"> - Uses simple, compound, and complex sentences effectively - Uses a variety of sentence lengths - Uses a variety of transition words
Voice	<ul style="list-style-type: none"> - Voice is evident (writing creates tone that reflects feelings/emotions consistent with the story/characters). May use <ul style="list-style-type: none"> o Restating or repetition of title or important phrase o Different sizes of print o Punctuation o Layout or positioning on page - Writing evokes a feeling or response in the reader 		<ul style="list-style-type: none"> - Voice is evident (writing creates tone that reflects feelings/emotions consistent with the story/characters). May use <ul style="list-style-type: none"> o Restating or repetition of title or important phrase o Different sizes of print o Punctuation o Layout or positioning on page - Reading evokes a feeling or response on the part of the reader 		<ul style="list-style-type: none"> - Voice is evident (writing creates tone that reflects feelings/emotions consistent with the story/characters). <ul style="list-style-type: none"> - May use <ul style="list-style-type: none"> o Organization of ideas o Formatting - Writing evokes a feeling or response in the reader
Conventions	<ul style="list-style-type: none"> - Uses capitalization correctly - Spells most words correctly; unfamiliar words are spelled phonetically - Uses end punctuation - Uses <ul style="list-style-type: none"> o quotation marks, o commas, and o apostrophes - Errors do not interfere with communication 		<ul style="list-style-type: none"> - Uses correct capitalization - Uses correct punctuation <ul style="list-style-type: none"> o End punctuation o Commas - Uses appropriate prepositions - Spells most words correctly, errors do not significantly impede meaning 		<ul style="list-style-type: none"> - Uses correct capitalization - Uses correct punctuation <ul style="list-style-type: none"> o End punctuation o Commas and semi-colons - Uses appropriate noun-pronoun agreement - Spells most words correctly, errors do not significantly impede meaning