

ENGLISH LANGUAGE ARTS NARRATIVE WRITING RUBRIC GRADE 5

BARRINGTON PUBLIC SCHOOLS

Criteria	4	3	2	1
Writing process	<ul style="list-style-type: none"> Effectively uses the writing process (prewriting, drafting, revising, editing, publishing, and sharing) to enhance writing. (2.1.1) 	<ul style="list-style-type: none"> Uses the writing process (prewriting, drafting, revising, editing, publishing, and sharing). (2.1.1) 	<ul style="list-style-type: none"> Uses some steps of the writing process (prewriting, drafting, revising, editing, publishing, and sharing). (2.1.1) 	<ul style="list-style-type: none"> Shows little or no evidence of using the writing process (prewriting, drafting, revising, editing, publishing, and sharing). (2.1.1)
Ideas	<ul style="list-style-type: none"> Establishes, maintains, and expands a focus/controlling idea to enhance meaning. (2.4.2, 2.6.1) Establishes a complex context (setting or background information), problem, and resolution. (2.5.3) Develops characters through description, dialogue, and action. (2.6.1) Uses relevant and descriptive details, dialogue, actions, and sensory language to advance the plot. (2.6.1) 	<ul style="list-style-type: none"> Establishes and maintains focus/controlling idea. (2.4.2, 2.6.1) Establishes a context (setting or background information), problem, and resolution. (2.5.3) Develops characters through description. (2.6.1) Uses relevant and descriptive details, dialogue, and actions to advance the plot. (2.6.1) 	<ul style="list-style-type: none"> States a focus/controlling idea. (2.4.2, 2.6.1) Establishes a problem and resolution. (2.5.3) Identifies characters. (2.6.1) Uses some relevant and descriptive details, dialogue, and actions to advance the plot. (2.6.1) 	<ul style="list-style-type: none"> Lacks a focus/controlling idea. (2.4.2, 2.6.1) Does not establish a problem and resolution. (2.5.3) Attempts or neglects to identify characters. (2.6.1) Uses little to no relevant and descriptive details, dialogue, and actions to advance the plot. (2.6.1)
Organization	<ul style="list-style-type: none"> Creates a clear and engaging storyline with a beginning, middle, and end. (2.5.3) Effectively organizes ideas using transition words or phrases. (2.4.2) Uses paragraph form: indents, main idea, and supporting details to enhance understanding. (2.2.3) 	<ul style="list-style-type: none"> Creates a clear storyline with a beginning, middle, and end. (2.5.3) Organizes ideas using transition words or phrases. (2.4.2) Uses paragraph form: indents, main idea, and supporting details. (2.2.3) 	<ul style="list-style-type: none"> Creates a storyline with some elements of a beginning, middle, and/or end. (2.5.3) Uses transition words or phrases. (2.4.2) Organizes ideas and supporting details, but may not be in paragraph form (indenting). (2.2.3) 	<ul style="list-style-type: none"> Does not have a storyline with elements of a beginning, middle, and/or end. (2.5.3) Uses little or no transition words or phrases. (2.4.2) Does not organize ideas and supporting details. (2.2.3)

Narrative Writing_grade_5 05/30/08

Level 4- Exceeds standards - Indicates competence in all standards/benchmarks and exceptional performance in a few

Level 3 - Meets standards - Indicates general competence in all standards/benchmarks

Level 2- Emerging - Indicates general competence in most standards/benchmarks with difficulties in some

Level 1- Attempt made - Indicates difficulties in a majority of standard/benchmarks

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	<ul style="list-style-type: none"> Writes a powerful lead and conclusion. (2.7.5) 	<ul style="list-style-type: none"> Writes a satisfying lead and conclusion. (2.7.5) 	<ul style="list-style-type: none"> Writes a lead and conclusion. (2.7.5) 	<ul style="list-style-type: none"> Lacks a lead and/or conclusion. (2.7.5)
Voice	<ul style="list-style-type: none"> Uses voice appropriate for the audience/purpose to create intended mood. (2.6.1) 	<ul style="list-style-type: none"> Uses voice appropriate for the audience/purpose. (2.6.1) 	<ul style="list-style-type: none"> Uses voice appropriate for the audience/purpose at times. (2.6.1) 	<ul style="list-style-type: none"> Uses voice that does not match the audience/ purpose. (2.6.1)
Sentence Fluency	<ul style="list-style-type: none"> Uses varied sentence length and structure (e.g. beginning) that enhances meaning and sounds smooth and natural. (2.2.2) 	<ul style="list-style-type: none"> Uses varied sentence length and structure (e.g. beginning) to enhance meaning. (2.2.2) 	<ul style="list-style-type: none"> Uses some varied sentence length and structure (e.g. beginning). (2.2.2) 	<ul style="list-style-type: none"> Does not use varied sentence length and structure (e.g. beginning). (2.2.2)
Word Choice	<ul style="list-style-type: none"> Uses advanced, specific and relevant details and language appropriate to purpose to advance the storyline throughout the piece. (2.6.1) 	<ul style="list-style-type: none"> Uses specific and relevant details and language appropriate to purpose to advance the storyline. (2.6.1) 	<ul style="list-style-type: none"> Uses some specific and relevant details and language appropriate to purpose. (2.6.1) 	<ul style="list-style-type: none"> Uses language that is not appropriate to purpose. (2.6.1)
Conventions	<ul style="list-style-type: none"> Uses grade level rules of punctuation, spelling, capitalization, and grammar to clarify and enhance meaning. (2.9.1, 2.9.3, 2.9.5) 	<ul style="list-style-type: none"> Uses grade level rules of punctuation, spelling, capitalization, and grammar to clarify meaning. Errors do not impede meaning. (2.9.1, 2.9.3, 2.9.5) 	<ul style="list-style-type: none"> Uses some grade level rules of punctuation, spelling, capitalization, and grammar to clarify meaning. Errors may impede meaning. (2.9.1, 2.9.3, 2.9.5) 	<ul style="list-style-type: none"> Uses little to no grade level rules of punctuation, spelling, capitalization, and grammar to clarify meaning. Errors impede meaning. (2.9.1, 2.9.3, 2.9.5)

COMMENTS

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