



Grade 5 Narrative Rubric

	Prompt Task	Development of Narrative	Organization	Language Use
5	The purpose of the narrative is meaningful, clear, and well-suited for the task and designated audience. The narrative successfully uses ample details and/or ideas from provided text(s).	Thoroughly develops the plot, characters, and setting through sufficient and well-chosen details. Successfully uses multiple narrative techniques such as dialogue, pacing, and description to develop events or show how characters respond to situations.	Successfully orients the reader by establishing a situation and clearly introducing a narrator and/or characters. Provides a satisfying conclusion that follows from the narrative. Orders event sequences so they unfold naturally. Successfully varies transition words, phrases, and clauses to manage the sequence of events.	Uses concrete words and phrases and abundant descriptive and sensory details. Demonstrates strong control of sentences by successfully using a variety of sentence lengths and constructions.
4	The purpose of the narrative is clear and appropriate for the task and designated audience. The narrative uses some appropriate details and/or ideas from provided text(s).	Adequately develops the plot, characters, and setting through some specific and relevant details. Has some success with using narrative techniques such as dialogue, pacing, and description to develop events or show how characters respond to situations.	Orients the reader by introducing a situation and a narrator and/or characters. Provides an appropriate conclusion that follows from the narrative. Orders event sequences logically. Consistently uses transition words, phrases, and clauses to signal event order.	Uses mostly specific and somewhat varied word choice. Sometimes includes descriptive and sensory details. Demonstrates control of sentences by offering some variety in sentence lengths and constructions.
3	The purpose of the narrative is only superficially related to the task or is only somewhat clear. Details, ideas, and/or inspiration from provided text(s) are used, but their use is limited or excessive, or the text(s) is (are) misrepresented.	Unevenly or incompletely develops the plot, characters, and setting of the narrative. Some description or dialogue may not be clearly relevant. Has limited success with using narrative techniques such as dialogue, action, and description to develop events or show how characters respond to situations.	Provides an opening for the narrative. Provides a conclusion that is unoriginal, abrupt, or unsuitable. Offers some logical sequencing of events, though a few parts may seem out of order. Sometimes uses transition words, phrases, and clauses to signal event order.	Uses general word choice. Occasionally includes descriptive and sensory details. Offers a little variety in sentence constructions, though there may be a few long, uncontrolled sentences.



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2	The purpose of the narrative is vague or otherwise confusing. Attempts to use details, ideas, and/or inspiration from provided text(s) are unsuccessful (text sections are reproduced exactly, misunderstood, or not appropriate for the context of the new narrative).	Minimally and/or superficially develops the plot, characters, and/or setting of the narrative. Some description, action, or dialogue may be paraphrased from provided text(s) or may be irrelevant.	Lacks an opening or conclusion, or the opening or conclusion is abrupt or confusing. Sequencing of events is often unclear or confusing. Transition words, phrases, and clauses are rarely used and may cause confusion.	Uses simple and/or repetitive word choice. Rarely includes descriptive details. Uses repetitive sentence structure and/or long, uncontrolled sentences.
1	The narrative lacks a purpose. No attempt is made to use the provided text(s) in the narrative.	Plot, characters, and/or setting are introduced but not developed. Any developed narrative is a paraphrase or reproduction of provided text(s) or is not relevant. May demonstrate a lack of understanding of the purpose of narrative writing.	Lacks an opening and conclusion. No sequencing is evident. Transition words, phrases, and clauses are not used. Response may be too short to assess organization.	Uses awkward, incorrect, and/or confusing word choice and sentence structure. Does not include descriptive details.