

Fifth Grade Narrative Writing Rubric								
*See Note Below*	Grade 3 1 pt = Below	1.5 Pts = Below	Grade 4 2 pts = Basic	2.5 Pts = Basic	Grade 5 3 pts = Meets	3.5 Pts = Excels	Grade 6 4 pts = Excels	Score
<b>Structure</b>								
<b>Overall</b>	Told the story bit by bit	Mid-Level	Wrote the important part of an event bit by bit and took out unimportant parts	Mid-Level	Wrote a story of an important moment— It is read like a story, even though it might be a true account	Mid-Level	Wrote a story that had tension, resolution, and realistic characters and conveyed an idea or lesson	
<b>Lead</b>	The beginning helped readers know who the characters were and what the setting was in the story		The beginning showed what was happening and where, getting readers into the world of the story		Wrote a beginning in which he/she not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character		Wrote a beginning in which he/she not only set the plot or story in motion, but also hinted at the larger meaning the story would convey	
<b>Transitions</b>	Told the story in order by using phrases such as <i>a little later</i> or <i>after that</i>		Showed how much time went by with words and phrases that mark time such as <i>just then</i> and <i>suddenly</i> (to show when things happened quickly) or <i>after a while</i> and <i>a little later</i> (to show when a little time passed)		Used transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time ( <i>meanwhile, at the same time</i> ) or flashback and flash forward ( <i>early that morning, three hours later</i> )		Used transitional phrases to connect what happened such as <i>If he hadn't...he might not have..., because of..., although..., and little did she know that...</i>	
<b>Ending</b>	Chose the action, talk or feeling that would make a good ending, and worked to write it well		Wrote an ending that connected to the beginning or the middle of the story—Used action, dialogue, or feeling to bring his/her story to a close		Wrote an ending that connected to the main part of the story—The character said, did, or realized something at the end that came from what happened in the story—Gave readers a sense of closure		Wrote an ending that connected to what the story was about—Gave readers a sense of closure by showing a new realization or insight or a change in a character or narrator	
<b>Organization</b>	Used paragraphs to separate what happened first from what happened later (and finally) in the story		Used paragraphs to separate the different parts or times of the story or to show when a new character was speaking		Used paragraphs to separate different parts or times of the story and to show when a new character was speaking— Some parts of the story were longer and more developed than others		Used paragraphs purposefully, perhaps to show time or setting changes, new parts of the story, or to create suspense for readers—Created a clear sequence of events	
<b>Development</b>								
<b>Elaboration</b>	Worked to show what was happening to (and in) his/her characters	Mid-Level	Added more to the heart of the story, including not only actions and dialogue but also thoughts and feelings	Mid-Level	Developed characters, setting and plot throughout his/her story, especially the heart of the story—Used a blend of description, action, dialogue and thinking	Mid-Level	Developed realistic characters and details, action, dialogue, and internal thinking that contributed to the deeper meaning of the story	X2
<b>Craft</b>	Wrote in ways that got readers to picture what was happening and that brought his/her story to life		Showed why characters did what they did by including their thinking—Made some parts of the story go quickly, some slowly— Included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring his/her story to life—Used a storytelling voice and conveyed the emotion		Showed why characters did what they did by including their thinking and responses to what happened—Slowed down the heart of the story—Made less important parts shorter and less detailed and blended storytelling and summary as needed—Included precise details and used figurative language so that readers could picture the setting, characters, and events—Used some objects or actions as		Developed character traits and emotions through what characters said and did— Developed some relationships among characters to show why they acted and spoke as they did—Told the internal as well as the external story —Chose several key parts to stretch out and several to - more through move quickly --Wove together precise descriptions, figurative language, and symbolism to	X2

Fifth Grade Narrative Writing Rubric									
*See Note Below*	Grade 3 1 pt = Below	1.5 Pts = Below	Grade 4 2 pts = Basic	2.5 Pts = Basic	Grade 5 3 pts = Meets	3.5 Pts = Excels	Grade 6 4 pts = Excels	Score	
			or tone of his/her story through description, phrases, dialogue, and thoughts		symbols to bring forth meaning—Varied sentences to create the pace and tone		help readers picture the setting, action, and events and to bring forth meaning— Not only varied sentences to create pace and tone of the narrative and to engage readers, but also used language that fit the story’s meaning, for example, in parts that had dialogue, different characters used different kinds of language		
Language Conventions									
<b>Spelling</b>	Used what he/she knew about spelling patterns to help him/her spell and edit	Mid-Level	Used what he/she knew about word families and spelling rules to help him/her spell and edit	Mid-Level	Used what she knew about word families and spelling rules to help her spell and edit.	Mid-Level	Spelled words correctly		
<b>Punctuation</b>	Punctuated dialogue correctly with commas and quotation marks— punctuation at the end of every sentence—wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another		Correctly used commas to write long complex sentences for clarity		Uses commas to set off introductory parts of sentences, such as <i>One day at the park, went on the slide;</i> he also used commas to show talking directly to someone, such as <i>Are you mad, Mom?</i>		Used punctuation to help set a mood, convey meaning, and/or build tension in his/her story		
*Note: If a student does not have the skill(s) listed as a ‘1’, give the student ‘0’								Total Points	

### Report Scaled Score OnLine

Number of Points	Scaled Score	Status
0	0	Refuses to Write
1-11	1	Below
11:5 – 16.5	1.5	Below
17 – 22	2	Basic

Number of Points	Scaled Score	Status
22.5 – 27.5	2.5	Basic
28 – 33	3	Meets
33.5 – 38.5	3.5	Excels
39 – 44	4	Excels